

INDEPENDENT SCHOOL DISTRICT #832
REGULAR MEETING – BOARD OF EDUCATION
Thursday, February 12, 2009 - 7:00 PM
Mahtomedi District Education Center - Community Room

The Mission of the Mahtomedi School District No. 832, as a multi-community public school system, is to provide individually challenging, lifelong learning experiences for all people, leading to productive and self-fulfilling roles in a global society, accomplished through partnerships with students, families, staff and communities all committed to excellence.

- AGENDA -

1. CALL TO ORDER 5
2. ROLL CALL OF ATTENDANCE
3. APPROVAL OF THE AGENDA
4. APPROVAL OF THE CONSENT AGENDA - See #14 for Consent Agenda Items
5. PRESENTATIONS/RECOGNITION 6
 - A. O. H. Anderson Elementary School - K-12 Music Review
Presenter: Music Faculty
6. PUBLIC COMMENT
Visitors attending the meeting who wish to address the school board on any issue that is on the agenda may do so at this time. Please refer to the last page for the procedure that has been established for public comments.
7. REPORT FROM STUDENT REPRESENTATIVE
Presenter: Marjorie Odegard
8. APPROVAL OF MINUTES
 - A. January 8, 2009 - Regular Meeting 34
 - B. January 22, 2009 - Study Session 40
9. DISCUSSION/INFORMATION ITEMS 41
 - A. Calendar of Events
 - B. Mahtomedi Area Educational Foundation (MAEF) Update
Presenter: Kelly Unger
 - C. Zephyr Wind Project 43
Presenter: Jeff Ledermann
 - D. Other Post Employment Benefits (OPEB) Bonds and District Severance Costs
Presenter: Denise Sundstrom with Ehlers & Associates

10.	ACTION ITEMS	
A.	Approval of Resolution Authorizing Issuance and Sale of \$3,400,000 General Obligation Taxable OPEB Bonds	45
B.	Approval of Resolution Relating to 2009-2010 Open Enrollment	48
C.	Policies	
1.	Approval of Policy 214 - Out-of-State Travel By School Board Members	50
2.	Approval of Policy 413 - Harassment and Violence	52
3.	Approval of Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse	60
4.	Approval of Policy 509 - Enrollment of Nonresident Students	67
5.	Approval of Policy 514 - Bullying Prohibition Policy	70
6.	Approval of Policy 522 - Student Sex Nondiscrimination	75
11.	SCHOOL BOARD COMMITTEE REPORTS	
A.	Association of Metropolitan School Districts (AMSD) Board Presenter: Steve Wolgamot	
B.	East Metro Integration District 6067 (EMID) Presenter: Kevin Donovan	
C.	Minnesota School Boards Association (MSBA) Legislative Liaison Presenter: Cathy Dalton	
D.	Northeast Metro 916 Board Presenter: John Belisle	
12.	SUPERINTENDENT'S REPORT	
13.	ADJOURNMENT	
14.	CONSENT AGENDA ITEMS (Items Approved Under #4)	
A.	Approval to Pay Bills	80
B.	Approval of Wire Transfer Transactions	90
C.	Personnel	
1.	Approval of Contracts and Work Agreements	
a.	Kristin Burge - Social Studies Teacher - Mahtomedi High School (1/26/09 to 4/3/09)	
b.	Julie Fjeld - Spanish Teacher - Mahtomedi High School (1/26/09)	
2.	Approval of Leaves of Absence	
a.	Virginia Green - Music Teacher - Wildwood Elementary School (8/2009 to 6/2011)	
b.	Sarah Hill - Third Grade Teacher - O. H. Anderson Elementary School (3/2/09 to 4/14/09)	
c.	Christa Kurtz-Huber - Spanish Teacher - Mahtomedi Middle School (3/23/09 to 5/15/09)	
d.	Gina Loosbrock - Fourth Grade Teacher - O. H. Anderson Elementary School (4/7/09 to 5/29/09)	

Agenda - February 12, 2009

- e. Briony Sorum - Special Education Teacher - Mahtomedi Middle School (4/20/09 to 6/10/09)
- 3. Approval of Resignations/Retirements/Terminations
 - a. John Deir - Principal - Mahtomedi High School (6/30/09)
 - b. Kathy Frank - School Nurse - District Wide (3/20/09)

PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS REGULAR SCHOOL BOARD MEETING

Thank you for coming. The School Board of Independent School District #832 hopes you will find the meeting informative. By attending, you will better understand how your school district operates. The School Board meeting is a meeting "in public," and not a public meeting. In order to conduct its work in a professional and business-like manner, the school board has established the following rules for conducting the meeting:

- Comments and questions on issues are welcome at the scheduled time on the agenda. The school board is prohibited by law from discussing concerns about individual employees or students in a public meeting. Please forward comments or issues regarding individual employees or students to the superintendent at mark.wolak@mahtomedi.k12.mn.us or 651-407-2001.
- If you would like to speak to the school board, you will be recognized during Public Comment. The public may comment on any item on the agenda. The school board generally does not take action on any issue that is not on the agenda. Concerns or questions are forwarded to the superintendent for review and recommended action before consideration by the school board. Unless requested by a school board member, items on the consent agenda are not discussed by the school board at the meeting.
- The chairperson will ask citizens in attendance to sign in if they wish to address the school board. If you are late and wish to speak, please give your name, address, and agenda number to the clerk when you arrive.
- Individuals will be recognized in the order received. Since we are videotaping tonight's meeting for delayed broadcast, individuals who wish to address the school board or ask questions need to go to the microphone. Please state your name and address after being recognized and limit your comments to three minutes (approximately 450 written words). Everyone wishing to comment will be recognized and heard before anyone speaks twice.



ADDENDUM TO AGENDA
BOARD OF EDUCATION
February 12, 2009

4. APPROVAL OF THE CONSENT AGENDA

John Deir submitted his letter of resignation effective June 30, 2009. He has informed his staff so you will begin hearing about this in the grapevine. Denise Waalen will lead the process to fill the principal vacancy. We will follow the process that we employed when filling administrator vacancies in the past two years which includes posting the position, seeking student, parent and staff input on leader attributes and skills, screening applications, external screening of finalists prior to interview, and conducting a team interview. Final candidates will be recommended to the superintendent for selection. We begin a communication process this week.

9. DISCUSSION/INFORMATION ITEMS

- C. Zephyr Wind Project – A team of community members developed a small wind generator proposal for the school board to consider. We see potential benefits and connections to secondary students/curriculum and believe the proposal is worthwhile for the school district to pursue as a partnership with St. Andrews Lutheran Church, students, and the interested citizens.
- D. Other Post Employment Benefits (OPEB) Bonds – Denise Sundstrom and staff from Ehlers & Associates will present in public the proposal you heard in the last study session. If you are prepared to act, we have a resolution under Action Items. Again, the primary benefit will be to incur less cost in the general fund and this will reduce the scope of spending cuts for 2009-2010 and future years.

10. ACTION ITEMS

- B. Approval of Resolution Relating to 2009-2010 Open Enrollment (internal administrative worksheet enclosed in packet) – This resolution must be passed each year to comply with state requirements to notify interested open enrollment families. This year, we are closing all grades but Kindergarten, Grade 2, Grade 3 and Grade 6. We will accept 126 (35%) of 355 applicants under open enrollment. These students include children of employees and siblings of current students. We are also estimating 24 new resident students from St. Andrew's Academy and St. Jude of the Lake School.

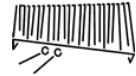
Capacity is defined for each school in facility planning documents and projected enrollment is similar to this school year's enrollment. Class size projections are: Kindergarten (20), First Grade (23), Second Grade (25) and Third Grade (25). We add one section in second grade to balance all grades to eight sections each.

Denise Waalen, Denise Sundstrom, and I can answer your questions prior to the meeting so please do not hesitate to call or email.

MW/dm



Music Program at the Core



What makes us human is our ability to create, invent, and discover - Every human culture uses music to carry forward its ideas and ideals

The Federal *Elementary and Secondary Education Act* places the arts at the core of the curriculum for intrinsic and extrinsic reasons. “*I think music and arts education should be considered a core subject.*” U.S. Secretary of Education - Rod Paige.

“I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.”--*Albert Einstein*

- The National Standards for Music Education include nine content areas:
- #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, other arts, & disciplines outside the arts
 - #9: Understanding music in relation to **history** and **culture**

The Intrinsic Value of Music Education (Kids need tools to express themselves in a healthy way/which gang will our kids choose?)

- ♪ An Auburn University study found significant increases in overall **self-concept** of at-risk children participating in an arts program that included music, movement, dramatics and art, as measured by the Piers-Harris Children’s Self-Concept Scale. — *N.H. Barry, Project ARISE: Meeting the needs of disadvantaged students through the arts, Auburn University, 1992*
- ♪ Students who participated in arts programs in selected elementary and middle schools in New York City showed significant increases in **self-esteem** and **thinking skills**. — *National Arts Education Research Center, New York University, 1990*
- ♪ “Music has a great power for **bringing people together**. With so many forces in this world acting to drive wedges between people, it’s important to preserve those things that help us experience our common humanity.” — *Ted Turner, Turner Broadcasting System.*
- ♪ Results of a 1997 Gallup Poll of American attitudes toward music state that nine out of ten Americans agreed that **music is part of a well-rounded education**. 89% definitely agreed that music helps a child’s overall intellectual development
- ♪ “Music education opens doors that help children pass from school into the world around them — a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music.” — *Gerald Ford, former President, United States of America*
- ♪ “Music is about communication, creativity, and cooperation, and, by studying music in school, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective.” — *Bill Clinton, former President, United States of America*

The Extrinsic Value of Music Education (In the land of research and development moguls like 3M, creative education is critical)

- ♪ Students in two Rhode Island elementary schools who were given an enriched, sequential, skill-building music program showed marked improvement in **reading and math skills**. Students in the enriched program who had started out behind the control group caught up to statistical equality in reading, and pulled ahead in math. — *Gardiner, Fox, Jeffrey and Knowles, as reported in Nature, May 23, 1996*
- ♪ Martin Gardiner – Brown University, found that 1st graders given six months of music instruction with an emphasis on sequential skill development scored significantly better in **math**.
- ♪ A research team exploring the link between music and intelligence reported that music training is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills, the skills necessary for learning **math and science**. — *Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, "Music training causes long-term enhancement of preschool children's spatial-temporal reasoning," Neurological Research, Vol. 19, February 1997*
- ♪ Frances Rauscher of the U of Wisconsin at Oshkosh found that music training at an early age appears to develop the synaptic connections that are relevant to abstract thought. Further study found that middle-income and at-risk preschoolers receiving piano keyboard lessons scored 34-48% higher than those with computer keyboard training on **spatial reasoning** tests. Thus, the findings point to a direct link between music instruction and math and science aptitude.
- ♪ In the Kindergarten classes of the school district of Kettle Moraine, Wisconsin, children who were given piano music instruction scored 48 percent higher on **spatial-temporal skill** tests than those who did not receive music training. — *Rauscher, F.H., and Zupan, M.A. (1999). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field study. Manuscript in press, Early Childhood Research Quarterly.*
- ♪ “The **nation’s top business executives** agree that arts education programs can help repair weaknesses in American education and better prepare workers for the 21st century.”— “*The Changing Workplace is Changing Our View of Education.*” *Business Week, October 1996.*
- ♪ The very best engineers and technical designers in the **Silicon Valley** industry are, nearly without exception, practicing musicians. — *Grant Venerable, "The Paradox of the Silicon Savior," as reported in "The Case for Sequential Music Education in the Core Curriculum of the Public Schools," The Center for the Arts in the Basic Curriculum, New York, 1989*
- ♪ **Japan and Germany** require arts education for all students from kindergarten through high school – and “they design the most competitive products on the world market.” (*U.S. News and World Report, Looking for a Renaissance: The Campaign to Revive Education in the Arts, 1992*)

All the above research came from two websites: <http://www.mmea.org/advocacy.htm> & <http://www.menc.org/information/advocate/facts.html>

Mahtomedi Music Performances/Events
2008-09

2008 Music Events

Friday, Sept. 12	HS Chamber Singers sing at Homecoming football game
Tuesday, October 14, 8:00 p.m.	High School Choirs fall concert, Chautauqua Fine Arts Center
Sunday, Nov. 2 Noon-3pm	CAPP Arts Event Honoring Carole Fargo
Sunday, Nov. 9, 4:00 p.m.	Mahtomedi Music Faculty Recital, Chautauqua**
Thursday, Nov 1	HS Band and Chamber Singers Concert at OHA Elementary
Monday, Nov 10	2 nd Grade In-house field trip: MN Orchestra string quartet
Friday, Nov. 14, 7:30 p.m.	HS Band concert, Chautauqua
Tues, November 18	HS Band Concert at Veteran's Home
Wed, Nov 19	HS Band Concert for Senior Citizens, District Office
Thursday, Nov. 20, 7:00 p.m.	HS Jazz Bands Concert, Chautauqua
December 2008	WW Talent Days
December 2008	MS Jazz Band Concert at Mall of America
Wed, Dec 3	HS Bands Concert at Mall of America
Thursday, Dec 4	Chamber Singers Concert at Mahtomedi Club
Thursday, Dec 4	1 st Grade trip to Orchestra Hall: Swinging Nutcracker
Thursday, December 4 7:00 p.m.	MHS presents <i>Snoopy!</i> , Chautauqua**
Friday, December 5 7:00 p.m.	
Saturday, Dec 6 2:00 and 7:00 p.m	
Sunday, December 7	Chamber Singers Concert at North Oaks Country Club
Monday, Dec. 8, 7:00 p.m.	6 th grade Band concert, Chautauqua
Tuesday, Dec. 9, 6:30p.m.	7 th grade Band concert, Chautauqua
Tuesday, Dec. 9, 8:00 p.m.	8 th grade Band concert, Chautauqua
Thursday, Dec 11	HS Band Concert at WW Elementary
Friday, Dec. 12	Chamber Singers concert at District Education Center
Saturday, Dec. 13	OHA Choir Barnes and Noble Sing-a-long at Maplewood Mall
Tuesday, Dec. 16, 6:30 p.m.	6 th grade Choir concert, Chautauqua
Tuesday, Dec. 16, 7:45 p.m	7 th grade Choir concert, Chautauqua

Thursday, Dec. 18, 7:00 p.m.	High School Choirs Winter concert, Chautauqua
Friday, Dec 19	3 rd Grade Seasonal Sing-a-long, Large Gym OHA
<u>2009 Music Events</u>	
Tuesday, January 13 7:00 p.m.	Middle School Jazz Bands concert, Chautauqua All-Conference Band Performance, North High
Thursday, Jan. 29, 7:00 p.m.	O. H. Anderson Choirs and World Music Concert, Chautauqua
February 2009	All School Concert: CAM Chinese Dance Theatre, WW GYM
Wednesday, Feb 4	6 th Grade Choir Concert at OHA
Monday, February 9, 7:00 p.m.	High School Band Solo and Ensemble Concert, Black Box
Tuesday, February 10, 7:00 p.m.	High School Band Solo and Ensemble Concert, Black Box
Thursday, Feb 12	7 th Grade Band Concert at Wildwood
Friday, Feb 13	HS Chamber Singers Concert for District Showcase
Wednesday, Feb 18	6 th Grade Band Concert at OHA
Saturday, Feb 21	HS Band Solo and Ensemble Contest
Thursday, Feb 26	Suburban Conference HS Band Festival, Tartan HS
Tuesday, March 3	MS Band Solo and Ensemble Festival, Middle School
Thursday, March 5	Classic Suburban Conference Jazz Band Festival
Thursday, March 5, 7:00 p.m.	<i>Dear Edwina, Jr.</i> , Chautauqua**
Friday, March 6, 7:00 p.m.	**presented by the Middle School Theatre Dept.
Saturday, March 7, 3:30 and 7:00 p.m.	
Friday, March 6	OHA Student Recital
Tuesday, Mar. 10, 5:30 & 6:45 pm	1 st grade Music Program, Chautauqua
Wednesday, March 10	Large Group Region 4AA HS Band Contest
Thursday, Mar 12, 5:30 & 6:45 pm	2 nd grade Music Program, Chautauqua
Saturday, Mar 14-Mar 24	HS Band and Choir Trip to Costa Rica
March 23-27	5 th Grade program "Voices Across America", OHA
Mar 30 – April 3	4 th Grade Program " <i>Minnesota History</i> ", OHA
April 2009	All School Concert: Leo and Kathy Lara; Latin American Music and Folk stories

