

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Room 349, Edina Community Center

AGENDA

- Determination of Quorum and Call to Order
- Approval of Minutes of Meeting of April 13, 2009
- Approval of Minutes of Special Meeting of April 27, 2009
- Approval of Minutes of Special Meeting of May 8, 2009

HEARINGS OF INDIVIDUALS, DELEGATIONS, AND PRESENTATION OF PETITIONS FROM THE PUBLIC REGARDING ITEMS BEFORE THE BOARD FOR ACTION OR ON ANY OTHER ISSUE (*SEE ATTACHED DETAIL)

RECOGNITIONS

- Perfect ACT Score – Silas Wallen-Friedman, Grade 11, Edina High School
- Rose Rees Peace Award Winner – Kaitlyn Fryzek, Grade 12, Edina High School
- 3rd Place at State – South Suburban Adapted Hockey Team – CI – The Jets
- Knowledge Master National Champions – South View Middle School Grade Nine

PRESENTATION

- Connecting with Community – Cornelia Elementary School Teachers Mary Rider/ Literacy Volunteers, Mary Smith/Somali Advisory Council, and Mike Weinkauff/ Homework Help

REPORTS

- West Metro Education Program Update – Dr. Dan Jett, Superintendent, West Metro Education Program (WMEP)
- Proposed 2009-10 District Action Initiatives – Dr. Ric Dressen, Superintendent

CONSENT

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LEADERSHIP UPDATE

Leadership News
Board Committee Minutes

Adjournment

*Persons who wish to address the Board are requested to complete and submit an appropriate form to the Board Secretary prior to the designated hearing time. When recognized, each individual shall identify himself/herself and the group represented, if any. He/She shall then state the reason for addressing the Board and shall be limited in time at the discretion of the Board Chair. Individual employees of the School District or representatives of employee organizations shall have utilized administrative procedures before making a request to address the Board.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 385

SUBJECT: PERSONNEL RECOMMENDATIONS

Be It Resolved, That

The Board of Education

Approve the following personnel recommendations:

PROFESSIONAL STAFF

A. RECOMMENDATION FOR EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
BERGESON, KRISTI	TBD Concord	8/28/09

This teacher's contract was terminated at the end of the 2008-09 school year, but we have subsequently been able to offer her a position.

These conditional offers of employment are subject to successful completion of a criminal background check.

B. REQUESTS TO RESCIND LEAVE OF ABSENCE WITHOUT PAY

<u>Name</u>	<u>Current Status</u>	<u>Type</u>	<u>Effective Date</u>
DYE, HEIDI	Leave	Supt disc	2009-10 school yr
GUERIN, ELLEN	Social Studies High School	Long term	2009-10 school yr

C. REQUESTS FOR LEAVE OF ABSENCE WITHOUT PAY

<u>Name</u>	<u>Current Status</u>	<u>Yr</u>	<u>Type</u>	<u>Effective Date</u>
ANTHONY, HOLLY	Kindergarten .5/Leave .5 Concord		Child care	5/7-6/8/09

C. REQUESTS FOR LEAVE OF ABSENCE WITHOUT PAY CONT'D

<u>Name</u>	<u>Current Status</u>	<u>Yr</u>	<u>Type</u>	<u>Effective Date</u>
BLACHOWIAK, STEPHANIE	Grade 5 .5 Concord		Child care	5/13-22/09
GESSERT, KIMBERLY .5	Social Worker Highlands		Supt disc	2009-10 school yr
GUERIN, ELLEN	Social Studies High School	1 st	Extended	2009-10 school yr
IRONS, SARAH .1	FACS .6/Leave .2 High School		Supt disc	2009-10 school yr
JACOBSON, ANGELA	Grade 2 Countryside		Child care/ Supt disc	2009-10 school yr
KIEFFER, ANGELA .4	FACS .8/Sabbatical High School		Supt disc	2009-10 school yr
MCCOY, JAMIE	ECSE ECC		Child care	5/28-6/8/09
MCGLYNN, MARISA	School Psychologist Creek Valley		Child care	5/21-6/16/09
NIELSEN, SUSAN	Gifted Education South View		Child care	5/20-6/5/09
RAUEN, JENNIFER	Grade 2 Creek Valley		Child care	5/6-6/8/09
TUMA, SARAH .5	Social Worker Creek Valley		Supt disc	2009-10 school yr
WENNER, KIRSTI	Grade 4 Creek Valley		Child care	5/18-29/09

CLASSIFIED STAFFA. REQUESTS FOR LEAVE OF ABSENCE WITHOUT PAY

<u>Name</u>	<u>Current Status</u>	<u>Type</u>	<u>Effective Date</u>
BELKER, KEVIN	Educ Assoc/Spec Ed Countryside	Medical	3/24-4/17/09

A. REQUESTS FOR LEAVE OF ABSENCE WITHOUT PAY CONT'D

<u>Name</u>	<u>Current Status</u>	<u>Type</u>	<u>Effective Date</u>
DALY, DANIEL	Bus Driver Transportation Center	Medical	3/24-4/13/09
LINK, RACHEL .1875	HR Staffing Specialist .8125 District Office	Supt disc	7/1/09-6/30/10
MAY, NICOLE	Program Supv/Academic Support Valley View	Supt disc	8/24-12/11/09
NELSON, ROBERT	Security Monitor Valley View	Medical	4/15-27/09

B. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Effective Date</u>
GASPERSZ, CARIE	Bus Driver Transportation Center		4/24/09
ODLAND, AMY	Inst Asst South View	Another position	5/22/09

C. TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
ANDRON, NATALIE	Educ Assoc/Spec Ed High School	6/5/09
BALL, JANET	Inst Asst Cornelia	6/5/09
BRAASCH, HANNAH	Educ Assoc/Music South View	6/5/09
BROOKNER, SARAH	Inst Asst Cornelia	6/5/09
BROWN, ELIZABETH	Inst Asst Creek Valley	6/5/09
CHAMBERLAIN, MERIAH	Inst Asst Cornelia	6/5/09

C. TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
CHRISTIANSEN, KEVIN	Educ Assoc/Computer Lab Valley View/South View	6/5/09
FREEMAN, JEFFREY	Educ Assoc/Spec Ed South View	6/5/09
FRERICHS, CYNTHIA	Educ Assoc/Spec Ed South View	6/5/09
GROSS, KATHERINE	Inst Asst Cornelia	6/5/09
HUNTER, MARIA	Leave	6/5/09
JAMES, MARISSA	Educ Assoc/Spec Ed Normandale	6/5/09
KELLY, ERIN	Inst Asst Cornelia	6/5/09
KLEINFELN, MILICENT	Educ Assoc/Spec Ed Cornelia	6/5/09
KLUS, LESLIE	Educ Assoc/Spec Ed Countryside	6/5/09
KOELSCH, CYNTHIA	Inst Asst Concord	6/5/09
LIEBENOW, KATHRYN	Educ Assoc/Music Valley View/High School	6/5/09
MORALES, ANDREA	Educ Assoc/Spec Ed Cornelia	6/5/09
OSTMAN, JEREMY	Inst Asst Concord	6/5/09
SWANSON, KRISTEN	Educ Assoc/Spec Ed Concord	6/5/09
WHEAR, THOMAS	Inst Asst Cornelia	6/5/09
WILKE, ALISHA	Inst Asst Countryside	6/5/09
YOEMANS, LEAH	Educ Assoc/Inst Asst Cornelia	6/5/09

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 385a

SUBJECT: PERSONNEL RECOMMENDATIONS

Be It Resolved, That

The Board of Education

Approve the following personnel recommendations:

PROFESSIONAL STAFFA. RECOMMENDATION FOR EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Effective Date</u>
SOMA, JOHN	Activities Dir/Asst Principal High School	\$104,267	7/1/09
	Ed Spec. Educational Leadership, University of Saint Thomas, St. Paul, MN 2006 M.A. Educational Leadership, University of St. Thomas, St. Paul, MN 2005 B.A. Mathematics, Saint John's University, Collegeville, MN 2000 <u>Professional Experience</u> Woodbury High School, Activities Director, 2004-present Woodbury High School, Interim Assistant Principal, February- April 2007 South Washington County Schools, Mathematics, 2000-04		

These conditional offers of employment are subject to successful completion of a criminal background check.

B. CHANGE IN ASSIGNMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Effective Date</u>
JOHNSON, JENNIFER	FROM: Activities Director		
	TO: Assistant Principal High School	\$106,200	7/1/09

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 386

SUBJECT: COMMUNITY EDUCATION SERVICES PERSONNEL
RECOMMENDATIONS

Be it Resolved, That

The Board of Education

Approve the following Community Education Services personnel
recommendations:

TERMINATION (POSITION ELMINATION – INVOLUNTARY RESIGNATION)

<u>Name</u>	<u>Position</u>	<u>Date</u>
Mary Olson-Coleman	(CRP) Resource Specialist	6/30/09

CRP = Curriculum Resources & Programs

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 387

SUBJECT: EXPENDITURES PAYABLE ON APRIL 27, 2009

Be it Resolved, That

The Board of Education

Approve the payment of expenditures as appended.

Expenditures Payable Summary, by Fund

01	General Fund	\$ 447,191.45
02	Food Service Fund	320,729.68
03	Transportation Fund	37,189.12
04	Community Service Fund	89,456.22
05	Capital Fund	130,404.05
06	Technology Bond Fund	22,124.65
07	Debt Redemption Fund	0.00
14	West Metro Education Program	<u>101,943.04</u>
	Total Expenditures	<u>\$ 1,149,038.21</u>

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 388

SUBJECT: EXPENDITURES PAYABLE ON MAY 4, 2009

Be it Resolved, That

The Board of Education

Approve the payment of expenditures as appended.

Expenditures Payable Summary, by Fund		
01	General Fund	\$ 40,163.56
02	Food Service Fund	0.00
03	Transportation Fund	0.00
04	Community Service Fund	10,194.33
05	Capital Fund	19,703.45
06	Technology Bond Fund	3,764.86
07	Debt Redemption Fund	0.00
14	West Metro Education Program	<u>0.00</u>
Total Expenditures		<u>\$ 73,826.20</u>

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 389

SUBJECT: EXPENDITURES PAYABLE ON MAY 19, 2009

Be it Resolved, That

The Board of Education

Approve the payment of expenditures as appended.