Tuesday, March 31, 7:00 p.m.	Music in Our Schools Month High School Choir Concert
Wednesday, April 1	HS Band Concert at Senior luncheon, District Center
Tuesday, April 14	Pizzazz, HS and MS Jazz Bands, MHS Commons
Friday, April 17	HS Band Veterans Home Concert
Monday, April 27	Senior Fine Arts Banquet, Lake Elmo Inn
Tuesday, April 28, 7:30 p.m.	High School Band Concert, Chautauqua
May 2009	WW Talent Days
May 1	8 th Grade Band to MMEA (MN Music Educators Association) Festival and Gamelan Workshop
May 4-8	3 rd Grade Program <i>"Mahtomedi History"</i> , OHA
Monday, May 4, 7:00 p.m.	6 th grade Band concert, Chautauqua
Tuesday, May 5, 6:30 p.m.	7 th grade Band concert, Chautauqua
Tuesday, May 5, 8:00 p.m.	8 th grade Band concert, Chautauqua
Thursday, May 7 7:00 p.m.	Middle School Jazz Bands concert, Chautauqua
Tuesday, May 12, 6:30 p.m.	6 th grade Choir concert, Chautauqua
Tuesday, May 12, 7:45 p.m.	7 th grade Choir concert, Chautauqua
Thursday, May 14, 7:00 p.m.	O.H. Anderson Choirs and World Music Concert, Chautauqua
Sunday, May 17	Chamber Singers concert with Minnesota Oratorio Society
Monday, May 18, 8:00 p.m.	High School Chamber Singers Concert, Chautauqua
Tuesday, May 19, 8:00 p.m.	High School Choir Concert, Chautauqua
Thursday, May 21	Kindergarten Program, WW Gym
Thursday, May 21, 7:00 p.m.	8 th Grade Choir Concert, Chautauqua
Monday, May 25	HS Band in the Memorial Day parade
Thursday, May 28, 7:00 p.m.	Pops Concert, Chamber Singers, HS Jazz Bands, Chautauqua
Friday, May 9	MS Talent Show
Saturday, June 6	HS Graduation, HS Bands and Choirs

** Admission charge

The National Standards for Music Education
include nine content areas:

#1: Singing, alone and with others, a varied repertoire of music

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#3: Improvising melodies, variations, and accompaniments

#4: Composing and arranging music within specified guidelines

#5: Reading and notating music

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Elementary Music Curriculum - Skills

Grade	Vocal production	Playing/performing	Create/compose	Written notation	Style/culture	Listening	Movement & Dance	ID
K	Pitch matching, vocal exploration: head/chest/whisper/sing/calling, sing a variety of simple songs in various keys and meters, alone and with a group			high/low pre-reading, iconic representation of melody	Music, instruments, and movement as per in-school lyceum programs	Nutcracker, Carnival of the Animals,	circle, long way set, folk & ethnic	1
1	Pitch matching, vocal exploration: head/chest/whisper/sing/calling, sing a variety of simple songs in various keys and meters, alone and with a group		Create four-beat body percussion pattern	line & space notes, staff, ideographs,	Korea, Zimbabwe, Brazil, Mexico; Music, instruments, and movement as per in-school lyceum programs	Carnival of the Animals, Peter and the Wolf, Tubby the Tuba, Nutcracker	circle, long way set, folk & ethnic	2
2	correct vocal production,			line & space notes, staff, direction on the staff, skips/steps, ideographs	Cyprus, Ghana, New Zealand, Norway; Music, instruments, and movement as per in-school lyceum programs	Peter & the Wolf, Nutcracker	circle, long way set, folk & ethnic	3
3	Students will sing a two part canon in a group, sing simple melodies alone	Count & clap w/numeric system, read & perform melodic patterns G-D		Treble clef, Bar line, measure, melody, pentatonic, scale, time signature,		Tchaikovsky - 1812 Overture, Beethoven Pastoral & 9th Symphonies		4
4	Students will sing partner songs and three part canons in a group	Read & perform melodic patterns middle C through treble clef		Treble clef including two ledger lines above & below		Gustav Holst - Planets, Stravinsky - The Rite of Spring		5
5	Students will sing in two part harmony in a group, and solo while accompanying on an instrument.	Read & perform melodic and harmonic patterns while singing.		Bass clef, Key signature, accidentals, demonstrate conducting pattern		Bernstein - West Side Story, Copeland - Fanfare for the Common Man, Rodeo		6

Elementary Music Curriculum - Elements

Grade	Rhythm	Meter	Melody	Written Notation	Design / Texture	Design / Form	Dynamic	Tempo	Articulations	Timbre	ID
K	Steady beat through movement, beat vs. rhythm, short and long patterns, speech rhythms, rests	2/4, 3/4, 4/4 experientially	Melodic contour, high/low, melodic direction, high/low	high/low pre-reading, iconic representation of melody	Unison singing	Ideograph of form, ABA, same/different sections, echoing, repeated sections	loud/soft, crescendo, decrescendo,	fast, slow, changing tempo	legato, staccato	Speaking/singing/whisper/call, instrumental, head/chest/whisper, woods/metals/shakers/skins; individual instruments as per music studied	1
1	Steady beat through movement, beat vs. rhythm, speech rhythms, quarter note & rest, eighth note, steady beat vs. rhythm, song dotting	2/4, 3/4, 4/4 experientially	Melodic direction: up and down, melodic direction, high and low sounds, on instruments, environment, and/or	line & space notes, staff, ideographs,	Unison singing, Rhythm/body percussion ostinato,	Ideograph of form, call & response, ABA, AB, solo vs. group, verse/refrain, same/different sections, echoing, repeated sections	loud/soft, piano/forte, crescendo, decrescendo, diminuendo	fast, slow, changing tempo, ritardando	legato, staccato	Speaking/singing/whisper/call, instrumental, woods/metals/shakers/skins; head/chest/whisper, individual instruments as per music studied	2
2	quarter note & rest, eighth note, half note & rest, beat vs. rhythm, song dotting	2/4, 3/4, 4/4	higher & lower, melody mapping, do, re, mi, so, la	line & space notes, staff, direction on the staff, skips/steps, ideographs	Echo singing, call & response, ostinato, unison, solo & group singing,	ABA, call & response, canon, question & answer, rondo, verse/ refrain, bordon, D. S. al fine, repeat, first & second ending, coda, D. C. al fine,	piano, forte, crescendo/decrescendo, diminuendo	fast, slow, steady, ritard, poco a poco, fermata, accelerando	accent, stacato, legato, tremolo, glissando,	orchestral & band instruments, vocal timbre, individual instruments as per music studied	3
3	dotted half note, dotted half rest	4/4	do, re, mi, so, la, melodic sequence, unison, octave,	Treble clef, Bar line, measure, melody, pentatonic, scale, time signature,	Partner songs, harmony, major/minor, 2-part singing, chord changes I-V7	call & response, ABA, theme & variation, canon, rondo,	mp, mf, pp, ff	accelerando, ritardando	pizzicato, arco	four instrument families, woodwind, brass, string, percussion	4
4	dotted quarter note, dotted quarter rest, 4 sixteenth	6/8, changing meter	fa, third, definite & indefinite pitch, flat, sharp, natural, whole & half steps,	Treble clef including two ledger lines above & below	chord changes I-IV, I-IV-V7	Ballad, D. S. al fine, D. C. al fine, first & second ending, coda,	subito	Largo, Andante, Moderato, Allegro, Presto	marcato, tie, slur	Vocal range and parts (soprano, alto, tenor, bass), A capella	5
5	Varied sixteenth note patterns, syncopation	5/4	ti, second, fourth, sixth, seventh, Ornamentation, sing major scale using solfeg	Bass clef, Key signature, accidentals, demonstrate conducting pattern	3-part singing, SATB	12-bar blues, fugue,		Largo, Adagio, Andante, Moderato, Allegro, Vivace, Presto		vocal styles & cultures	6

O.H. Anderson Music Program Review

February, 2009


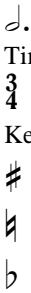
Program Specifics:





- ♫ Focus on **National Standards** with emphasis on music literacy and creative growth.
- ♫ **Grade Level Programs** - synthesize an interdisciplinary collaboration across the grade level. Mahtomedi History, Minnesota History, United States History.
- ♫ **Listening Curriculum** - 36 week Ipod structure - Music Monday, playlist through school P.A. - Incorporate *YouTube* clips of Authentic Performances.
- ♫ **Choir** - Participation based on interest not skill level. Participation decreases when provided after school. →
- ♫ **Guitar Instruction** - Every student in Fifth Grade is learning basic guitar skills as we work toward National Standard #2.
- ♫ **World Music Ensemble** - An eclectic approach to an instrumental course offering. Compliments the Gifted and Talented program in the school district.
- ♫ **Student Recital** Participation focused on musical achievement while age appropriate.





<u>Choir Enrollment History</u>				
<u>Year</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>Total</u>
99/00				105
00/01				149
01/02	49	65	45	159
02/03	79	58	45	182
03/04	74	78	48	200
04/05 May	92	65	58	215
05/06	66	83	62	211
	<u>dropped</u>	<u>after school</u>		
06/07		45	73	118
07/08		60	66	126
		<u>during day</u>		
08/09		86	64	150






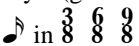


Scheduling Constraints:

- Reduced class time** provided for all classroom music at O. H. Anderson. Last year, each student at O. H. Anderson received classroom music twice a week for thirty minutes. This year, that was diminished to forty-five minutes of music class once every five days.
- **Diminished progress** - example of recorder literacy pace. Same place in the book Nov. 16 2007 vs. Feb. 9, 2009
 - The **50% reduction in frequency** has as big an impact on learning as the reduction of time.
 - Topic is currently under study including research of other school districts.

6 th Grade Band	Music Notation	History/Culture	Other
First Quarter	 <p>Multiple Measure Rests Scale (Bb Concert Five Note) Pickup Notes Note Names Phrase Repeat Sign Solo/Soli/Tutti Tie Slur Accent > Time Signatures $\frac{2}{4}$ $\frac{4}{4}$ $\frac{3}{4}$ C</p>	Medieval Period Music of Latin America	Breathing (Lungs/ Diaphragm) Large and Small Ensemble (performing) Posture Understanding Your Individual Instrument
Second Quarter	Review above Apply to concert music Add:  <p>Time Signatures $\frac{3}{4}$ Key Signatures # ♭ Accidentals Forte <i>F</i> Piano <i>p</i> Steps/Skips Scale (Bb Concert Full Scale)</p>	Renaissance Period Music of Africa	Review Above Add: Performance Aspects Improvisation (Five Note Scale) Tone Quality Balance/Blend
Third Quarter	Review above Apply to New Music Add: First and Second Endings Measure Repeat Sign D.C. al Fine	Finish Above Start: Baroque Period Music of Japan/ China	Review Above Focus on: Small Ensemble Performance

<p>Fourth Quarter</p>	<p>Review Above Apply to New Music Add:     Ritardando Largo Root Mezzo Forte <i>mf</i> Mezzo Piano <i>mp</i> Third Fifth</p>	<p>Baroque Period Music of Japan/China</p>	<p>Review Above Add: Tuning 12 Bar Blues</p>
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7th Grade Band	Music Notation	History/Culture	Other
First Quarter	Review concepts from 6 th Grade Add: Eb Concert Scale Concert F Major Key Signature Syncopation Interval Tempo ♯ Whole Tone Scale	Classical Period Music of the Native American Indian	More In-Depth Study of: Breathing (Lungs/Diaphragm) Large and Small Ensemble (performing) Posture Understanding Your Individual Instrument
Second Quarter	Review above Apply to concert music Add: D.S. al Fine Concert Ab Major Key Signature Accelerando Swing Style	Romantic Period Celtic Music	Review Above More In-Depth Study of: Performance Aspects Improvisation (Bb Blues Scale) Tone Quality Balance/Blend
Third Quarter	Review above Apply to New Music Add: ♯ Articulations Staccato/Legato Minor Scale Enharmonics 3 8	Finish Above Start: Impressionist Period Music of India	Review Above Focus on: Small Ensemble Performance
Fourth Quarter	Review Above Apply to New Music Add: 6 8    	Impressionist Period Music of India	Review Above Focus On: Composition

8th Grade Band	Music Notation	History/Culture	Other
First Quarter	Review concepts from 7 th Grade Add: Concert G/C Minor Key Signature Concert C Major Key Signature Multiple Key Signature(naming)  	20 th Century Music (Contemporary) Music of South America/Bolivia	More In-Depth Study of: Breathing (Lungs/Diaphragm) Large and Small Ensemble (performing) Posture Understanding Your Individual Instrument
Second Quarter	Review above Apply to concert music Add:   /. ξ. Concert D Minor Key Signature Multiple Tempo Definitions	20 th Century Music (Jazz) Music of Southeast Asia	Review Above More In-Depth Study of: Performance Aspects Tone Quality Balance/Blend
Third Quarter	Review above Apply to New Music Add: Concert Db Major Key Signature Trill  Style (grazioso, dolce)  <i>Fp</i>	Finish Above Start: 20 th Century Music (Popular) Careers in Music	Review Above Focus on: Small Ensemble Performance
Fourth Quarter	Review Above Apply to New Music Add: Grace Note Larghetto Concert F/ B Minor Key Signature Concert G Major key Signature Form (AB, ABA, ABACA) Style (Cantabile)   Quarter Note Triplet	20 th Century Music (Popular) Careers in Music	Review Above Focus On: Composition

Middle School Recommendations	Rationale
<u>Staffing</u>	
Restore Team Teacher for Instrumental Music or at least provide time or assistance for library/inventory.	<p>Address the needs of all students. Address needs of larger ensemble in 8th grade. Assist with inventory of published materials/ instruments. There are six larger performing groups (plus solos/small ensembles) using a very large library and an inventory of over 75 instruments. Ensemble groups should not be larger than current size.</p>
Maintain accompanist for choir and add time for individual students.	<p>The accompanist is crucial in allowing the instructor to address the individual needs of all students.</p>
<u>Supplies</u>	
Provide materials to assist with new technology.	<p>Materials such as software for smartboards and materials that go along with smartmusic need to be added so that we can make use of new and current technology.</p>
Provide materials to assist with differentiation.	<p>Materials such as ensemble books, method books, and concert music need to be added so that we can meet the needs of all learners.</p>
Update keyboard lab and provide supplies for guitar class.	<p>This lab needs to be brought up to date with current technology. Stands need to be purchased for music books.</p>
Provide materials to assist with multicultural approach. District-Wide	<p>Materials such drums will assist in presenting a multicultural approach as well as assisting in music literacy.</p>
Maintain Chautauqua performing site.	<p>The acoustic shell for musical performances needs to be purchased that was never purchased when the auditorium was built. Also, money needs to be set aside to maintain the auditorium area.</p>
Add 8th Grade General Music Class	<p>This would provide a non-performance music class offering to those students who would like this option.</p>

GRADES 9-12

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while a knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

Terms identified by an asterisk (*) are explained in the glossary. Two levels of achievement, "proficient" and "advanced," have been established for grades 9-12. The proficient level is intended for students who have completed courses involving relevant skills and knowledge for one to two years beyond grade 8. The advanced level is intended for students who have completed courses involving relevant skills and knowledge for three to four years beyond grade 8. Students at the advanced level are expected to achieve the standards established for the proficient as well as the advanced levels. Every student is expected to achieve the proficient level in at least one arts discipline (that is, music, dance, theatre, visual arts) by the time he or she graduates from high school.

The standards in this section describe the cumulative skills and knowledge expected of students exiting grade 12 who have enrolled in relevant music courses. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:
Students

- a. sing with *expression and *technical accuracy a large and varied repertoire of vocal literature with a *level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing music written in four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills

Achievement Standard, Advanced:

Students

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- e. sing music written in more than four parts
- f. sing in small ensembles with one student on a part

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

Students

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Achievement Standard, Advanced:

Students

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

Students

- a. improvise stylistically appropriate harmonizing parts
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. improvise original melodies over given chord progressions, each in a consistent *style, meter, and tonality

Achievement Standard, Advanced:

Students

- d. improvise stylistically appropriate harmonizing parts in a variety of styles
- e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:

Students

- a. compose music in several distinct styles, demonstrating creativity in using the *elements of music for expressive effect

- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Achievement Standard, Advanced:
Students

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:
Students

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used

Students who participate in a choral or instrumental ensemble or class

- b. sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Achievement Standard, Advanced:
Students

- c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- d. interpret nonstandard notation symbols used by some 20th- century composers

Students who participate in a choral or instrumental ensemble or class

- e. sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:
Students

- a. analyze aural examples of a varied repertoire of music, representing diverse *genres and cultures, by describing the uses of elements of music and expressive devices 1
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Achievement Standard, Advanced:
Students

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example
- e. compare ways in which musical materials are used in a given example relative to ways

in which they are used in other works of the same genre or style

f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

Students

a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music

b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Achievement Standard, Advanced:

Students

c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

Students

a. explain how elements, artistic processes 3, and organizational principles 4 are used in similar and distinctive ways in the various arts and cite examples

b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures 5

c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music 6

Achievement Standard, Advanced:

Students

d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts 7

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

Students

a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

- b. identify sources of American music genres, 8 trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles 9 that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

Students

- d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Notes:

1. E.g., rubato, dynamics
2. E.g., fugal entrances, chromatic modulations, developmental devices
3. E.g., imagination, craftsmanship
4. E.g., unity and variety, repetition and contrast
5. E.g., Baroque, sub-Saharan African, Korean
6. E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound
7. E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers
8. E.g., swing, Broadway musical, blues
9. E.g., entertainer, teacher, transmitter of cultural tradition

Curriculum Writing
 Mahtomedi High School Bands – David Stevens
 Summer 2008

Outline

	<u>Warm ups</u>	<u>Fundamentals</u>	<u>Theory</u>	<u>Ear Training</u>	<u>History</u>
Concert Band	Foundations for Superior Performance Daily Exercises for Ensemble Drill Bach and Before Chorales for Band		AP Theory Project 2001		Performance and Sight Reading; DVDs, CDs, YouTube
Symphonic Band	ditto	ditto	ditto	ditto	ditto
Jazz I	Standard of Excellence Advanced Method		Standard of Excellence Advanced Method		Same as Concert Band
Jazz II	ditto	ditto	ditto	ditto	ditto Same as Concert Band
Jazz III	Standard of Excellence (original)		Standard of Excellence (original)		Same as Concert band

EXIT GOALS
Mahtomedi High School Bands

Jazz I

Each student will be able to:

1. follow a 12 bar blues progression by ear.
2. write the chord symbols for a 12 bar blues progression.
3. improvise at least one chorus over a 12 bar blues progression.
4. prepare her/his part for jazz charts in swing, latin and rock styles.
5. perform as a member of the ensemble, playing his or her part while simultaneously listening to integrate that part with others in the ensemble.
6. appreciate jazz music to the extent that he/she will recognize and seek out quality jazz music to listen to and perform.

Concert Band

Each student will be able to:

1. produce a characteristic sound on her/his instrument.
2. read his/her part from beginning to end.
3. understand and incorporate musical terminology as it relates to her/his part
4. prepare his/her part for music in simple and compound meters both duple and triple.
5. perform as a member of the ensemble, playing his or her part while simultaneously listening to integrate that part with others in the ensemble.
6. appreciate instrumental music to the extent that he/she will recognize and seek out quality music to listen to and perform.

Symphonic Band

Each student will be able to:

1. produce a good quality characteristic sound on her/his instrument.

Students in Symphonic Band will be expected to perform music of greater technical difficulty and musical complexity than their younger colleagues in Concert band.

2. read his/her part from beginning to end.
3. understand and incorporate musical terminology as it relates to her/his part
4. prepare his/her part for music in simple and compound meters both duple and triple.
5. perform as a member of the ensemble, playing his or her part while simultaneously listening to integrate that part with others in the ensemble.
6. appreciate instrumental music to the extent that he/she will recognize and seek out quality music to listen to and perform.

(over)

In addition to the classes for credit offered above, there are several other playing opportunities for students in the bands. These groups augment the class offerings and support the exit goals.

Wind Ensemble – This group meets during the school day as a pull out from Symphonic Band. The Wind Ensemble is designed to provide students who are more proficient or more highly motivated the chance to become familiar with and perform some of the most challenging works for winds and percussion.

Jazz II – This group meets once a week before school. It offers members the opportunity to focus on jazz music, learn a new instrument and for those who wish, it can be a stepping stone to Jazz I in subsequent years

Lessons – Individual or small group lessons are an integral part of the high school band program. They offer students the chance to get help with individual issues, prepare music for honor ensembles and other community ensembles as well as pursue solo literature. The lessons are a critical component in achieving the exit goals.

Concert Band

	Warm up	Fundamentals	Theory	Ear Training	History	Sight Reading	Performance Rep
1	School owned instruments	Posture, Breathing, Tap foot-count out loud-clap	Instrumentation				Folders
2	Bb M Scale	Fussell Bb M Scale & Arp	¼ & 1/8 notes	FSP – 4			
3	FSP – 4	Fussell Bb M Scale & Arp					
4	FSP – LT 1a	Fuss F M	Circle of 5ths	Scales in 3			
5	FSP – LT 1a	Fuss F	Terms - tempo	Groups; root			
6	FSP – LT 1a	Fuss Eb	Terms - tempo	Third & fifth			
7	FSP – LT 1a	Fuss Eb	Terms - style	Matching			
8	FSP – LT 1a	Fuss Ab	Terms - style	Pitch with			
9	FSP – LT 1a	Fuss Ab	Terms – road map	Electronic			
10	FSP – LT 1b	Fuss C	Terms – road map	Tuner			
11	FSP – LT 1b	Fuss C	Terms - dynamics	Matching			
12	FSP – LT 1b	Fuss Ab – C	Terms - dynamics	Pitch			
13	FSP – LT 1b	Fuss Ab – C	Symbols - dynamics	With other			
14	FSP – LT 1b	Fuss Ab – C	Symbols - dynamics	Instruments			
15	FSP – LT 1b	Fuss Ab – C	Symbols – road map				
16	FSP – LT 1b	Articulation Patterns	Symbols – road map	Tuning triads			
17	FSP – LT 1b	T S T T	Symbols – style	Tuning			
18	FSP – LT 1c	T S T T	Symbols – style	Unisons &			
19	FSP – LT 1c	T S T T	Terms – other	Octaves			
20	FSP – LT 1c	T S T T	Symbols – other	Tuning			
21	FSP – LT 1c	T T T S	Review	Fifths			
22	FSP – LT 1c	T T T S	Review	Tuning			
23	FSP – LT 1c	T T T S	Practice test	Major thirds			
24	FSP – LT 1c	T T T S	Review	Major thirds			
25	FSP – LT 1c	T T S T	Circle of 5ths	Tuning			
26	FSP – LT 1d	T T S T	Terms - tempo	Minor thirds			
27	FSP – LT 1d	T T S T	Terms - tempo	Minor thirds			
28	FSP – LT 1d	T T S T	Terms - style				
29	FSP – LT 1d	T T S T S T S T S etc	Terms - style				
30	FSP – LT 1d	T T S T S T S T S etc	Terms – road map				
31	FSP – LT 1d	T T S T S T S T S etc	Terms – road map				
32	FSP – LT 1d	T T S T S T S T S etc	Terms - dynamics				
33	FSP – LT 1d	T S S T	Terms - dynamics				
34	FSP – LT 2	T S S T	Symbols - dynamics				

35	FSP – LT 2	T S S T	Symbols - dynamics			
36	FSP – LT 2	T S S T	Symbols – road map			
37	FSP – LT 2	More Scales	Symbols – road map			
38	FSP – LT 2	Fuss Db	Symbols – style			
39	FSP – LT 2	Fuss Db	Symbols – style			
40	FSP – LT 2	Fuss Db	Terms – other			
41	FSP – LT3a	Fuss Db	Terms – other			
42	FSP – LT3a	Fuss Db – C	Symbols – other			
43	FSP – LT3a	Fuss Db – C	Symbols – other			
44	FSP – LT3a	Fuss Db – C	Test			
45	FSP – LT3a	Fuss Db – C	Meter introduction			
46	FSP – LT3a	Fuss G	Simple meter			
47	FSP – LT3a	Fuss G	Simple meter			
48	FSP – LT3a	Fuss G	2/8			
49		Fuss G	2/8			
50		Fuss Db – G	2/4			
51		Fuss Db – G	2/4			
52		Fuss Db – G	2/2			
53		Fuss Db – G	2/2			
54		Minor Scales	3/8			
55		Natural	3/8			
56		Harmonic	$\frac{3}{4}$			
57		Melodic	$\frac{3}{4}$			
58		Fuss bb	3/2			
59		Fuss bb	3/2			
60		Fuss bb	4/8			
61		Fuss bb	4/8			
62		Fuss f	4/4			
63		Fuss f	4/4			
64		Fuss f	4/2			
65		Fuss f	4/2			
66		Fuss c	Complex meter			
67		Fuss c	6/8			
68		Fuss c	6/8			
69		Fuss c	6/4			
70		Fuss g	6/4			
71		Fuss g	9/8			
72		Fuss g	9/8			

73		Fuss g	9/4				
74		Fuss d	9/4				
75		Fuss d	12/8				
76		Fuss d	12/8				
77		Fuss d	12/4				
78		Fuss bb – d	12/4				
79		Fuss bb – d	Complex meters				
80		Fuss bb – d	5/4				
81		Fuss bb – d	5/4				
82			7/8				
83			7/8				
84							
85							
86							



Current Course Offerings

Concert Choir: This ensemble meets every-other day opposite a required ninth grade course and concert band. It is open to all students in ninth grade interested in performing with a choir. No audition is required. In addition to five concerts per year, students also have the opportunity to participate in Region 4AA solo/small ensemble contest. Choir members also concentrate on three areas of music theory and ear training. In the fall students focus on terms and symbols used in music. A final exam is given at the end of the first semester. In the winter and spring months choir students focus on time signatures and basic note reading culminating in a final exam at the end of the year. Throughout the school year students focus on error detection and sight reading which is tested at the end of every quarter.

Mixed Choir: This ensemble meets every-other day opposite required courses for students in grades ten through twelve and Women's Choir. This ensemble is open to any tenth through twelfth grade student that is interested in singing. No audition is required. In addition to five concerts per year, students also have the opportunity to participate in Region 4AA solo/small ensemble contest and Region 4AA large ensemble contest. Choir members also concentrate on several areas of music theory and ear training. In the fall students focus on intermediate level time signatures and note reading with a final exam at the end of the first semester. In the winter and spring choir students focus on intermediate error detection skills culminating with a final exam at the end of the year. Throughout the year students focus on sight reading and are tested at the end of every quarter.

Women's Choir: This ensemble meets every-other day opposite required courses for students in grades ten through twelve and Mixed Choir. This ensemble is open to any tenth through twelfth grade female student that is interested in singing. An audition is required. The ensemble is limited to fifty students. In addition to five concerts per year, students also have the opportunity to participate in Region 4AA solo/small ensemble contest and Region 4AA large ensemble contest. Choir members also concentrate on several areas of music theory and ear training. In the fall students focus on intermediate level time signatures and note reading with a final exam at the end of the first semester. In the winter and spring choir students focus on intermediate error detection skills culminating with a final exam at the end of the year. Throughout the year students focus on sight reading and are tested at the end of every quarter.

Chamber Singers: This ensemble meets every day for an entire school year. The ensemble is open to any tenth through twelfth grade student that is interested in singing. An audition is required. In addition to five concerts per year, Chamber Singers also sing in as many as ten additional performance opportunities not including Region 4AA competitions. Chamber Singers is the flagship ensemble of the Mahtomedi High Schools. Membership is limited to forty students. The major focus of this ensemble is performance. Students perform quarterly part tests and are required to sing in front of their peers often. The ensemble also focuses on sight reading and error detection.



Curricular Enhancements in the Future

1. General Music Courses: For students that are not interested in performing, we have little to offer them at MHS. All of our ensembles are performance based. We cover basics in music theory, literacy, and ear training but always from the standpoint of preparing for a performance. In order to offer something for those students interested in other types and experiences in music the following classes are suggested:
 - a. Music Survey/Appreciation: This course would show the historical development of music through representative repertoire and timelines representing the beginning of musical history through the present.
 - b. Pop Music History: This course would track the development of music as entertainment and not simply for art's sake. History would begin in the late nineteenth century and focus mainly in the mid and late twentieth century.
 - c. Guitar, Voice, or Keyboard class: This course would offer an opportunity for students to learn an instrument that would be more comfortable in a group setting and may not be able to afford private lessons.
 - d. Garage Band: This is a current piece of software that teaches the basics of writing music for your rock band. All types and style of music would be covered.
2. Men's Choir: There has been a great deal of interest in the high school for a men's choir. Currently we have four ensembles and our schedule and current FTE assignment do not support the addition of this ensemble.



Equipment/Textbook Needs

Textbooks: Although there is not a required textbook for choir, the cost of print music is increasing. An average piece of music is approximately \$2.00 per copy. Currently I am purchasing an average of 50 copies per choir. This is \$100 for each new piece of music purchased for an ensemble. In my current budget this allows for about two new pieces of music for each choir for each concert. The music that is performed with Chamber Singers is usually quite a bit more expensive, some pieces as much as \$6.00 per copy. I am fortunate to be able to borrow music for colleagues to help ease this cost. I would like to request \$3000 to help with replacement of worn music and build more of the standard library. This is equal to my budget for one year.

Choir Robes: Membership in the choir has grown and we find it necessary to purchase robes to help outfit the choir. The MHS Choirs are fortunate to have a very generous community and all of our robes have come from donations (more than \$20,000 over the past twelve years.) The average robe cost is \$200. I would like to request \$4000 to purchase twenty new robes. We do not have any robes that need to be replaced through damage.

Acoustic Materials for CFAC: In the original design of the theater, an acoustic shell was needed to help the sound project to the audience. The specified shell was never purchased due to budget constraints. A new acoustic shell would be beneficial to both band and choir. The price for the addition of a new acoustic shell is near \$40,000. I would like to suggest a capital plan to set aside an amount yearly to help supplement large purchases to help keep the Chautauqua Fine Arts Center in its very best condition. This fund would allow equipment purchases and replacements over time that will extend the life of the facility. Currently we are only able to keep up with damaged equipment. Cost savings would be realized by an energy audit and replacement of much of the lighting in the lobby and theater itself.

High School Band & Choir

\$9,000 - Smart Music Impact (practice software), microphones and sheet music correlated with Impact.

\$5,000 – Full band method books; “Foundations for Superior performance”.

\$4,000 – Solos and small ensemble music

Minutes of Regular Meeting

Board of Education Mahtomedi Public Schools

A Regular meeting of the Board of Education of the Mahtomedi Public Schools was held **January 8, 2009**, beginning at 7:00 PM in the Mahtomedi District Education Center - Community Room.

1. CALL TO ORDER BY TEMPORARY CHAIRPERSON

Steve Wolgamot, acting as temporary chairperson, called the meeting to order at 7:00 p.m.