Expenditures Payable Summary, by Fund

01	General Fund	\$ 343,516.32
02	Food Service Fund	780.49
03	Transportation Fund	24,625.82
04	Community Service Fund	50,539.58
05	Capital Fund	43,180.54
06	Technology Bond Fund	38,407.06
07	Debt Redemption Fund	0.00
14	West Metro Education Program	<u>121,421.06</u>
	Total Expenditures	<u>\$ 622,470.87</u>

ISD #273 Edina Public Schools
 CHECK REGISTER FOR BANK 38 - ISD 273 ALT FACILITIES BOND
 DATE RANGE: 04/20/09 - 04/20/09

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
		AMOUNT	G/L ACCT #	DESCRIPTION		PO #	INVOICE #
200163	S	\$2625.00	04/20/09	19246	0	ANDERSON-JOHNSON ASSOCIATES INC	OUTSTANDING
		2,625.00	12-821-870-386-520-103			COUNTRYSIDE SCHEMATIC/DESIGN	80930311
TOTAL # OF ISSUED CHECKS:			1	TOTAL AMOUNT		2625.00	
TOTAL # OF VOIDED CHECKS:			0	TOTAL AMOUNT		0.00	
TOTAL # OF UNISSUED CHECKS:			0				

ISD #273 Edina Public Schools
 CHECK REGISTER FOR BANK 38 - ISD 273 ALT FACILITIES BOND
 DATE RANGE: 05/11/09 - 05/12/09

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
		AMOUNT	G/L ACCT #			DESCRIPTION	PO # INVOICE #
200166	S	\$1991.40	05/11/09	19079		0 JAN LASSERUD CONSTRUCTION CO INC	
		1,543.70	12-820-870-386-520-202			TWO SIGNS INSTALLATION CC/SV	08-1774
		447.70	12-820-870-386-520-202			SIGN INSTALLATION BENTON/NMDL	08-1801
TOTAL # OF ISSUED CHECKS:			1	TOTAL AMOUNT			1991.40
TOTAL # OF VOIDED CHECKS:			0	TOTAL AMOUNT			0.00
TOTAL # OF UNISSUED CHECKS:			0				

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 392

SUBJECT: 2009–2010 INTEGRATION BUDGET

Be It Resolved, That

The Board of Education

Approve for 2009–2010, the Integration Budget in the amount of
\$886,042.

BACKGROUND INFORMATION

The attached documents represent the 2009-2010 Integration Budget required by the State of Minnesota by May 30, 2009.



Integration Revenue Budget Worksheet FY10

Use this worksheet to provide updated budget data that will be used to calculate FY10 Integration Revenue. Address questions on Integration Revenue budget submission to the Office of School Choice Programs and Services, 651-582-8616. Return the completed worksheet with supporting pages from the locally approved budget by April 15th, 2009, to Joy.Moylan@state.mn.us. **Electronic submission is required.**

District Name: Edina Public School
District Number: 273
Collaborative: West Metro Education Program
District Contact: Mary Manderfeld
Phone: 952-848-4916
E-mail: marmanderfeld@edina.k12.mn.us

Partner Districts:

Columbia Heights	Eden Prairie	Hopkins
Minneapolis	Richfield	Robbinsdale
St. Anthony	St. Louis Park	Wayzata
WMEP	Brooklyn Center	

List all Racially Identifiable school sites in your district: None

Integration Revenue	\$ 808,612.00
Alternative Attendance Revenue	\$ 77,430.00
TOTAL REVENUE	\$ 886,042.00

Integration Revenue Contributed to Collaborative	\$ 176,096.00
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Notes or Comments:

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2010 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair _____ Date _____

Superintendent _____ Date _____

MDE Approval: _____ Amount: _____ Date: _____



**Integration Revenue Budget Worksheet
FY10
Inter-District Budget: Goal 1**

District Number: 273 District Name: Edina Public School

GOAL: Edina Public Schools will provide Staff Development opportunities designed to encourage staff members in learning that inspires and supports diversity, educational equity and success for all learners.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item.	
Staff training by TOSA to improve instruction	5	203	315	143	\$ 77,730.00	
Culturally Responsive Teaching seminar (supplies)	5	203	315	430	\$ 9,950.00	
Equity Training	5	203	315	305	\$ 5,200.00	
Somali Liaison	5	203	315	141	\$ 30,000.00	
SEED training	5	203	315	185	\$ 50,000.00	
Leadership support	5	30	315	185	\$ 10,000.00	
TOTAL					\$ 191,190.00	\$ -

PARTICIPATION INFORMATION

	Projected (7/1/09)		Actual	
	Students	Staff	Students	Staff
Participation from Identified Isolated District:	180	0		
Participation from Your District:	500	250		
Total Program Participation:	680	250		



**Integration Revenue Budget Worksheet
FY10
Inter-District Budget: Goal 2**

District Number: 273 District Name: Edina Public School

GOAL: We will maximize the achievement of all students by developing and implementing coordinated plans for personalized learning for each student. We will create integrated learning settings where all students can attain high academic achievement

Line Item Description	UFARS Code (Required)				Budgeted Amount	Expenditures
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	Provide the total amount budgeted for this line item.	
Math support MS	5	203	315	185	\$ 75,000.00	
Math Intervention EHS	5	203	315	140	\$ 27,740.00	
TCIY support	5	203	315	170	\$ 71,653.00	
supervisors	5	203	312	170	\$ 77,430.00	
Literacy Support MS	5	203	315	140	\$ 30,000.00	
Elementary support	5	203	315	185	\$ 22,180.00	
Administrative costs	5	30	315	110	\$ 71,000.00	
Leadership support	5	30	315	185	\$ 22,253.00	
TOTAL					\$ 397,256.00	\$ -