2. ROLL CALL OF ATTENDANCE

Present: John Belisle; Cathy Dalton; Mary Jo Deters; Kevin Donovan; Judy Schwartz; Steve Wolgamot; Superintendent Mark Wolak, ex officio; and Marjorie Odegard, Student Representative.

3. APPROVAL OF THE AGENDA

Donovan moved, Schwartz seconded, approval of the agenda. Carried.

4. APPROVAL OF THE CONSENT AGENDA - See #15 for Consent Agenda Items

School Board Chair Steve Wolgamot noted the \$37,852 in grants and donations to the school district and expressed the school board/districts formal thank you to those who donate to our schools. Schwartz moved, Belisle seconded, approval of the actions recommended on the consent agenda. Carried.

Superintendent Mark Wolak swore in the newly elected school board members: Mary Jo Deters, Judy Schwartz, and Steve Wolgamot.

5. ORGANIZATIONAL MATTERS

A. Election of Chairperson

Donovan moved to nominate Director Steve Wolgamot as chairperson, Belisle seconded. Schwartz moved to close nominations, Belisle seconded, approval of Steve Wolgamot as chairperson. Carried.

B. Election of Clerk

Dalton moved to nominate Director Kevin Donovan as clerk, Belisle seconded. Schwartz moved to close nominations, Dalton seconded, approval of Kevin Donovan as clerk. Carried.

Minutes – January 8, 2009

C. Election of Treasurer

Donovan moved to nominate Director Cathy Dalton as treasurer, Schwartz seconded. Schwartz moved to close nominations, Belisle seconded, approval of Cathy Dalton as treasurer. Carried.

D. Salaries of Board Members and Officers (Review of Policy 202.1-School Board Compensation)

Donovan moved, Belisle seconded, to leave school board compensation at its current rate because of the tight fiscal conditions. Director Schwartz asked if there was any interest in decreasing the salaries for school board members. It was agreed that this should be discussed at a future study session. Compensation will remain at chair \$5,623; clerk \$5,143; treasurer \$5,081; and other members \$4,990. Carried.

E. Consideration of Board Member Appointments for 2009

Chair Steve Wolgamot discussed school board committee assignments and made the following appointments:

Facilities Committee	John Belisle/Cathy Dalton/Steven Wolgamot
Personnel Committee	Mary Jo Deters/Kevin Donovan/Judith Schwartz
AMSD Governing Board	Steven Wolgamot/Judith Schwartz (alternate)
East Metro Integration District (EMID) 6067	Kevin Donovan/Cathy Dalton (alternate)
Mahtomedi Area Educational Foundation	Kevin Donovan/Mark Wolak, ex officio
Metro ECSU	Cathy Dalton/Mark Wolak
MSBA Legislative Committee Liaison	Cathy Dalton/Kevin Donovan (alternate)
MSHSL	Mary Jo Deters
916 Governing Board	John Belisle/Steven Wolgamot (alternate)
TIES	Steven Wolgamot

The following five committees will be attended by school board members on a rotating basis: Elementary PTO / Middle School Parent Association / High School Parent Information / Community Education Advisory Council

6. PRESENTATIONS/RECOGNITION

A. Mahtomedi Learning Center - Shakespeare

John Sedey, Director of the Mahtomedi Learning Center, introduced Hayley Wender who is the new language arts teacher at the MLC. Wender introduced the first teacher-taught Shakespeare Unit at the MLC. MLC staff members are introducing more hands-on, project-based learning to the students and Shakespeare offers a wonderful opportunity to do this. The Shakespeare Unit began with a Renaissance Feast and students have also done some Elizabethan-age exploration looking at music, art, and architecture. The students attended the play a *Midsummer Night's Dream* and will end the unit with their own play, an abridged performance of *Much Ado About Nothing* at the Black Box Theatre on Friday, February 20, at 7:00 p.m. School board member Cathy Dalton inquired if there was

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a way to share the Shakespeare Unit with other learning centers. Wender is hoping to bring it to the curriculum sharing session at the beginning of next school year. School board members thanked Wender for her presentation and her work at the Mahtomedi Learning Center.

7. PUBLIC COMMENT

None.

8. REPORT FROM STUDENT REPRESENTATIVE

A. Marjorie Odegard, Student Representative

Student Representative Marjorie Odegard reported that registration for classes for the 2009-2010 school year began on January 7. The end of second quarter is January 23 and finals will be held January 21 and 22. The student council will be helping staff members get ready for the start of third quarter by moving chairs, books, etc. The Silverbelle Dance will be held February 7.

9. APPROVAL OF MINUTES

A. December 11, 2008 - Regular Meeting

Schwartz moved, Dalton seconded, approval of the minutes from the December 11, 2008, regular school board meeting. Carried.

10. ACTION ITEMS

A. Approval of Resolution Directing the Administration to Prepare Recommendations for Reductions in Programs and Positions and Reasons Therefor

Superintendent Mark Wolak requested approval of the resolution to prepare spending reductions for the 2009-2010 budget year. Although the resolution specifically states teachers, it pertains to all employees, administration, etc. The school district is targeting a \$750,000 reduction in spending for next year. Schwartz moved, Belisle seconded, approval of resolution directing the administration to prepare recommendations for spending reductions in programs and positions. Carried.

11. DISCUSSION/INFORMATION ITEMS

A. Calendar of Events

The school board agreed to a 5:45 p.m. dinner session that has been added to the calendar on January 22 to discuss financial planning prior to the 7:00 p.m. study session.

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B. MAEF Update

The MAEF Update has been rescheduled to the February 12 school board meeting.

C. Policies

1. Second Reading of Policy 214 - Out-of-State Travel By School Board Members

No changes recommended.

2. Second Reading of Policy 413 - Harassment and Violence

A discussion by the school board members ensued about the reporting procedures and whether the human rights officers should be the Human Resources Supervisor and the Assistant Superintendent instead of the Assistant Superintendent and the Superintendent. Wolak will have further discussion with legal counsel and bring revisions back to the next reading.

3. Second Reading of Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse

No changes recommended.

4. Second Reading of Policy 509 - Enrollment of Nonresident Students

No changes recommended.

5. Second Reading of Policy 514 - Bullying Prohibition Policy

No changes recommended.

6. Second Reading of Policy 522 - Student Sex Nondiscrimination

It was noted that the human rights officers are also listed in policy 522.

12. SCHOOL BOARD COMMITTEE REPORTS

A. Association of Metropolitan School Districts (AMSD) Board

Chair Steve Wolgamot will be attending the AMSD winter conference on January 26 and encouraged the other school board members to attend with him. Governor Tim Pawlenty held a press conference today in which he talked about shared costs

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and shared purchasing. Director Belisle pointed out the fact that Mahtomedi School District has a cooperative agreement with 916 for purchasing and Wolgamot added that the school district also has cooperative agreements with Stillwater for food service and White Bear Lake for transportation.

B. East Metro Integration District 6067 (EMID)

Clerk Kevin Donovan reported that there are some good discussions going on with the EMID Steering Committee about what the future holds for EMID. This was brought about because of the withdrawal of two school districts (Mahtomedi and North St. Paul-Maplewood-Oakdale) from EMID and the fact that some of the suburban school districts recognize that student needs are changing and other approaches may be necessary.

C. Minnesota School Boards Association (MSBA) Legislative Liaison

Treasurer Cathy Dalton reported that the MSBA Leadership Conference is January 15 and 16 and that most of the school board members will be attending. Dalton also noted that this board has a high level of participation in training through MSBA.

D. Northeast Metro 916 Board

Director John Belisle reported that 916 approved their balanced scorecard.

13. SUPERINTENDENT'S REPORT

A. Paraprofessional Recognition Week January 19-23, 2009

Superintendent Mark Wolak wanted the school board to be aware that Governor Tim Pawlenty has proclaimed the week of January 19-23 as Paraprofessional Recognition Week. Each school will be recognizing the paraprofessionals within their building.

14. ADJOURNMENT

Schwartz moved, Donovan seconded, adjournment. Meeting adjourned at 7:40 p.m. Carried.

15. CONSENT AGENDA ITEMS (Items Approved Under #4)

- A. Approval to Pay Bills – Check No. 322843 - 323272
- B. Approval of Wire Transfer Transactions
- C. Selected *White Bear Press* as Official School Publication

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- D. Selected Official School District Depositories of Dain Rauscher, Federal Reserve Bank of Minneapolis, First Bank of White Bear Lake, First National Bank of St. Paul, First National Bank of Minneapolis, Piper Jaffray, PMA Financial Network Inc., PMA Securities Inc., Smith Barney, Twin City Federal, and designated depositories of the Minnesota School District Liquid Asset Fund.
- E. Designation of Legal Counsel as Karen Kepple at Northeast Metro 916; Knutson, Flynn & Deans; Ratwik, Roszak, and Maloney; Kennedy & Graven; and others as needed.
- F. Designation of Financial Advisor as Ehlers and Associates, Incorporated.
- G. Approval of Resolution Providing Limited Authorization for Superintendent and Business Manager to Sign Contracts
- H. Approval of Resolution Relating to Authorization and Use of Facsimile Signatures by School District Officers
- I. Authorization to Approve and Pay Vendors before School Board Meetings and Use Wire Transfers
- J. Gifts/Grants
 - 1. Approval of Donation from Mahtomedi Area Educational Foundation to Curriculum and Teacher Enrichment Grants - \$20,502
 - 2. Approval of Donation from Cassack Foundation to O. H. Anderson Elementary School Music Department - \$15,000
 - 3. Approval of Donation from Bolder Options to Mahtomedi High School - \$2,000
 - 4. Approval of Donation from American Foundry Society to Mahtomedi High School - \$350
- K. Personnel
 - 1. Approval of Contracts and Work Agreements
 - a. Patrick Hartman - Science Teacher - Mahtomedi Learning Center (1/5/09)
 - b. Lisa Helmer - Long-Term Substitute Third Grade - O. H. Anderson Elementary School (1/8/09 to 2/27/09)
 - 2. Approval of Resignations/Retirements/Terminations
 - a. Beth Boegel - Receptionist - Mahtomedi High School (1/15/09)

KEVIN P. DONOVAN, CLERK

Minutes of Study Session

Board of Education Mahtomedi Public Schools

A Study Session of the Board of Education of the Mahtomedi Public Schools was held **January 22, 2009**, beginning at 7:00 PM in the Mahtomedi District Education Center - Community Room.

1. CALL TO ORDER

Chair Steve Wolgamot called the study session to order at 7:00 p.m.

2. ROLL CALL OF ATTENDANCE

Present: John Belisle; Cathy Dalton; Mary Jo Deters; Kevin Donovan; Judy Schwartz; Steve Wolgamot and Superintendent Mark Wolak, ex officio.

3. DISCUSSION/INFORMATION ITEMS

A. School Board Dialogue - Planning for the Future

Chair Steve Wolgamot introduced a process for setting priorities and led a dialogue with school board members and administration. A shared list of priorities was developed and discussed by the group. A follow-up discussion will be scheduled.

Superintendent Mark Wolak presented a revised leadership plan for review and discussion. Within each major work arena, a statement of vision or future direction was posed. School board members will continue discussions based on the revised leadership plan and priorities of the school board.

4. ADJOURNMENT

Schwartz moved, Donovan seconded, adjournment. Meeting adjourned at 9:00 p.m. Carried.

KEVIN P. DONOVAN, CLERK

CALENDAR OF EVENTS


FEBRUARY		
DATE/TIME	MEETING/EVENT	LOCATION
<u>Tuesday, February 10</u> 6:30 p.m.	Community Education Parent Advisory Council Meeting (<i>Kevin Donovan is scheduled to attend</i>)	District Education Center - Board Room
<u>Wednesday, February 11</u> 9:30 a.m.	Mahtomedi Middle School Parent Association Meeting (<i>Mary Jo Deters is scheduled to attend</i>)	Mahtomedi Middle School – Room 266
<u>Thursday, February 12</u> 7:00 p.m.	School Board Meeting	District Education Center - Community Room
<u>Friday, February 13</u> 7:00 a.m. 8:00-11:00 a.m.	AMSD Board of Directors Meeting Mahtomedi Showcase 2009	TIES Building, St. Paul District Education Center
<u>Monday, February 16</u>	No School - Presidents' Day Holiday	
<u>Wednesday, February 18</u> 6:00 p.m.	EMID Joint Powers School Board Meeting	Harambee Elementary School
<u>Thursday, February 26</u> 5:45 p.m. 7:00 p.m.	School Board Dinner Session School Board Study Session	District Education Center - Board Room District Education Center - Community Room
<u>Friday, February 27</u>	No School - Conferences	

CALENDAR OF EVENTS

MARCH		
DATE/TIME	MEETING/EVENT	LOCATION
<u>Tuesday, March 3</u> 6:00 p.m.	Northeast Metro 916 School Board Meeting	Bellaire School, White Bear Lake
<u>Monday, March 9</u> 7:30 p.m.	MAEF Board of Trustees Meeting	District Education Center - Board Room
<u>Tuesday, March 10</u> 6:30 p.m.	Community Education Advisory Council Meeting (<i>Cathy Dalton is scheduled to attend</i>)	District Education Center - Board Room
<u>Wednesday, March 11</u> 9:30 a.m.	Mahtomedi Middle School Parent Association Meeting (<i>Kevin Donovan is scheduled to attend</i>)	Mahtomedi Middle School Room 266
<u>Thursday, March 12</u> 7:00 p.m.	School Board Meeting	District Education Center - Community Room
<u>Friday March 13</u> 7:00 a.m.	AMSD Board of Directors Meeting	TIES Building, St. Paul
<u>Monday, March 16 - Friday, March 20</u>	No School - Spring Break	
<u>Wednesday, March 18</u> 6:00 p.m.	EMID Joint Powers School Board Meeting	Harambee Elementary School
<u>Thursday, March 26</u> 7:00 p.m.	School Board Study Session	District Education Center - Community Room
<u>Saturday, March 28</u> 6:00 p.m. - Midnight	MAEF Spring Gala	Prom Center, Oakdale

Zephyr Wind Proposal


Developed by

Including representatives from City of Mahtomedi, ISD 832, Century College, St. Andrew's Church, St. Jude's Catholic Church, White Bear Unitarian Church, other local community businesses, citizens and environmental organizations.


Goals of Zephyr Wind

- Analyze the potential for clean wind energy in the Mahtomedi area
- Provide educational opportunities for ISD 832 and Century College students
- Demonstrate the community's commitment to renewable energy



Zephyr Wind Partners




- Mahtomedi Area Green Initiative – project development and management
- ISD 832 – potential turbine owner, maintenance, power user
- St. Andrews Lutheran Church – property easement/donation, power user
- Mahtomedi High School/Middle School Students and Staff – education/outreach, fundraising, project management support
- Mahtomedi Area Education Foundation – fiscal agent for project financial donations
- City of Mahtomedi – use approval, education/outreach
- Century College – education/outreach and project support




"Truly, a model community project!"


Project Basics

- Starting small and smart – we need to know wind potential first
- Turbine tower would include installation of anemometer for the purpose of collecting wind speed data to be used to assess future wind project development.
- Designed to maximize educational opportunities, including student planning, monitoring (real-time data connections), fundraising and management of project.



Potential Turbine Location

- St. Andrew's property near city water tower and HS football field has been identified by wind installer as best location to date.
- Tower height would ideally be around 130 feet.



How Does It Work?


- Community donations to pay for entire purchase and installation of turbine.
- Energy produced would be grid connected and credited to turbine owner, resulting in reduction (credit) in owner's retail energy costs.
- Energy produced is used by electricity load closest to connection.
- Potential for \$2,000 or more revenue annually, depending on turbine size and wind speeds.
- Additional revenue could be realized by leasing space on tower for communication equipment.
- Utilities must purchase energy from machines sized under 40kW

Small Turbine Example A


10 kW Ventura

- energy production – 1,000 - 2,000 kwh/month = enough to power 2-3 average homes
- rotor diameter = 22 feet
- cost - \$30,000 - \$50,000
- newly developed, manufactured in Duluth
- environmental impact – annually eliminate 33,000 lbs of CO2, 100 lbs of SO2, 0.36 g of Hg



Myths and Potential Issues


- Birds and wildlife – little impact.
- Noise - from small turbines is minimal, and location and height further reduce issue.
- Shadow/flicker - minimal because of area tree cover and small size of blades.
- Icing – usually not a problem for small turbines, especially if located far enough from buildings. Big turbines can include sensors to shut off in bad conditions.
- Aesthetics/sight lines – several other items (water tower, stadium lights, power lines, cell towers, etc.) already on landscape.
- Siting/ordinances – working with City of Mahtomedi.
- Lack of production or turbine malfunction – limited risk.



Not As Small Turbine Options


20 kW Jakobs

- energy production - 2,000 - 3,000 kwh/month
- rotor diameter = 31 feet
- cost - range from \$60,000 - \$100,000
- local installation at School of Environmental Studies, Apple Valley



39.5 kW Nex Gen

- energy production - 4,000 - 6,000 kwh/month
- rotor diameter = 41 feet
- cost - range from \$100,000 - \$150,000
- re-built turbine, local installation at Spring Lake Park Reserve, Hastings



Larger Turbine Examples



Spirit Lake, Iowa Community Schools



GRE, Maple Grove



Pipestone High School

Next Steps

- MAGI in process of meeting with all the potential partners to finalize support and get approval.
- Once approved and agreements in place, fundraising success will dictate plans and timelines.
- In coordination with owner, installer to be determined by competitive bid process.
- If all goes well, targeted date for turbine installation and operation – Summer/Fall 2009.
- MAGI will continue to manage project through completion of installation. Owner to take over after installation.
- One year of operation should begin to provide enough data to assess larger turbine potential.
- Green Initiative Fund would support additional renewable energy (i.e. solar) and other projects.



CERTIFICATION OF MINUTES RELATING TO
\$3,400,000 GENERAL OBLIGATION TAXABLE OPEB BONDS, SERIES 2009A

Issuer: Independent School District No. 832 (Mahtomedi), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on February 12, 2009, at 7:00 p.m. at the School District offices.

Members present:

Members absent:

Documents Attached:

Minutes of said meeting (pages):

RESOLUTION NO. _____

RESOLUTION AUTHORIZING ISSUANCE AND SALE OF \$3,400,000 GENERAL
OBLIGATION TAXABLE OPEB BONDS, SERIES 2009A

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on this 12th day of February, 2009.

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION AUTHORIZING ISSUANCE AND SALE OF \$3,400,000 GENERAL OBLIGATION TAXABLE OPEB BONDS, SERIES 2009A

BE IT RESOLVED by the School Board of Independent School District No. 832 (Mahtomedi), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION. It is hereby determined to be in the best interests of the District to issue its General Obligation Taxable OPEB Bonds, Series 2009A, in the aggregate principal amount of \$3,400,000, (the Bonds) in order to fund the District's actuarially determined liabilities to pay postemployment benefits to its employees or officers after their termination of service, as authorized pursuant to Minnesota Statutes, Section 475.52, Subdivision 6. Bond proceeds will be held in an irrevocable trust as authorized by Minnesota Statutes, Section 471.6175. As used herein, the term "postemployment benefits" means benefits giving rise to a liability under Statement No. 45 of the Governmental Accounting Standards Board. This School Board (the Board) has received a report dated as of October 2008 prepared by Hildi Incorporated, the District's actuary, specifying that the District's actuarially determined liabilities for postemployment benefits as of July 30, 2008, determined under the applicable standards of the Governmental Accounting Standards Board, is \$3,162,316. The principal amount of the Bonds, net of issuance expenses and capitalized interest, if any, does not exceed such amount.

SECTION 2. SALE. The District has retained Ehlers & Associates, Inc., in Roseville, Minnesota, as its independent financial advisor for the Bonds. Ehlers & Associates, Inc. is authorized to solicit proposals for the Bonds in accordance with Minnesota Statutes, Section 475.60, Subdivision 2, paragraph (9). If the issuance of the Bonds is approved, the Board shall meet at the time and place specified in the Official Statement for the Bonds to receive and consider proposals for the purchase of the Bonds.

SECTION 3. OFFICIAL STATEMENT; NEGOTIATION OF SALE. Ehlers & Associates, Inc. is authorized to prepare and distribute an Official Statement for the Bonds and to open, read, and tabulate the proposals for presentation to the Board.

SECTION 4. STATE CREDIT ENHANCEMENT PROGRAM. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of

Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Finance and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.



Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO 2009-2010 OPEN ENROLLMENT

WHEREAS the school board seeks to maintain continuity of programs, curriculum, and services through consistent student enrollment, and

WHEREAS the school board recognizes that sufficient student enrollment ensures high quality course offerings for resident students as well as area students enrolling under the State of Minnesota open enrollment program, and

WHEREAS the State of Minnesota has established an open enrollment program permitting students to attend nonresident districts pursuant to the limitations of Minnesota Statutes §124D.03 Subdivision 2, and

WHEREAS the State of Minnesota has also established criteria for school districts to accept open enrollment applications based upon capacity of a program, class, or school building (Minnesota Statutes § 124D.03 Subdivision 6). The capacity of our schools is documented in facility planning documents on file at the District Office,

BE IT THEREFORE RESOLVED that open enrollment be closed in grades 1, 4, 5, 7, 8, and 9-12 for the 2009-2010 school year due to anticipated enrollment and school building capacity, and

BE IT FURTHER RESOLVED that the superintendent, in consultation with building principals, be authorized to approve or disapprove applications for open enrollment in kindergarten, 2nd, 3rd, and 6th grades where grade capacity and class size permits additional student enrollment.

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: _____ whereupon said resolution was declared duly passed and adopted.

PROJECTED STUDENT ENROLLMENTS
FY 2009-10

49

FY 2008-2009 ACTUAL					FY 2009-2010 PROJECTED									
	9/17/2008 Enrollment	Sections	Average Class Size	Transfers inc in Enroll		School Est Enrollment	Sections	Average Class Size	Total Applications	Projected OE	Residents/ Other	Total Enrollment w/applications	2009-10 Sections	Projected Class Size
EC	32	1	NA	1	EC	32	1	NA	0			32	1	NA
K	183	9	20.33	49	K	131	9	14.56	103	51		182	9	20.22
1	196	8	24.50	49	1	183	8	22.88	43	3	1	187	8	23.38
2	183	7	26.14	40	2	196	7	28.00	19	5	2	203	8	25.38
3	208	8	26.00	33	3	183	8	22.88	19	19	1	203	8	25.38
4	219	9	24.33	35	4	208	9	23.11	13	3	1	212	8	26.50
5	217	8	27.13	34	5	219	8	27.38	13	1	4	224	8	28.00
6	249	9	27.67	46	6	217	9	24.11	55	33	4	254	9	28.22
7	274	10	27.40	53	7	249	10	24.90	19	1	1	251	10	25.10
8	275	10	27.50	38	8	274	10	27.40	23	1		275	10	27.50
9	313	10.5	29.81	39	9	275	10.5	26.19	35	6	10	291	10.5	27.71
10	307	10.5	29.24	38	10	313	10.5	29.81	10	2		315	10.5	30.00
11	281	10	28.10	36	11	307	10	30.70	3	1		308	10	30.80
12	282	10	28.20	24	12	281	10	28.10	0	0		281	10	28.10
MLC	45	2	NA	17	ALP	45	2	NA	0	0		45	2	NA
	3264	122		532		3113	122		355	126	24	3263	122	

	Current Enroll by School	PY Projection	Difference		Enroll by School before OE	Incr(Decr) over PY		Total Applications	Projected OE	Residents/ Other	Enroll by Sch with Transfers	Incr(Decr) over PY
EC	32	36	-4		32	0		0	0	0	32	0
WW	562	524	38		510	-52		165	59	3	572	10
OH	644	609	35		610	-34		45	23	6	639	-5
MS	798	781	17		740	-58		97	35	5	780	-18
HS	1183	1180	3		1176	-7		48	9	10	1195	12
MLC	45	54	-9		45	0		0	0	0	45	0
	3264	3184	80		3113	-151		355	126	24	3263	-1

OPEN ENROLL ACCEPT 35%

EST NON RES STUDENT 2010 19%

214 - OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

VII. ANNUAL REVIEW

This policy must be annually reviewed by the school board.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References: MSBA/MASA Model Policy 212 (School Board Member Development)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

ADOPTED – February 12, 2009

413 - HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

- 1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- 3. otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- 3. otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from

- the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.
 - C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
 - D. In the District. The school board hereby designates Human Resources Supervisor Nicole Flesner and Assistant Superintendent Denise Waalen as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
 - E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
 - F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
 - G. Use of formal reporting forms is not mandatory.
 - H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be

conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence.

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

INDEPENDENT SCHOOL DISTRICT NO. 832
RELIGIOUS, RACIAL, OR SEXUAL HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Religious, Racial, or Sexual Harassment

Independent School District No. 832 maintains a firm policy prohibiting all forms of discrimination. Religious, racial, or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial, or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

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

Date of Alleged Incident(s) _____

Circle as appropriate **sexual** \ **racial** \ **religious**.

Name of person you believe harassed or was violent toward you or another person. _____

If the alleged harassment or violence was toward another person, identify that person. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

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

(Complainant Signature)

(Date)

Received by _____

(Date)

414 - MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated Reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means:
 - 1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

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

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

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as

- defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.
- G. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- H. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.
- I. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- J. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- K. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- D. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- E. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.
- F. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or

- any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
 - C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
 - D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
 - E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

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

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

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

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

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

ADOPTED – February 12, 2009

CONFIDENTIAL DATA

Maltreatment of Minors by School Personnel Reporting Form

Date Submitted _____ School District Name & Number _____
 School Name _____
 Address _____
 Principal _____
 School Phone Number (____) _____

REPORTER

Name _____ Title _____
 Address _____ City _____ State _____ Zip _____
 Phone Number (____) _____ (Reporter is confidential under Minn. Stat. § 626.556)

ALLEGED VICTIM

Name _____ DOB _____ Grade _____ Gender _____
 Special Education: Y/N Disability Category _____
 Address _____ City _____ State _____ Zip _____
 Phone Number (____) _____ Parent/Guardian _____

ALLEGED OFFENDER

Name _____ Title _____
 Address _____ City _____ State _____ Zip _____
 Home Phone Number (____) _____ Work Phone (____) _____

Type of Maltreatment

_____ Date of Incident _____ Time of Incident _____
 Location _____ County _____ City _____
 Witness _____ Phone Number(____) _____
 Witness _____ Phone Number(____) _____

Summary of Incident:

School Investigation Information Included: Yes _____ Date to be sent _____

Were Police Notified: Y/N Date _____ Police Department _____
 Contact Person _____ Phone Number (____) _____

Please Fax Report To: Attention Maltreatment of Minors Program – 651.634.2277
*Maltreatment information is confidential data. Use this form **only** to report to MDE.*

509 - ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by Minnesota Statute § 124D.03. It is the purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, class, grade level, or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive, including but not limited to, capacity of a school program, class, building; having reached targeted teacher and student ratios; grade level capacity, subject to the limitations on grade level capacity stated in paragraph 2 below; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statute § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;

2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section E. of this policy.

D. Application. The student and parent or guardian must complete and submit an Application for Enrollment School District Enrollment Options Program developed by the Minnesota Department of Education.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statute § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 16 years of age who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school, junior high school or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minnesota Statute § 120A.22, Subdivision 8.
2. The school district may also terminate the enrollment of a nonresident student over 16 years of age if the student is absent without lawful excuse for one or more

periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statute § 120A.22, Subdivision 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

G. Administration of Open Enrollment Program

1. Credits earned toward graduation that were awarded by another school district will be accepted. Nonresident students shall be awarded a diploma from the Mahtomedi Public Schools if the student meets the graduation requirements as established by the school board or the requirements of their individual educational program.
2. Excess costs for special education for nonresident students will be billed back to the resident school district per Minnesota Statutes §127A.47, subdivision 7.
3. Employee's dependent children and siblings of children already enrolled through the School District Open Enrollment Program will be afforded preferential consideration for transfer into the school district on a case-by-case basis and dependent upon capacity of classes, grades, programs and buildings.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)
MSBA Service Manual, Chapter 5, Various Educational Programs

ADOPTED – March 9, 2006
REVISED – February 12, 2009

514 - BULLYING PROHIBITION POLICY**I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in

accordance with school district’s policies and procedures. The school district may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student’s or students’ educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:
1. harming a student;
 2. damaging a student’s property;
 3. placing a student in reasonable fear of harm to his or her person or property; or
 4. creating a hostile educational environment for a student.
- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
- C. “On school district property or at school-related functions” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also

may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate school district official designated by this policy. A student may report bullying anonymously. However, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. The building principal or the principal's designee or the building supervisor is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a school district human rights officer or the superintendent.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal immediately.
- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.
- D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

- A. The school district annually will provide information and any applicable training to school district staff regarding this policy.
- B. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.
- C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.
- D. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character

qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

VIII. NOTICE

The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

- Legal References:*** Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
- Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Videotaping on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

ADOPTED – February 12, 2009

522 - STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates Human Resources Supervisor Nicole Flesner, 1520 Mahtomedi Avenue, Mahtomedi, MN 55115, 651-407-2005 and Assistant Superintendent Denise Waalen, 1520 Mahtomedi Avenue, Mahtomedi, MN 55115, 651-407-2013 as its Title IX coordinators. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward

- a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
 - D. The school board hereby designates Human Resources Supervisor Nicole Flesner, 1520 Mahtomedi Avenue, Mahtomedi, MN 55115, 651-407-2005 and Assistant Superintendent Denise Waalen, 1520 Mahtomedi Avenue, Mahtomedi, MN 55115, 651-407-2013 as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
 - E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
 - F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
 - G. Use of formal reporting forms is not mandatory.
 - H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district’s operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

ADOPTED – February 12, 2009

INDEPENDENT SCHOOL DISTRICT NO. 832

UNLAWFUL SEX DISCRIMINATION TOWARD A STUDENT

General Statement of Policy Prohibiting Unlawful Sex Discrimination Toward a Student

Independent School District No. 832 maintains a firm policy prohibiting all forms of unlawful sex discrimination. All students are to be treated with respect and dignity. Unlawful sex discrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

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

Date of Alleged Incident(s): _____

Name of person you believe unlawfully discriminated toward you or a student on the basis of sex: _____

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

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary): _____

Where and when did the incident(s) occur: _____

List any witnesses that were present: _____

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

(Complainant Signature)

(Date)