PARTICIPATION INFORMATION

	Projected (7/1/09)		Actual	
	Students	Staff	Students	Staff
Participation from Identified Isolated District:	180	0		
Participation from Your District:	500	250		
Total Program Participation:	680	250		

Notes or Comments:



**Integration Revenue Budget Worksheet
FY10
Inter-District Budget: Goal 3**

District Number: 273 District Name: Edina Public School

GOAL: We will work in partnership with the community to develop all students as responsible citizens and leaders as well as provide learning opportunities beyond the classroom through innovation and creativity.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item.	
School Diversity plans	5	203	315	305	\$ 18,000.00	
Laptops for TCIY	5	203	315	305	\$ 47,500.00	
Community relation	5	203	315	305	\$ 4,000.00	
Academic non-TCIY	5	203	360	305	\$ 25,000.00	
K+ scholarships	5	203	315	305	\$ 27,000.00	
TOTAL					\$ 121,500.00	\$ -

PARTICIPATION INFORMATION

	Projected (7/1/09)		Actual	
	Students	Staff	Students	Staff
Participation from Identified Isolated District:	200	0		
Participation from Your District:	50	250		
Total Program Participation:	250	250		

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 393

SUBJECT: LEASE AGREEMENT WITH SENATE DISTRICT 41 –
DEMOCRATS

Be it Resolved, That

The Board of Education:

1. Approve the leasing of room 320 of the Edina Community Center to Senate District 41 – Democrats.
2. Authorize the Board Chair to sign the lease agreement.

BACKGROUND INFORMATION

This lease term is July 1, 2009, through June 30, 2010. The annual rent, including the telephone addendum, is \$6900.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 394

SUBJECT: LEASE AGREEMENT WITH MINNESOTA DISTANCE RUNNING ASSOCIATION

Be it Resolved, That

The Board of Education

1. Approve the leasing of room 338 of the Edina Community Center to Minnesota Distance Running Association.
2. Authorize the Board Chair to sign the lease agreement.

BACKGROUND INFORMATION

The lease term is from August 1, 2009, through July 31, 2010. The annual rent is \$3996.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 395

SUBJECT: LEASE AGREEMENT WITH CHILDREN'S YAMAHA MUSIC SCHOOLS OF MINNESOTA, INC.

Be it Resolved, That

The Board of Education

1. Approve the leasing of rooms 326 and 328 of the Edina Community Center to Children's Yamaha Music Schools of Minnesota, Inc.
2. Authorize the Board Chair to sign the lease agreement.

BACKGROUND INFORMATION

The lease term is from July 1, 2009, through June 30, 2010. The annual rent is \$17,580.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 396

SUBJECT: LEASE AGREEMENT WITH DAYSTAR, U.S.

Be it Resolved, That

The Board of Education:

1. Approve the leasing of room 325 of the Edina Community Center to Daystar, U.S.
2. Authorize the Board Chair to sign the lease agreement.

BACKGROUND INFORMATION

This lease will commence July 1, 2009, and continue through June 30, 2010.
The annual rent, including the telephone addendum, shall be \$18,396.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 397

SUBJECT: LEASE AGREEMENT WITH I – 494 CORRIDOR COMMISSION

Be it Resolved, That

The Board of Education:

1. Approve the leasing of room 322 of the Edina Community Center to I – 494 Corridor Commission.
2. Authorize the Board Chair to sign the lease agreement.

BACKGROUND INFORMATION

This lease term is July 1, 2009, through June 30, 2010. The annual rent, including the telephone addendum, will be \$6900.

The City of Edina is a member of the commission. Mayor Jim Hovland is the current representative.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 398

SUBJECT: LEASE AGREEMENT WITH MINNESOTA COUNCIL FOR
GIFTED AND TALENTED, INC.

Be it Resolved, That

The Board of Education:

1. Approve the leasing of room 315 of the Edina Community Center to Minnesota Council for Gifted and Talented, Inc.
2. Authorize the Board Chair to sign the lease agreement.

BACKGROUND INFORMATION

This lease will commence August 1, 2009, and continue through July 31, 2010. The annual rent, including the telephone addendum, shall be \$6636.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 399

SUBJECT: LEASE AGREEMENT WITH REPUBLICANS – SENATE
DISTRICT 41

Be it Resolved, That

The Board of Education:

1. Approve the leasing of room 323 of the Edina Community Center to the Republicans – Senate District 41.
2. Authorize the Board Chair to sign the lease agreement.

BACKGROUND INFORMATION

This lease will commence December 1, 2009, and continue through November 30, 2010. The annual rent, including the telephone addendum, shall be \$7260.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 400

SUBJECT: AMENDMENTS TO THE JOINT EXERCISE OF POWERS
AGREEMENT FOR THE WEST METRO EDUCATION PROGRAM
(WMEP), JOINT POWERS SCHOOL DISTRICT, #6069

Be It Resolved, That

The Board of Education

Approve the amendments to the Joint Exercise of Powers
Agreement for the West Metro Education Program (WMEP) Joint
Powers School District, #6069.

BACKGROUND INFORMATION

The detail of the changes and revised agreement are attached. The district's WMEP representatives and administration have reviewed the agreement. The agreement is being presented to you for action.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 401

SUBJECT: COMMENDATION OF EDINA HIGH SCHOOL STUDENT
SILAS WALLEN-FRIEDMAN

Be It Resolved, That

The Board of Education

Commend Silas Wallen-Friedman, Grade 11 student at Edina High School, for receiving the highest possible composite score on the ACT (American College Test) Assessment.

BACKGROUND INFORMATION

Silas Wallen-Friedman has been recognized as one of only two Minnesota students and 46 students in the United States to achieve a 36, the highest possible composite score.

The ACT consists of tests in English, mathematics, reading and science. Each test is scored on a scale of 1-36, and a student's composite score is the average of the four test scores. For purposes of comparison, Edina High School's average composite score is 25.9; the national average is 22.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 402

SUBJECT: COMMENDATION OF ROSE REES PEACE AWARD WINNER

Be it Resolved, That

The Board of Education

Commend Edina High School student Kaitlyn Fryzek, grade 12, for being selected to receive the Rose Rees Peace Award.

BACKGROUND INFORMATION

Kaitlyn Fryzek received the Rose Rees Peace Award, sponsored by the National Council of Jewish Women, at a luncheon on April 29 at Temple Israel.

The Rose Rees Award is given to one graduating senior from each participating high school who demonstrates special interest in a commitment to international relations and world peace. A certificate is given to each student and a bronze plaque lists annual winners for each school.

The Rose Rees Award commemorates Rose Rees who died in 1935 while serving as president of the Minneapolis Section of National Council of Jewish Women. She was also a founder of the World Affairs Council of Minneapolis. Her passion was international peace and cooperation.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 403

SUBJECT: COMMENDATION OF SOUTH VIEW MIDDLE SCHOOL GRADE
 NINE KNOWLEDGE MASTERS NATIONAL CHAMPIONS

Be It Resolved, That

The Board of Education

Commend the following students for placing first in the nation (for schools over 1000+) for the Knowledge Master Open Academic Competition:

Lucy Zhang	Tim Sheehen	Mimi Sergent-Leventhal
Matt Rock	Elaine Rock	Maggie Mullany
Rebecca Kidder	Emily Holguin	Will Freeman
Elizabeth Elliot	Jack Ellenberg	Tanner Cook
Sophia Charan		

BACKGROUND INFORMATION

Thousands of students throughout the country and in many foreign countries competed on April 17, 2009, in the 52nd Knowledge Master Open Academic Competition. Middle school, junior high and high school students faced their computers and 200 tough questions to vie for top scores, based on accuracy and speed of their answers.

The Knowledge Master Open was designed to stimulate enthusiasm for learning and recognition for academic accomplishment. The ninth grade team from South View Middle School received a special certificate and plaque to honor this achievement.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 404

SUBJECT: COMMENDATION OF 2008–2009 SOUTH SUBURBAN ADAPTED
HOCKEY TEAM – CI – THE JETS

Be it Resolved, That

The Board of Education

Commend the South Suburban Adapted Hockey Team – CI –the
Jets and their coach for exemplary performances and
accomplishments as follows:

State Tournament
3rd in State

Edina Team Members

Dustin Pederson
Regina Stelberg
C.J. Duffey
Alec Erickson
Mark Shull
Sydney Barton
Sam Cashin
Zach Minn

Head Coach: Barb Becker
Coordinator: Jackie Awsumb
Administrator: Penny Kodrich
Activities Director: Jenny Johnson

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 405

SUBJECT: GIFT FROM TARGET

Be it Resolved, That

The Board of Education

Accept with sincere appreciation the gift of \$1300 from Target to the Edina Public Schools.

BACKGROUND INFORMATION

The gift of \$1300 was given by Target, through its community relations department, to support Creek Valley Elementary School's participation in the Minneapolis Institute of Art's Real Art + Real Kids: The Art of Latin American Masks program.

References:

Minn. Stat. § 123B.02
Edina Public Schools Policy 3280

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 406

SUBJECT: GIFT FROM DOROTHY AND VALDIS INDE

Be it Resolved, That

The Board of Education

Accept with sincere appreciation the gift of \$2000 from Dorothy and Valdis Inde to Edina Public Schools.

BACKGROUND INFORMATION

The gift of \$2000 was given by Dorothy and Valdis Inde to be put toward the purchase of boys' and girls' cross country uniforms.

References:

Minn. Stat. § 123B.02
Edina Public Schools Policy 3280

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 407

SUBJECT: GIFT FROM THE EDINA FOOTBALL ASSOCIATION

Be it Resolved, That

The Board of Education

Accept with sincere appreciation the gift of \$4647.15 from the Edina Football Association to Edina Public Schools.

BACKGROUND INFORMATION

The gift of \$4647.15 was given by the Edina Football Association to pay for the reconditioning of football helmets.

References:

Minn. Stat. § 123B.02
Edina Public Schools Policy 3280

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 408

SUBJECT: GIFT FROM THE EDINA HORNETTES

Be it Resolved, That

The Board of Education

Accept with sincere appreciation the gift of \$3077 from the Edina
Hornettes to Edina Public Schools.

BACKGROUND INFORMATION

The gift of \$3077, given by the Edina Hornettes, will be used by Edina High
School to pay for the salary of an assistant coach.