Received by: _____

CHECK REGISTER

Jan-09

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323273	Clear	\$100.00	01/08/09	00059	AFTON ALPS SKI AREA
323274		\$74.00	01/08/09	05206	ALAN STORLIE
323275	Clear	\$20.00	01/08/09	07151	ALI GIARUSHI
323276	Clear	\$212.38	01/08/09	00080	ALPHAGRAPHICS # 401
323277	Clear	\$35.35	01/08/09	03483	AMY ALBRECHT
323278	Clear	\$231.00	01/08/09	00363	ANGELA BUCKINGHAM
323279	Clear	\$54.41	01/08/09	01733	ANNE MILLER
323280	Clear	\$218.76	01/08/09	05865	APEIRON INC
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323282	Clear	\$230.95	01/08/09	07147	AUTISM SHOP
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323284	Clear	\$1,721.19	01/08/09	00260	BEST BUY CO GOV/ED LLC
323285	Clear	\$130.00	01/08/09	02530	BETHANY SNEDEN
323286	Clear	\$9,719.50	01/08/09	03196	BF LAUZON ENTERPRISES INC
323287	Clear	\$71.00	01/08/09	07155	BILL DANIELSON
323288	Clear	\$490.23	01/08/09	02141	BILL JACOBSON
323289	Clear	\$109.85	01/08/09	06938	BILL OF RIGHTS INSTITUTE
323290	Clear	\$103.00	01/08/09	07157	BOBBY LUKKASON
323291		\$60.88	01/08/09	06900	BRITTA LINDH
323292	Clear	\$462.88	01/08/09	00353	BROWN'S ICE CREAM
323293	Clear	\$987.00	01/08/09	00370	BUREAU OF EDUCATION & RESEARCH
323294	Clear	\$325.70	01/08/09	00384	C F I SYSTEMS
323295	Clear	\$4,050.00	01/08/09	07031	CARRIE ARDITO
323296	Clear	\$396.02	01/08/09	07004	CCP INDUSTRIES
323297	Clear	\$751.56	01/08/09	02740	CENGAGE LEARNING
323298	Clear	\$10,009.28	01/08/09	01572	CITY OF MAHTOMEDI
323299	Clear	\$67.00	01/08/09	07154	CLARENCE COKER
323300	Clear	\$649.65	01/08/09	00541	CONTINENTAL CLAY COMPANY
323301	Clear	\$278.46	01/08/09	00553	CORPORATE EXPRESS
323302	Clear	\$3,246.75	01/08/09	07127	CTB/MCGRAW-HILL
323303	Clear	\$527.50	01/08/09	07088	CUSTOM WATER WORKS
323304	Clear	\$3,989.84	01/08/09	05328	D'AMICO CATERING
323305	Clear	\$233.62	01/08/09	07115	D.J.INKERS
323306	Clear	\$919.76	01/08/09	00599	DALCO
323307	Clear	\$67.00	01/08/09	06405	DAMON LALIBERTE
323308		\$74.00	01/08/09	05113	DAN CUNNINGHAM
323309	Clear	\$47.68	01/08/09	01860	DAN MURPHY
323310	Clear	\$25.16	01/08/09	00412	DEB CARLSON
323311	Clear	\$218.96	01/08/09	03433	DELL COMPUTER CORP.
323312	Clear	\$166.49	01/08/09	00634	DEMCO
323313	Clear	\$13.18	01/08/09	00635	DENNESON AUTO PARTS & MACHINE
323314	Clear	\$2,099.84	01/08/09	00662	DIGITAL PICTURES INC
323315	Clear	\$6,369.94	01/08/09	03328	DIVERSIFIED SNACK DIVISION
323316	Clear	\$1,776.00	01/08/09	00678	DOMINO'S PIZZA
323317	Clear	\$67.00	01/08/09	05103	DON BOWMAN
323318	Clear	\$95.17	01/08/09	00679	DONATELLI'S
323319	Clear	\$15,457.00	01/08/09	04719	DOOR SERVICE CO OF THE TWIN CITIES INC
323320	Clear	\$101.00	01/08/09	06374	DOUG VEITH
323321	Clear	\$936.76	01/08/09	06246	EAGAN SHIRT WERKS & PROMOTIONALS INC
323322		\$5,196.25	01/08/09	00714	EAGLE SCREEN PRINTING
323323	Clear	\$1,179.92	01/08/09	06030	EARTHGRAINS BAKING CO.INC
323324	Clear	\$1,460.00	01/08/09	00751	EHLERS & ASSOCIATES INC
323325	Clear	\$904.00	01/08/09	03241	ELECTRONIC DESIGN CO

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323326	Clear	\$50.00	01/08/09	04123	ELIZABETH OLSON
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323328	Clear	\$199.00	01/08/09	00774	ENERGY CONTROLS INC
323329	Clear	\$5,140.00	01/08/09	06820	ENERGY EFFICIENCY PROGRAMS,INC
323330	Clear	\$385.00	01/08/09	03969	ENERGYWISE CONSULTING,LLC
323331	Clear	\$533.99	01/08/09	00787	ERICKSON OIL PRODUCTS INC
323332	Clear	\$1,197.60	01/08/09	00803	EXPRESS PERSONNEL SERVICES INC
323333	Clear	\$27.95	01/08/09	00817	FEDEX
323334	Clear	\$28.76	01/08/09	00856	FOLLETT EDUCATIONAL SERVICES
323335	Clear	\$90.00	01/08/09	06554	FULL BLOOM
323336	Clear	\$71.00	01/08/09	05277	GARY LARSEN
323337	Clear	\$100.00	01/08/09	04873	GENE WARNER
323338	Clear	\$109.87	01/08/09	00938	GENERAL PARTS LLC
323339	Clear	\$4,108.00	01/08/09	04314	GIBSON INDUSTRIES
323340	Clear	\$398.28	01/08/09	00987	GRAINGER
323341	Clear	\$5,560.90	01/08/09	03510	GREATER MIDWEST FUNDRAISING,LLC
323342	Clear	\$53.00	01/08/09	07158	GREGG WOHLERS
323343	Clear	\$100.00	01/08/09	02719	GRETCHEN TENTIS
323344	Clear	\$36.99	01/08/09	07162	H-TORQUE MAGAZINES
323345	Clear	\$1,041.67	01/08/09	01038	HAAS MUSICAL INSTRUMENT REPAIR
323346	Clear	\$4,916.13	01/08/09	06935	HASTINGS CO-OP CREAMERY CO.
323347	Clear	\$34.50	01/08/09	06921	HAYLEY WENDER
323348	Clear	\$331,549.89	01/08/09	01096	HEALTHPARTNERS
323349	Clear	\$1,658.00	01/08/09	01115	HERITAGE EMBROIDERY & DESIGN
323350	Clear	\$3,257.35	01/08/09	01116	HERITAGE PRINTING
323351	Clear	\$23.16	01/08/09	04914	HUGO MILL
323352	Clear	\$9,637.99	01/08/09	01173	HUMAN SERVICES INC
323353	Clear	\$2,515.00	01/08/09	03329	I.S.D # 001 MINNEAPOLIS SCHOOL DISTRICT
323354	Clear	\$1,345.00	01/08/09	03331	I.S.D # 622 COMMUNITY ED
323355	Clear	\$2,491.58	01/08/09	07163	INTERMEDIA SYSTEMS
323356	Clear	\$76.35	01/08/09	06872	ISTE
323357	Clear	\$439.05	01/08/09	04152	JEAN OSWALD
323358	Clear	\$235.00	01/08/09	05922	JEFF MUETZEL
323359	Clear	\$124.00	01/08/09	06287	JEFF SHIE
323360	Clear	\$163.50	01/08/09	02931	JEFF WHISLER
323361	Clear	\$390.00	01/08/09	03654	JERRY OLSON EXTERIORS
323362	Clear	\$87.60	01/08/09	03464	JIM HERING
323363	Clear	\$74.00	01/08/09	06247	JOE LANGEVIN
323364		\$174.00	01/08/09	05143	JOE MICHALITSCH
323365	Clear	\$100.00	01/08/09	05102	JOE POKORNY
323366	Clear	\$101.00	01/08/09	07161	JOE WOLLAN
323367	Clear	\$306.00	01/08/09	03364	JUDY DEANS
323368		\$23.47	01/08/09	02057	JULIE OSTERBAUER
323369	Clear	\$124.00	01/08/09	05355	KARLY ZUFALL
323370	Clear	\$67.55	01/08/09	01950	KATHE NICKLEBY
323371	Clear	\$55.21	01/08/09	00877	KATHY FRANK
323372	Clear	\$37.02	01/08/09	01540	KATHY MACKIN
323373	Clear	\$250.00	01/08/09	03645	KEHOE OFFICE FURNISHINGS INC
323374	Clear	\$28,129.05	01/08/09	03378	KELLY SERVICES, INC
323375	Clear	\$124.00	01/08/09	05568	KEN COOPER
323376		\$101.00	01/08/09	05210	KERRY GUERIN
323377	Clear	\$74.00	01/08/09	06263	KEVIN MAERTENS
323378	Clear	\$50.00	01/08/09	06194	KEVIN MCCOY
323379		\$263.22	01/08/09	01509	KIM LOOS
323380	Clear	\$96.24	01/08/09	01354	KING TECHNOLOGIES (APC DIV)
323381	Clear	\$13.76	01/08/09	05443	KRISTINA VAUGHAN

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323382	Clear	\$1,395.00	01/08/09	07123	L D MARSHALL PAINTING
323383	Clear	\$5,950.32	01/08/09	01411	LAFAYETTE LIFE INSURANCE CO
323384	Clear	\$103,212.53	01/08/09	06819	LAIDLAW TRANSIT INC
323385	Clear	\$515.00	01/08/09	03195	LASERPLUS, LLC
323386	Clear	\$24.86	01/08/09	01705	LEROY R METZ JR
323387		\$23.53	01/08/09	02880	LESLIE WAGNER- BEEK
323388	Clear	\$73.10	01/08/09	04235	LETTERTECH, INC
323389	Clear	\$875.00	01/08/09	07149	LINDA NORDGREN
323390		\$691.99	01/08/09	07073	LOFFLER
323391		\$188.21	01/08/09	02862	LYNNE VIKER
323392	Clear	\$123.80	01/08/09	01557	MAHTOMEDI AUTO SERVICE
323393		\$130.70	01/08/09	07131	MALMBORG'S INC
323394	Clear	\$95.36	01/08/09	01101	MARY JO HEI
323395	Clear	\$47.39	01/08/09	02410	MARY SCHNELL
323396		\$205.00	01/08/09	01610	MASBO
323397	Clear	\$75.00	01/08/09	01618	MASSP
323398	Clear	\$496.00	01/08/09	01651	MCEA EXEXUTIVE OFFICE
323399		\$208.22	01/08/09	01672	MEDCO SUPPLY INC
323400	Clear	\$856.40	01/08/09	07052	MEGAN LORENZ
323401	Clear	\$19.44	01/08/09	01683	MENARDS
323402	Clear	\$214.76	01/08/09	01684	MENARDS OAKDALE CASHWAY LUMBER
323403	Clear	\$106.00	01/08/09	01685	MENC
323404	Clear	\$270.00	01/08/09	07125	MERLAJEAN GARLAND
323405	Clear	\$136.00	01/08/09	01725	MIDWEST SHOP SUPPLIES INC
323406		\$389.19	01/08/09	04099	MINNCOR INDUSTRIES
323407	Clear	\$201.00	01/08/09	03525	MN DNR WATERS
323408	Clear	\$91.94	01/08/09	01681	NANCY MELQUIST
323409	Clear	\$16,000.00	01/08/09	07153	NATIONAL INSURANCE SERVICES OF WISCONSIN INC
323410	Clear	\$1,500.00	01/08/09	07128	NBPTS PROCESSING CTR
323411	Clear	\$75.75	01/08/09	02205	NCS PEARSON INC
323412	Clear	\$98.00	01/08/09	06395	NCS PEARSON INC
323413	Clear	\$160.24	01/08/09	05028	NICK FALDE
323414		\$109.37	01/08/09	06172	NICOLE FLESNER
323415	Clear	\$67.00	01/08/09	06330	NIKOLAS LINEHAN
323416		\$74,715.65	01/08/09	01971	NORTHEAST METRO 916
323417		\$5,700.00	01/08/09	01971	NORTHEAST METRO 916
323418		\$79.22	01/08/09	02043	ON SITE SANITATION INC
323419		\$1,245.00	01/08/09	03538	PARTSTOCK COMPUTER
323420	Clear	\$999.00	01/08/09	04031	PASCO SCIENTIFIC
323421	Clear	\$67.00	01/08/09	06429	PAUL CAMITSCH
323422	Clear	\$65.74	01/08/09	03215	PEARSON LEARNING GROUP/PEARSON EDUCATION
323423	Clear	\$692.79	01/08/09	02145	PITNEY BOWES
323424		\$85.97	01/08/09	02151	PLUNKETTS INC
323425	Clear	\$50.41	01/08/09	02161	POPP TELECOM
323426		\$89.29	01/08/09	06012	PREMIUM WATERS INC
323427		\$4,640.96	01/08/09	03136	RATWIK ROSZAK & MALONEY P A
323428	Clear	\$2,898.18	01/08/09	06512	RESCO
323429	Clear	\$67.00	01/08/09	04797	ROBERT CROWE
323430	Clear	\$23.99	01/08/09	05057	ROY ANDERSON
323431	Clear	\$247.75	01/08/09	04718	ROYAL MECHANICAL INC
323432	Clear	\$65.25	01/08/09	00875	RUSSELL FRAENKEL
323433	Clear	\$552.19	01/08/09	02346	RYCO SUPPLY COMPANY
323434	Clear	\$3,472.81	01/08/09	02363	SAM'S CLUB DISCOVER
323435	Clear	\$872.00	01/08/09	06784	SANDY SCHOENECKER
323436	Clear	\$286.65	01/08/09	05265	SARAH ROSENGREN

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323437	Clear	\$200.92	01/08/09	02406	SCHMITT MUSIC CENTERS
323438	Clear	\$16,850.00	01/08/09	06394	SCHOOL MANAGEMENT SERVICES LLC
323439	Clear	\$94.00	01/08/09	02420	SCHOOL SPECIALTY INC
323440	Clear	\$471.00	01/08/09	03369	SCHOOLFINANCES.COM
323441	Clear	\$1,837.01	01/08/09	02441	SCIENCE KIT LLC
323442	Clear	\$6,753.29	01/08/09	02451	SEDEY & ASSOCIATES INC
323443	Clear	\$3,950.00	01/08/09	03123	SHEILA MERZER M A
323444	Clear	\$1,075.00	01/08/09	02483	SIEMENS BUILDING TECHNOLOGIES
323445	Clear	\$1,199.00	01/08/09	07156	SOUND DIRECTOR
323446	Clear	\$67.00	01/08/09	05257	STEPHEN WINFIELD
323447	Clear	\$250.00	01/08/09	03469	STONERIDGE GOLF CLUB
323448	Clear	\$76.85	01/08/09	02664	SUPER DUPER PUBLICATIONS
323449	Clear	\$2,400.00	01/08/09	03859	TEAMWORKS INTERNATIONAL, INC.
323450		\$14.28	01/08/09	02128	TERESA PETERSON
323451	Clear	\$12.23	01/08/09	02777	TERRY J TRAUTMAN
323452	Clear	\$173.28	01/08/09	07126	TFH(USA)LTD-TOYS FOR HANDICAP
323453	Clear	\$135.76	01/08/09	02748	TIES
323454	Clear	\$67.00	01/08/09	05383	TODD KLINGSPORN
323455	Clear	\$101.00	01/08/09	07160	TONY RODRIQUEZ
323456	Clear	\$112.17	01/08/09	05393	TONYA KOSTUCH
323457	Clear	\$32.25	01/08/09	02776	TRANS-MISSISSIPPI BIOLOGICAL
323458	Clear	\$1,797.61	01/08/09	03345	TRIO SUPPLY CO
323459	Clear	\$1,035.00	01/08/09	02807	U S BANK TRUST N A
323460	Clear	\$45.00	01/08/09	05553	VACATION SPORTS
323461	Clear	\$75.00	01/08/09	00332	VALERIE BRASS
323462	Clear	\$73.16	01/08/09	02858	VERIZON WIRELESS
323463	Clear	\$31.32	01/08/09	02858	VERIZON WIRELESS
323464	Clear	\$30.16	01/08/09	02858	VERIZON WIRELESS
323465	Clear	\$15.00	01/08/09	06365	VOYAGER LEARNING
323466	Clear	\$87,900.00	01/08/09	05146	WALKER ROOFING
323467	Clear	\$442.45	01/08/09	02889	WALMART COMMUNITY
323468	Clear	\$2,232.03	01/08/09	02903	WASTE MANAGEMENT-BLAINE MN
323469	Clear	\$68.95	01/08/09	04788	WATER CARE
323470	Clear	\$307.12	01/08/09	02926	WESTERN PSYCHOLOGICAL SERVICE
323471	Clear	\$75.00	01/08/09	05875	WHITE BEAR LAKE HIGH SCHOOL
323472	Clear	\$200.00	01/08/09	07148	WILBUR'S SANDWICHES
323473	Clear	\$61.40	01/08/09	04104	WILLIAM (BJ)ISON
323474	Clear	\$163.63	01/08/09	07092	WORLD OF READING , LTD
323475	Clear	\$64,419.03	01/08/09	00723	XCEL ENERGY
323476	Clear	\$736.48	01/08/09	03017	XEROX CORPORATION
323477	Clear	\$5,273.70	01/08/09	03017	XEROX CORPORATION
323478	Clear	\$9,786.32	01/08/09	03021	YOCUM OIL CO INC
323479	Clear	\$127.10	01/15/09	00009	AAA AWARDS
323480	Clear	\$80.00	01/15/09	05791	ABAJEMO OMOT
323481	Clear	\$349.56	01/15/09	00047	ADT SECURITY SYSTEMS
323482	Clear	\$54.00	01/15/09	05353	ANGELA ZITZER
323483		\$22.32	01/15/09	00909	ANN GALE
323484	Clear	\$30.00	01/15/09	07177	ANTHONY MARKGRAF
323485		\$411.72	01/15/09	00208	BARNES & NOBLE
323486	Clear	\$30.00	01/15/09	03117	BEN LUDWIGSON
323487		\$564.97	01/15/09	02530	BETHANY SNEDEN
323488		\$67.00	01/15/09	07183	BRAD REKSTAD
323489	Clear	\$124.00	01/15/09	07192	BRIAN INGRAM
323490	Clear	\$12.00	01/15/09	04186	BROOKE CARLSON
323491	Clear	\$67.00	01/15/09	07184	CASEY WEST
323492	Clear	\$216.09	01/15/09	02739	CENGAGE LEARNING