References:

Minn. Stat. § 123B.02
Edina Public Schools Policy 3280

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 409

SUBJECT: GIFTS FROM THE EDINA ATHLETIC BOOSTER CLUB

Be it Resolved, That

The Board of Education

Accept with sincere appreciation gifts totaling \$3031.01 from the Edina Athletic Booster Club to Edina Public Schools.

BACKGROUND INFORMATION

Gifts totaling \$3031.01 were given by the Edina Athletic Booster Club to be used as follows:

\$1,715.90	Pitching machine for the baseball team
1,315.11	Clipboards for coaches

References:

Minn. Stat. § 123B.02
Edina Public Schools Policy 3280

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 410

SUBJECT: 2009–2010 SCHOOL BOARD MEETING DATES

Be It Resolved, That

The Board of Education

Adopt the following meeting dates for the 2009–2010 school year.

- | | |
|---|--|
| 1. Monday, July 20, 2009 | 10. Monday, January 25, 2010 |
| 2. Monday, August 17, 2009 | 11. Monday, February 8, 2010, 5 P.M. |
| 3. Tuesday, September 8, 2009, 5 P.M. | 12. Monday, February 22, 2010 |
| 4. Tuesday, September 29, 2009 | 13. Monday, March 15, 2010 |
| 5. Tuesday, October 13, 2009, 5 P.M. | 14. Monday, April 12, 2010 |
| 6. Monday, October 26, 2009 | 15. Monday, May 3, 2010, 5 P.M. |
| 7. Monday, November 9, 2009 | 16. Monday, May 17, 2010 |
| 8. December __, 2009 (Tax Hearing
determined by Hennepin County) | 17. Monday <u>Tuesday</u> , June 15, 2010
– Commencement |
| 9. Monday, January 11, 2010 | 18. Monday, June 21, 2010 |

BACKGROUND INFORMATION

The School Board generally meets on Monday evenings. The meetings begin at 7 P.M. in Room 349 of the Edina Community Center, unless otherwise noted. The four meetings listed at 5 P.M. will be conducted as workshops. Note: The September 8, 2009, meeting is on a Tuesday due to the national holiday on September 7; the September 29, 2009, meeting is on a Tuesday due to a Jewish holiday on September 28; and the October 13, 2009, workshop is on a Tuesday due to the national holiday on October 12. Hennepin County will determine the December 2009 Truth in Taxation meeting date.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 411

SUBJECT: DELEGATION OF AUTHORITY TO PAY CLAIMS PRIOR TO
BOARD APPROVAL

Be It Resolved, That

The Board of Education

Authorize the Controller, or Superintendent's designee, to pay claims prior to Board approval, providing that the payments made will be reviewed and acted upon at the following Board meeting.

BACKGROUND INFORMATION

Pursuant to M.S. 123B.02, Subd. 18, when the payment of a claim cannot be deferred until the next Board meeting without loss to the district of a discount privilege, or when payment of a claim cannot be deferred until the next Board meeting because of contract terms, purchase order terms, or a vendor's standard terms which are part of the contract, the claim may be paid prior to Board approval, providing that the Board:

- a) has delegated authority to make a payment prior to Board approval;
and
- b) requires that these payments be acted upon at the next Board meeting.

Payment prior to Board approval must not affect the right of the district or a taxpayer to challenge the validity of a claim.

Holding these payments to vendors until the next Board meeting would be an unreasonable delay and in several instances would exceed the 35 days allowed by Minnesota Statute 471.425.

This authorization will be made annually each January.

The Board Finance Committee has reviewed and recommends for approval.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 412

SUBJECT: ALTERNATIVE COMPENSATION INCENTIVE FOR PART-TIME TEACHERS

Be it Resolved, That

The Board of Education

Approve the following recommendations for alt comp incentives for part-time teachers in the Edina Public Schools:

1. Move to two incentive tiers for the Professional Growth Plan (PGP) (observation) incentive:
 - a. Tier one: teachers with .74 FTE or less = 75 percent incentive (\$1275)
 - b. Tier two: teachers with .75 FTE or greater = 100 percent incentive (\$1700)
2. Continue the four tiers of incentives for the Student Learning Goal (SLG) and ~~s~~Site Improvement Plan (SIP) goal, as is current practice.
3. Eliminate eligibility for long-term subs (currently limited to LTS who work 50 days or more).
4. Allow teachers who work .25 FTE or less to opt out of the PGP, SIP and SLG.

BACKGROUND INFORMATION

Section 3 of the Alt Comp Memorandum of Understanding (MOU) charges the Alt Comp Steering Committee to make recommendations “related to incentive payouts for teachers who do not work full-time, full-year contracts, with the recommendations to be implemented in the 2009-10 school year.”

The Alt Comp Steering Committee has had in-depth discussions about the philosophy of alt comp incentives for part-time teachers, and has studied the program budget carefully. That work has led to the recommendations noted above.

These changes would cost approximately \$30,000 above projected costs for the 2008-09 school year. With changes to the Alt Comp budget for next year—primarily decreases to technology, summer work, and training costs—we can assume this increase without an increase to the overall budget. Recommendation number four eliminates an inconsistency in the MOU.

Both Education Minnesota/Edina (EM/E) and the district must approve the recommended changes to the MOU for them to be implemented in 2009-10. EM/E has received the recommendations and action has been requested at its May meeting.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 413

SUBJECT: GO WIRELESS: EDINA 1-TO-1 LAPTOP PILOT PROGRAM

Be it Resolved, That

The Board of Education

Approve the implementation of a two-year, 1-to-1 laptop pilot program at the middle schools beginning in August 2009.

BACKGROUND INFORMATION

The vision of the 1-to-1 laptop initiative is more than allowing students to have access to learning resources 24/7, it is about a paradigm shift in how instruction is delivered from teacher-centered to student-centered. It is about making learning authentic and relevant to the real world and using a tool that students find motivating. Research has found that when students personalize their education by applying concepts to their life, customizing their environment or building their own meaning, they perceive the learning context or setting to be supportive and will increase their engagement in the learning task. It is about graduating students with the 21st century skills they will need to be successful in a global society.

The pilot project will run over two years, beginning in August 2009, and ending in June 2011. It will begin with one 8th grade team at South View Middle School. The team at South View was selected from the teachers who are participating in the 1-to-1 Community of Practice this year. Since it is clear that teacher preparation is critical to the success of any 1-to-1 initiative, the teachers participating in the first year of the pilot will receive additional training and time for curriculum design during technology camp this summer. Students will be selected for the pilot, based on their schedule of classes and team assignment. In addition, during the first year of the project, laptops will be purchased for all of the 8th grade teachers to support their readiness in 2011-12.

During the second year of the pilot, a second team consisting of 8th grade students and teachers from Valley View Middle School will be added. Teachers will be selected from those participating in year two of the Community of Practice. Those 8th grade teachers joining the pilot in 2010-11 will be provided inservice training and time to redesign their lessons to support using the student laptops to enhance instruction during the next school year.

Based on the evaluation criteria established for the stated goals, the district's Technology Advisory Team (TAT) will make a recommendation to the School Board in regard to full implementation of the 1-to-1 initiative in May 2011.

Funding for the two years of the pilot will be provided through the technology levy and DMTS capital budget.

Criteria for Measuring Accomplishment of Goals

- **To enhance the personalized learning experience.**
 - Students report that laptops have affected their attitude toward research for assignments and motivation toward classes.
 - Students report more participation in development of the learning process.
 - Students report varied learning activities.
 - Students report that assignments better match their learning styles and skills.
 - Parents report improved motivation and engagement by students.
 - Parents report that assignments better support their child's learning style and skills.
 - Parents report improved involvement in the learning process.
 - Teachers report that student motivation, critical thinking and problem-solving skills are improving.
 - Teachers report that it is easier to modify and design lessons that meet the personalized learning needs of students.
- **To expand learning opportunities beyond the school walls by providing real world learning experiences.**
 - Students report increased use of technology for learning outside of school.
 - Students report more interaction with their teachers.
 - Parents report improved communication with staff.
 - Teachers report improved communication with students and parents.
 - A review of teacher lessons will show a more effective use of online and Web 2.0 tools to differentiate instruction and extend learning beyond the classroom.
- **To develop in students the 21st Century Skills needed to compete in a global society.**
 - Teachers report that student motivation, critical thinking and problem solving skills are improving.
 - Teachers report a substantial increase in the amount and quality of communication and collaboration between students.
 - A review of teacher lessons will show a more effective use of online and Web 2.0 tools to differentiate instruction.
- **To help students score significantly higher on the MCA science test.**
 - Students in the 1-to-1 program will score significantly higher on the MCA science test than will students in the control group.
- **To help students score significantly higher on the constructive response questions on the MCA standardized tests.**
 - Students participating in the 1-to-1 program will score significantly higher on the MCA constructive response questions on the MCA math, science and reading tests than the students in the control group.
- **To maximize the district's resources of time and talent.**
 - When surveyed, parents and students will state that there has been an increase in communication between students, between teachers and students, and between teachers.
 - Teachers will notice a substantial increase in the amount and quality of collaboration.
 - Teachers will gain more teaching time as a result of the online distribution, collection and grading of assignments.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 414

SUBJECT: RENEWAL OF MAGAZINE SUBSCRIPTIONS FOR THE 2009-2010
SCHOOL YEAR

Be it Resolved, That

The Board of Education

Approve the expenditure of \$7200 to EBSCO Subscription Services for the renewal of magazine subscriptions for Edina Public Schools for the 2009–2010 school year.

BACKGROUND INFORMATION

EBSCO Subscription Services requires the magazine orders be submitted in advance to ensure that Edina Public Schools receives the subscriptions in time for the start of the 2009–2010 school year.

The magazines selected for purchase will support the district's K-12 curriculum, especially the reading program. Magazines and periodicals, in addition to supporting the development of reading skills in reluctant readers, are still an important resource for student assignments and research.

The renewal list includes subscription orders for the district's nine schools and the professional library. Renewal of magazine orders is coordinated by District Media & Technology Services.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 415

SUBJECT: PAPER BID

Be It Resolved, That

The Board of Education

Award a contract to Paper 101 in the amount of \$65,907.80 for districtwide copy paper for 2009–2010.

BACKGROUND INFORMATION

The following bids were received:

Paper 101	\$ 65,907.80
C.J. Duffey Paper Company	\$ 66,986.95
Wilcox Paper	\$ 69,678.75
RIS Paper Company	\$ 71,456.58
XPEDX	\$ 71,684.11

The administration recommends the paper bid be awarded to Paper 101. This is an approximate decrease of 5% over 2008–2009 rates.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 416

SUBJECT: REVISED POLICY 413 – PERSONNEL, HARASSMENT
AND VIOLENCE

Be It Resolved, That

The Board of Education

Approve revised Policy 413 – Personnel, Harassment
and Violence.