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323493	Clear	\$10,883.95	01/15/09	00406	CHASE CARD SERVICE/BANK ONE
323494	Clear	\$67.00	01/15/09	05280	CHRIS BOTHE
323495	Clear	\$30.00	01/15/09	06343	CHRIS KELLER
323496	Clear	\$27.78	01/15/09	02945	CITY OF WHITE BEAR LAKE
323497	Clear	\$1,080.40	01/15/09	00558	COURAGE CENTER
323498	Clear	\$100.00	01/15/09	05203	CRAIG SUNDBERG
323499	Clear	\$661.10	01/15/09	00599	DALCO
323500	Clear	\$124.00	01/15/09	07193	DALE EWASIUT
323501	Clear	\$450.00	01/15/09	06789	DAN GREGOR CUSTOM CABINETS
323502	Clear	\$20.00	01/15/09	07189	DANIEL DESMIDT
323503	Clear	\$20.00	01/15/09	07170	DANIEL SIMMER
323504	Clear	\$130.50	01/15/09	00622	DECKER EQUIPMENT
323505	Clear	\$108.42	01/15/09	03433	DELL COMPUTER CORP.
323506		\$5.97	01/15/09	07171	DIANE MOODY
323507		\$2,400.00	01/15/09	03742	DISTRIBUTED WEBSITE CORPORATION
323508	Clear	\$966.00	01/15/09	00678	DOMINO'S PIZZA
323509	Clear	\$75.00	01/15/09	00695	DRAMATIC PUBLISHING COMPANY
323510	Clear	\$180.00	01/15/09	00696	DRAMATISTS PLAY SERVICE INC
323511	Clear	\$124.00	01/15/09	07194	DUSTIN MARTIN
323512	Clear	\$33.07	01/15/09	07165	ELISA AGUILAR
323513		\$340.00	01/15/09	07173	ENTERTAINMENT PLUS CO
323514		\$10.00	01/15/09	07186	EVAN BICZKOWSKI
323515	Clear	\$235.78	01/15/09	00803	EXPRESS PERSONNEL SERVICES INC
323516	Clear	\$165.26	01/15/09	06697	FRATTALLONE'S ACE HARDWARE STORES
323517	Clear	\$500.00	01/15/09	06655	FUN SERVICES / FUN RENTAL
323518	Clear	\$74.00	01/15/09	07200	GORDON L PHILLIPS
323519	Clear	\$130.00	01/15/09	03081	GRAY SEEVER
323520		\$10.00	01/15/09	07187	HANNAH HOLSTEN
323521		\$33.00	01/15/09	06591	HANOVER INSURANCE GROUP
323522	Clear	\$480.00	01/15/09	01115	HERITAGE EMBROIDERY & DESIGN
323523	Clear	\$135.30	01/15/09	01116	HERITAGE PRINTING
323524	Clear	\$1,265.00	01/15/09	01173	HUMAN SERVICES INC
323525	Clear	\$15.00	01/15/09	01201	IAAP
323526	Clear	\$94.00	01/15/09	07190	JAMIE GUDMUNDSON
323527		\$38.33	01/15/09	04152	JEAN OSWALD
323528	Clear	\$188.00	01/15/09	07197	JENNIFER OLSON
323529		\$67.00	01/15/09	07202	JOE GUIDARELLI
323530		\$50.00	01/15/09	05143	JOE MICHALITSCH
323531	Clear	\$74.57	01/15/09	04068	JOHN DEIR
323532		\$553.82	01/15/09	01061	JOHN HARDGROVE
323533	Clear	\$103.00	01/15/09	07195	JOSH KOCH
323534		\$30.00	01/15/09	07185	JUD OCHOGI
323535	Clear	\$35.00	01/15/09	03235	KATY LUDWIGSON
323536	Clear	\$1,176.45	01/15/09	03378	KELLY SERVICES, INC
323537	Clear	\$67.00	01/15/09	07203	KEVIN E BRANDT
323538	Clear	\$50.00	01/15/09	06871	KIRSTEN BOUWENS
323539		\$340.08	01/15/09	01372	KNOWLAN'S SUPER MARKETS
323540	Clear	\$178.75	01/15/09	01521	KYRA LUDWIGSON
323541	Clear	\$157,174.98	01/15/09	06819	LAIDLAW TRANSIT INC
323542	Clear	\$67.00	01/15/09	07204	LARRY GESSLER
323543	Clear	\$322.94	01/15/09	03195	LASERPLUS, LLC
323544	Clear	\$64.43	01/15/09	00949	LAURIE GERVER
323545	Clear	\$100.00	01/15/09	07199	LAURIE JENNRICK
323546		\$160.93	01/15/09	00797	LINDA EVANS
323547	Clear	\$24.55	01/15/09	01624	LISA MATHIES
323548		\$30.00	01/15/09	07198	LUCAS BOHMERT

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323549	Clear	\$66.00	01/15/09	01557	MAHTOMEDI AUTO SERVICE
323550	Clear	\$50.00	01/15/09	06191	MARK HERMES
323551	Clear	\$700.00	01/15/09	01618	MASSP
323552	Clear	\$100.00	01/15/09	05202	MIKE AMIDON
323553	Clear	\$71.00	01/15/09	07191	MIKE WOHERS
323554		\$80.00	01/15/09	07172	MINNESOTA CERTS
323555	Void	\$207.00	01/15/09	03388	MINNESOTA CHILDREN'S MUSEUM
323556		\$450.00	01/15/09	04051	MINNESOTA ZOOMOBILE
323557	Clear	\$30.00	01/15/09	07196	MISSY GAMBLE
323558		\$35.00	01/15/09	05225	MN ASCD
323559	Clear	\$190.00	01/15/09	06251	MN TRUE TEAM TRACK AND FIELD
323560	Void	\$7.50	01/15/09	07169	MARY ROLLINGER
323561	Clear	\$8.00	01/15/09	07164	MR OR MRS HARMON
323562	Clear	\$300.00	01/15/09	01799	MSBA-MN SCHOOL BOARDS ASSOC
323563	Clear	\$5,304.00	01/15/09	01971	NORTHEAST METRO 916
323564	Clear	\$404.00	01/15/09	07205	NOW CARE MEDICAL CENTER
323565	Clear	\$100.00	01/15/09	02043	ON SITE SANITATION INC
323566	Clear	\$278.50	01/15/09	04488	ORANGE TREE EMPLOYMENT SCREENING
323567		\$1,486.70	01/15/09	05985	PAMS LUNCHROOM LLC
323568	Clear	\$292.00	01/15/09	03538	PARTSTOCK COMPUTER
323569		\$74.00	01/15/09	07181	PAT BUDNICK
323570	Clear	\$82.95	01/15/09	05821	PATTI PRATT
323571		\$74.00	01/15/09	07201	PAUL MADISON
323572	Clear	\$50.00	01/15/09	07174	PAUL MEYER
323573	Clear	\$2,119.69	01/15/09	02227	QWEST
323574	Clear	\$2,753.98	01/15/09	04210	RAINBOW RESORT
323575	Clear	\$179.35	01/15/09	06512	RESCO
323576	Clear	\$1,379.73	01/15/09	06292	RICHARD CLARK
323577	Clear	\$169.89	01/15/09	02301	RIVERSIDE PUBLISHING CO/HN REC.CO LLC
323578		\$3,630.47	01/15/09	04718	ROYAL MECHANICAL INC
323579	Clear	\$188.00	01/15/09	02346	RYCO SUPPLY COMPANY
323580	Clear	\$20.00	01/15/09	07178	SAM GLASENAPP
323581	Void	\$35.00	01/15/09	02365	SAM'S CLUB
323582		\$82.08	01/15/09	07113	SAM'S CLUB
323583		\$47.46	01/15/09	07113	SAM'S CLUB
323584		\$74.00	01/15/09	07180	SHAWN WALFOORT
323585	Clear	\$150.00	01/15/09	03123	SHEILA MERZER M A
323586	Clear	\$10.00	01/15/09	07188	STEPHANIE HOLM
323587		\$10.00	01/15/09	06329	STEPHEN JOHNSON
323588		\$40.00	01/15/09	07176	STEVEN MOLEX
323589		\$240.00	01/15/09	07175	STILLWATER HIGH SCHOOL
323590	Clear	\$2,850.45	01/15/09	02651	STUMPS/SHINDIGZ
323591	Clear	\$194.00	01/15/09	05288	SUE SAMUELSON
323592	Clear	\$758.69	01/15/09	04176	SUNBURST CHEMICALS, INC.
323593	Clear	\$119.96	01/15/09	02310	SUSAN ROBINSON
323594	Clear	\$401.05	01/15/09	02680	T A SCHIFSKY & SONS INC
323595	Clear	\$755.65	01/15/09	02707	TEAM SPORTING GOODS INC
323596	Clear	\$135.00	01/15/09	02135	THE PIANO WORKS
323597	Clear	\$297.00	01/15/09	02747	TIERNEY BROTHERS INC
323598	Clear	\$7,035.00	01/15/09	02789	TROLLHAUGEN
323599	Clear	\$30.00	01/15/09	07179	TY JEFFERSON
323600	Clear	\$368.75	01/15/09	02811	UHL COMPANY INCORPORATED
323601	Clear	\$30,427.72	01/15/09	06934	US FOODSERVICE INC
323602	Clear	\$282.35	01/15/09	02941	WHITE BEAR GLASS INC
323603	Clear	\$125.00	01/15/09	05875	WHITE BEAR LAKE HIGH SCHOOL
323604	Clear	\$358.00	01/15/09	03017	XEROX CORPORATION

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323605	Clear	\$485.25	01/15/09	03017	XEROX CORPORATION
323606	Clear	\$1,793.50	01/15/09	03025	YOUNGBLOOD LUMBER COMPANY
323607	Clear	\$1,414.80	01/20/09	03088	STEVE HAMMERSCHMIDT
323608		\$432.92	01/21/09	00094	AMERICAN FAMILY ASSURANCE
323609	Clear	\$28.78	01/21/09	01556	MAHTOMEDI AREA EDUC.FOUNDATION
323610		\$253.45	01/21/09	01740	MINN NCPERS GROUP LIFE INS
323611	Clear	\$14.90	01/21/09	01888	NATIONAL INSURANCE SERVICES
323612		\$685.00	01/21/09	02017	OFFICE & PROFESSIONAL
323613	Clear	\$774.84	01/21/09	02048	OPERATING ENGINEERS LOCAL #70
323614		\$67.08	01/21/09	01499	UNITE HERE
323615	Clear	\$95.00	01/22/09	07206	ADMIN-IPA
323616	Clear	\$100.00	01/22/09	03930	AMSD
323617	Clear	\$479.12	01/22/09	00363	ANGELA BUCKINGHAM
323618	Clear	\$77.94	01/22/09	06929	ANGELA WENDELBOE
323619	Clear	\$30.00	01/22/09	03117	BEN LUDWIGSON
323620	Clear	\$434.90	01/22/09	00353	BROWN'S ICE CREAM
323621	Clear	\$3,477.10	01/22/09	00448	CENTURY RESOURCES INC
323622	Clear	\$415.30	01/22/09	03115	CHARLES LINDERKAMP
323623	Clear	\$295.76	01/22/09	00553	CORPORATE EXPRESS
323624	Clear	\$462.00	01/22/09	00598	DAIRY QUEEN
323625	Clear	\$41.18	01/22/09	00072	DANIEL ALBRECHT
323626	Clear	\$1,195.44	01/22/09	03433	DELL COMPUTER CORP.
323627	Clear	\$124.00	01/22/09	05333	DENNIS ALM
323628		\$1,724.00	01/22/09	03304	DONNA HRYNIEWICKI
323629	Clear	\$79.60	01/22/09	03087	ERIKA HAMMERSCHMIDT
323630	Clear	\$87.55	01/22/09	00888	FREY SCIENTIFIC COMPANY
323631	Clear	\$1,019.67	01/22/09	01464	G&K SERVICES -LEEF SERVICES
323632	Clear	\$1,045.00	01/22/09	04314	GIBSON INDUSTRIES
323633	Clear	\$13.09	01/22/09	00974	GOODIN COMPANY
323634	Clear	\$1,123.75	01/22/09	01034	H BROOKS & CO LLC
323635	Clear	\$9,244.89	01/22/09	01173	HUMAN SERVICES INC
323636	Clear	\$37.49	01/22/09	01239	J.W. PEPPER & SON,INC
323637	Clear	\$655.00	01/22/09	03654	JERRY OLSON EXTERIORS
323638	Clear	\$124.00	01/22/09	07212	JESSE LANGER
323639	Clear	\$139.23	01/22/09	05158	JULIE POOLER
323640	Clear	\$25.86	01/22/09	00169	KATIE ARVESEN
323641	Clear	\$189.90	01/22/09	01354	KING TECHNOLOGIES (APC DIV)
323642	Clear	\$621.49	01/22/09	01372	KNOWLAN'S SUPER MARKETS
323643	Clear	\$230.26	01/22/09	05443	KRISTINA VAUGHAN
323644	Clear	\$22,995.14	01/22/09	06819	LAIDLAW TRANSIT INC
323645	Clear	\$272.45	01/22/09	03195	LASERPLUS, LLC
323646	Clear	\$533.87	01/22/09	01477	LIBRARIAN'S BOOK EXPRESS
323647	Clear	\$204.00	01/22/09	07073	LOFFLER
323648		\$10.00	01/22/09	07198	LUCAS BOHMERT
323649	Clear	\$87.05	01/22/09	02862	LYNNE VIKER
323650	Clear	\$47.40	01/22/09	01557	MAHTOMEDI AUTO SERVICE
323651	Clear	\$309.75	01/22/09	01577	MAKEMUSIC
323652		\$7.50	01/22/09	07169	MARY ROLLINGER
323653	Clear	\$20.99	01/22/09	01683	MENARDS
323654	Clear	\$250.00	01/22/09	01699	METRO ECSU
323655	Clear	\$151.70	01/22/09	01725	MIDWEST SHOP SUPPLIES INC
323656	Clear	\$290.00	01/22/09	01586	MIKE MANN
323657	Clear	\$43.92	01/22/09	03130	MIKE NIZIOLEK
323658	Clear	\$10,802.22	01/22/09	04089	MN UI FUND
323659	Clear	\$125.00	01/22/09	04174	NORTH HIGH SCHOOL
323660	Clear	\$727.60	01/22/09	01971	NORTHEAST METRO 916

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323661	Clear	\$79.22	01/22/09	02043	ON SITE SANITATION INC
323662	Clear	\$140.00	01/22/09	06402	ORONO HIGH SCHOOL
323663	Clear	\$1,880.00	01/22/09	02078	PARK BUS CO
323664	Clear	\$74.00	01/22/09	07201	PAUL MADISON
323665		\$124.00	01/22/09	07213	PAUL STANGL
323666	Clear	\$60.00	01/22/09	00875	RUSSELL FRAENKEL
323667	Clear	\$1,175.00	01/22/09	02346	RYCO SUPPLY COMPANY
323668	Clear	\$70.00	01/22/09	02365	SAM'S CLUB
323669	Clear	\$49.12	01/22/09	07113	SAM'S CLUB
323670	Clear	\$30.00	01/22/09	01390	SANDY KRAUSE
323671	Clear	\$352.00	01/22/09	06784	SANDY SCHOENECKER
323672	Clear	\$1,752.50	01/22/09	07211	SCHOOL PROJECT-MARGIE ROISUM
323673	Clear	\$950.00	01/22/09	03123	SHEILA MERZER M A
323674	Clear	\$396.15	01/22/09	03105	STEVE KIMBALL
323675	Clear	\$148.41	01/22/09	03336	STRATEGIC EQUIPMENT
323676	Clear	\$302.77	01/22/09	04176	SUNBURST CHEMICALS, INC.
323677	Clear	\$1,300.10	01/22/09	06169	SYMANTEC SMB RENEWALS
323678	Clear	\$160.20	01/22/09	07214	TAG UP-RICHARD MARKETING INC
323679	Clear	\$124.00	01/22/09	06224	TERRY OLSON
323680	Clear	\$127.00	01/22/09	02135	THE PIANO WORKS
323681	Clear	\$658.47	01/22/09	02748	TIES
323682	Clear	\$196.90	01/22/09	02813	ULTIMATE OFFICE INC
323683	Clear	\$109.25	01/22/09	02858	VERIZON WIRELESS
323684	Clear	\$998.96	01/22/09	02902	WASHINGTON COUNTY
323685	Clear	\$5,491.14	01/22/09	03017	XEROX CORPORATION
323686	Clear	\$249.00	01/22/09	06104	XPRESS
323687	Clear	\$645.32	01/22/09	03021	YOCUM OIL CO INC
323688	Clear	\$8,272.52	01/23/09	07208	AMERIPRISE FINANCIAL SERVICES
323689	Clear	\$6,763.06	01/23/09	00734	ESI/EFS
323690		\$30,459.00	01/23/09	00828	FIDELITY INVESTMENTS
323691		\$442.21	01/23/09	01004	GREAT-WEST LIFE & ANNUITY INS
323692		\$8,238.39	01/23/09	07207	ING-ILIAC
323693		\$4,747.11	01/23/09	01695	METLIFE
323694	Clear	\$73,673.70	01/23/09	01807	MN TEACHERS RETIREMENT ASSN
323695	Clear	\$600.00	01/23/09	04342	WISCONSIN SCTF
323696	Clear	\$36.80	01/29/09	00009	AAA AWARDS
323697		\$60.00	01/29/09	03930	AMSD
323698		\$74.69	01/29/09	03483	AMY ALBRECHT
323699	Clear	\$79.00	01/29/09	00172	ASCD
323700		\$1,625.00	01/29/09	04258	BARBARA E.SANDERSON /THRIVING WORKPLACES
323701		\$124.00	01/29/09	07216	BENJAMIN DOANE
323702	Clear	\$50.00	01/29/09	07103	BILL IVORY
323703	Clear	\$67.00	01/29/09	07221	BOB SYNDER
323704		\$60.87	01/29/09	02642	BONNY KAY STREGE
323705		\$71.00	01/29/09	06348	BRIAN LASHOMB
323706		\$10.00	01/29/09	04564	BRITTANY HENRY
323707	Clear	\$406.80	01/29/09	04738	BRUCE DJOCK REPAIR
323708	Clear	\$541.85	01/29/09	03115	CHARLES LINDERKAMP
323709	Clear	\$205.40	01/29/09	00462	CHEMSEARCH
323710	Clear	\$418.67	01/29/09	00553	CORPORATE EXPRESS
323711	Clear	\$429.00	01/29/09	06016	CORPORATE MECHANICAL
323712	Clear	\$777.00	01/29/09	07088	CUSTOM WATER WORKS
323713		\$21.34	01/29/09	02359	CYNTHIA SAMELS
323714	Clear	\$1,268.60	01/29/09	00599	DALCO
323715		\$780.59	01/29/09	05101	DANCEWEAR SOLUTIONS

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323716		\$124.00	01/29/09	06327	DAVID LAUER
323717	Clear	\$200.70	01/29/09	03433	DELL COMPUTER CORP.
323718	Clear	\$79.70	01/29/09	03514	DENISE SUNDSTROM
323719	Clear	\$1,047.99	01/29/09	00678	DOMINO'S PIZZA
323720	Clear	\$119.53	01/29/09	00679	DONATELLI'S
323721	Clear	\$453.00	01/29/09	00714	EAGLE SCREEN PRINTING
323722	Clear	\$292.00	01/29/09	03241	ELECTRONIC DESIGN CO
323723		\$18.25	01/29/09	01487	ELIZABETH LINDBERG
323724	Clear	\$717.50	01/29/09	03969	ENERGYWISE CONSULTING,LLC
323725		\$74.00	01/29/09	07217	ERIC HOLSETH
323726	Clear	\$50.00	01/29/09	06229	EUGENE RICHARDSON
323727	Clear	\$479.04	01/29/09	00803	EXPRESS PERSONNEL SERVICES INC
323728		\$50.00	01/29/09	06281	GEORGE HOEPPNER
323729		\$10.00	01/29/09	06786	HANNAH FROST
323730	Clear	\$57.04	01/29/09	01115	HERITAGE EMBROIDERY & DESIGN
323731	Clear	\$50.00	01/29/09	07122	HERMAN P.GUTTERMAN JR
323732	Clear	\$79.00	01/29/09	05475	ISTE-INTERNATIONA SOC.OF TECH IN EDUCATION
323733	Clear	\$1,250.00	01/29/09	04066	JACKSON I,LLC
323734		\$234.00	01/29/09	05013	JAN GUDKNECHT
323735	Clear	\$42.00	01/29/09	05151	JAN LONNQUIST
323736		\$28.36	01/29/09	01916	JANINE NELSON
323737		\$20.90	01/29/09	01646	JOAN MCCORMICK
323738	Clear	\$36.40	01/29/09	06164	JOHN BELISLE
323739	Clear	\$101.00	01/29/09	06376	JOHN HOLINE
323740	Clear	\$67.00	01/29/09	07220	JOHN KAISER
323741	Clear	\$50.00	01/29/09	07223	JOHN R.SEIM
323742		\$50.00	01/29/09	07222	JONATHAN VAALA
323743		\$10.00	01/29/09	07185	JUD OCHOGI
323744	Clear	\$378.00	01/29/09	03364	JUDY DEANS
323745	Clear	\$6,311.36	01/29/09	03378	KELLY SERVICES, INC
323746		\$50.00	01/29/09	05568	KEN COOPER
323747	Clear	\$113.26	01/29/09	01372	KNOWLAN'S SUPER MARKETS
323748	Clear	\$22,546.40	01/29/09	06819	LAIDLAW TRANSIT INC
323749	Clear	\$340.90	01/29/09	07119	LESA BRANDT
323750	Clear	\$80.00	01/29/09	07226	LINDA CARLSON
323751	Clear	\$47.00	01/29/09	01495	LINGUISYSTEMS INC
323752	Clear	\$50.00	01/29/09	06373	MAC THOMAS
323753	Clear	\$488.77	01/29/09	07061	MAEF-MAHTOMEDI AREA EDUCATION FOUNDATION
323754	Clear	\$106.00	01/29/09	01557	MAHTOMEDI AUTO SERVICE
323755	Clear	\$250.00	01/29/09	05925	MARK HAMRE
323756		\$105.95	01/29/09	03161	MARK LEFEBER
323757	Clear	\$108.00	01/29/09	01684	MENARDS OAKDALE CASHWAY LUMBER
323758	Clear	\$67.00	01/29/09	07219	MICHAEL T.HEALY
323759	Clear	\$67.00	01/29/09	07218	MIKE ANDERSON
323760	Clear	\$2,100.00	01/29/09	07224	MINNESOTA TIMBERWOLVES
323761	Clear	\$450.00	01/29/09	04051	MINNESOTA ZOOMOBILE
323762	Clear	\$100.00	01/29/09	01779	MN DEPT OF EDUCATION
323763	Clear	\$50.00	01/29/09	01782	MN DEPT OF PUBLIC SAFETY
323764	Clear	\$5,333.33	01/29/09	06448	MYBI-MAHTOMEDI YOUTH BASEBALL INC
323765		\$17.69	01/29/09	04321	NANCY FENTON
323766	Clear	\$76.00	01/29/09	06395	NCS PEARSON INC
323767		\$103.00	01/29/09	06350	NIKE SVAC
323768	Clear	\$73.00	01/29/09	04488	ORANGE TREE EMPLOYMENT SCREENING
323769	Clear	\$695.00	01/29/09	02052	ORIGINS
323770	Clear	\$117.70	01/29/09	01363	PAM KLINKHAMMER

Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Name
323771	Clear	\$2,170.00	01/29/09	02078	PARK BUS CO
323772	Clear	\$7,470.00	01/29/09	03538	PARTSTOCK COMPUTER
323773	Clear	\$468.00	01/29/09	07225	PATRICIA HAMPLE
323774	Clear	\$99.56	01/29/09	00580	PATRICK CROTHERS
323775		\$74.00	01/29/09	05426	PAUL ADAMS
323776		\$400.00	01/29/09	02140	PICTURES BY PHOTOBRODER
323777	Clear	\$693.35	01/29/09	02180	PRESS PUBLICATIONS
323778	Clear	\$2,724.00	01/29/09	03136	RATWIK ROSZAK & MALONEY P A
323779	Clear	\$1,900.00	01/29/09	02257	REHBEIN TRANSIT INC
323780	Clear	\$118.69	01/29/09	06512	RESCO
323781	Clear	\$1,548.83	01/29/09	06292	RICHARD CLARK
323782	Clear	\$74.00	01/29/09	05429	RILEY ADAMS
323783		\$99.39	01/29/09	00469	RITA CHILDS
323784	Clear	\$100.35	01/29/09	04507	ROMAN MARKET INC
323785		\$219.50	01/29/09	04718	ROYAL MECHANICAL INC
323786		\$102.67	01/29/09	01390	SANDY KRAUSE
323787	Clear	\$72.34	01/29/09	03991	SARA DUSEK
323788	Clear	\$1,476.03	01/29/09	02406	SCHMITT MUSIC CENTERS
323789	Clear	\$155.39	01/29/09	02417	SCHOOL HEALTH CORPORATION
323790	Clear	\$74.00	01/29/09	07180	SHAWN WALFOORT
323791	Clear	\$1,300.00	01/29/09	03123	SHEILA MERZER M A
323792	Clear	\$76.33	01/29/09	02483	SIEMENS BUILDING TECHNOLOGIES
323793	Clear	\$67.00	01/29/09	06979	STEVE SCHNEIDER
323794		\$124.00	01/29/09	05162	STEVEN LASHOMB
323795	Clear	\$66.58	01/29/09	03297	SUE ROBINSON
323796		\$1,011.00	01/29/09	04234	SUPPORT SOURCE
323797	Clear	\$8.80	01/29/09	04000	SUSAN KUCHAR
323798	Clear	\$382.85	01/29/09	02680	T A SCHIFSKY & SONS INC
323799	Clear	\$87.88	01/29/09	02754	T-MOBILE
323800		\$101.00	01/29/09	04943	TIM KIEMEL JR
323801	Clear	\$67.00	01/29/09	04864	TOM KNOBLAUCH
323802	Clear	\$67.00	01/29/09	07160	TONY RODRIQUEZ
323803	Clear	\$1,004.97	01/29/09	02866	VILLAGE ORIGINALS C D INC
323804	Clear	\$71.15	01/29/09	02873	VOSS LIGHTING
323805	Clear	\$431.87	01/29/09	02889	WALMART COMMUNITY
323806	Clear	\$6,925.00	01/29/09	02916	WELSH COMPANIES LLC
323807	Clear	\$866.36	01/29/09	00723	XCEL ENERGY
323808	Clear	\$849.28	01/29/09	03017	XEROX CORPORATION
323809	Clear	\$399.48	01/29/09	03017	XEROX CORPORATION
323810	Clear	\$176.00	01/29/09	06104	XPRESS
323811	Clear	\$1,342.33	01/29/09	03021	YOCUM OIL CO INC
323812		\$180.00	01/29/09	07227	BRUCE SCHMIDT
	CK AMT	\$1,486,051.94			

**INDEPENDENT SCHOOL DISTRICT #832
WIRE TRANSFER TRANSACTIONS
MONTH OF JANUARY 2009**

<u>DATE</u>	<u>FROM</u>	<u>TO</u>	<u>AMOUNT</u>	<u>PURPOSE</u>
1/7/09	MN Trust	MSDLAF	\$500,000.00	cover checks
1/8/09	MN Trust	MSDLAF	\$250,000.00	cover checks
1/14/09	MN Trust	MSDLAF	\$1,000,000.00	cover checks
1/15/09	MSDLAF	US Bank	\$522,538.58	cover checks
1/15/09	US Bank	IRS	\$208,201.36	federal & fica taxes
1/15/09	US Bank	MN Dept of Revenue	\$31,839.47	state payroll taxes
1/15/09	US Bank	Wis. Dept. of Revenue	\$2,646.61	state payroll taxes
1/15/09	US Bank	Public Emp. Retirement Assoc.	\$18,815.42	pera retirement
1/15/09	US Bank	Peoples Bank of Commerce-EBC Flex	\$9,050.48	flex benefits
1/15/09	US Bank	Central Bank	\$832.21	para union dues
1/15/09	US Bank	Mid State Corp Federal CU	\$10,344.68	MEA teachers union dues
1/15/09	State of Minnesota	MN Trust	\$1,306,956.93	direct state payment
1/15/09	State of Minnesota	MN Trust	\$99,084.83	direct state payment
1/23/09	MN Trust	MSDLAF	\$100,000.00	cover checks
1/26/09	Washington County	MN Trust	\$156,337.84	direct tax settlement payment
1/27/09	MN Trust	MSDLAF	\$1,200,000.00	cover checks
1/28/09	MN Trust	US Bank	\$171,412.50	Cert. of Participation 1997A
1/28/09	MN Trust	US Bank	\$42,188.75	Go Alt. Facility Bond 2004A
1/28/09	MN Trust	US Bank	\$291,950.00	Gen. Obligation Bldg. Bond 2003B
1/28/09	MN Trust	US Bank	\$882,538.13	Gen. Obligation Bldg. Bond 2002
1/28/09	MN Trust	US Bank	\$1,600,000.00	Gen. Obligation Bldg. Bond 1995B
1/30/09	US Bank	Peoples Bank of Commerce-EBC Flex	\$9,050.48	flex benefits
1/30/09	US Bank	Central Bank	\$832.21	para union dues
1/30/09	US Bank	Mid State Corp Federal CU	\$10,387.15	MEA teachers union dues
1/30/09	MSDLAF	US Bank	\$501,613.93	cover checks
1/30/09	US Bank	IRS	\$195,031.74	federal & fica taxes
1/30/09	US Bank	MN Dept of Revenue	\$29,333.83	state payroll taxes
1/30/09	US Bank	Wis. Dept. of Revenue	\$2,555.90	state payroll taxes
1/30/09	US Bank	Public Emp. Retirement Assoc.	\$19,285.92	pera retirement
1/30/09	State of Minnesota	MN Trust	\$1,136,756.00	direct state payment
1/30/09	State of Minnesota	MN Trust	\$14,131.43	direct state payment