BACKGROUND INFORMATION

This policy has been revised to more accurately reflect current practice. The revised policy was reviewed by administration and the Board Policy Committee. It is being presented to you for action.

Personnel

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 include 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, 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 of a sexual nature;
 - 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

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 the director of human resources or to the superintendent.

- A. In Each School Building. The 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 principal immediately.

Upon receipt of a report, the principal must notify the director of human resources 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 director of human resources. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the director of human resources. 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 director of human resources by the reporting party or complainant.

- B. In the District. The school board hereby designates the director of human resources to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves the director of human resources, the complaint shall be filed directly with the superintendent.
- C. The school district shall conspicuously post the name of the director of human resources, including mailing address and telephone number.
- D. 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 assignment.

- E. Use of formal reporting forms is not mandatory.
- F. 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 director of human resources, 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 chairperson of the Edina Human Rights and Relations Commission 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 the completed 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. 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:

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)

Policy
adopted: 4/14/08

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I

Edina Public Schools
RELIGIOUS, RACIAL, OR SEXUAL HARASSMENT AND VIOLENCE REPORT FORM

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

Edina Public Schools 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) _____

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 417

SUBJECT: NEW POLICY 431 – PERSONNEL, COMPENSATORY
PRACTICES – STAFF

Be It Resolved, That

The Board of Education

Approve new Policy 431 – Personnel, Compensatory Practices –
Staff.

BACKGROUND INFORMATION

This policy places current administrative memos and practices into policy. Each employee group will have an appendix with specifics as to its qualifying compensatory practices.

The proposed policy was reviewed by the administration, ~~the Joint Policy Committee~~ and the Board Policy Committee, and was presented to the Joint Policy Committee. This policy is being presented to you for action.

Personnel

Compensatory Practices – ~~Teachers~~ Staff

I. Purpose

To define the district's compensatory practices for ~~teachers~~ staff related to time spent beyond the scope of their regular duties and job responsibilities.

II. General Statement of Policy

- A. The district will develop compensatory practices for time spent by ~~teachers~~ staff beyond the scope of their regular duties and job responsibilities. The compensatory practices will align with work agreements and district policies.
- B. The administration will routinely review the practices ~~with Education Minnesota/Edina through the Joint Policy Committee~~ and annually share the compensatory practices with ~~teachers~~ staff.

III. General Procedures

A. The superintendent will direct administration to develop compensatory procedures that will include:

- guidelines
- approved and unapproved compensatory time
- appropriate forms

B. The following employee groups may access compensatory time:

- administration
- teachers
- support staff (clerical, custodial, confidential, technology support specialists, specific community education positions)

AC. ~~Teachers~~ Staff ~~may~~ shall submit a written request for compensatory time to the building principal for work ~~completed~~ beyond their regular duties and responsibilities, prior to completing the work. Principals or administrators may seek additional input from site leadership teams or district administration before approving or denying compensatory time. ~~The compensatory time request must be preapproved by the principal. The principal or administrator will provide a written response to the request. (See Appendix I)~~

D. The following criteria ~~must~~ shall be met before providing administrative approval:

1. The work cannot be completed during regular duty hours.
2. The work cannot be completed during release time or by a substitute ~~teacher~~ staff member.
3. The work cannot be completed with the assistance of other staff, volunteers and/or students.
4. All other creative solutions have been explored.

~~B. Compensatory Time — The following procedures will guide teachers' use of compensatory time:~~

- ~~1. Compensatory time will be earned on a day-for-day basis. Teachers can either receive time off or compensation at the current casual substitute base rate, as detailed below.~~
- ~~2. Compensatory time use is limited to two days per teacher per year unless unique circumstances warrant approval of an additional day by the building principal on a pro-rata basis.~~
- ~~3. Compensatory time in excess of two days, per teacher per year, will be paid at the current casual substitute base rate using a time sheet.~~
- ~~4. No more than 10% of the teachers in an individual building may use compensatory time on any given day.~~
- ~~5. No more than two compensatory days shall be taken consecutively and cannot be combined with personal leave days or other leave days.~~
- ~~6. Compensatory days shall not be taken on district inservice days, unless arranged in advance with the building principal or the director of teaching and learning.~~
- ~~7. Compensatory time requests must be made at least five days in advance.~~
- ~~8. Compensatory time shall not be allowed for teachers when their assigned students are involved in standardized tests.~~
- ~~9. Compensatory days may be taken after May 15 and prior to the last five student days of school, with the permission of the building principal.~~
- ~~10. Compensatory time shall not be carried forward from one year to the next.~~

- DE. The building principal or supervisor is responsible for all procedures being followed, including the required financial coding for compensatory time.
- EF. Annually, the administration will review and finalize the compensation time procedures for each group. They will seek input from the various groups through the Employee Management Team or the Joint Policy Committee on a routine basis.
- EG. The compensation time procedures will be shared with the employees and included as appendices in this policy.

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 418

SUBJECT: 2009–2010 BUILDING FUND (06) BUDGET

Be It Resolved, That

The Board of Education

Approve the 2009–2010 Building Fund Revenue Budget in the amount of \$1,500,000 and the 2009–2010 Building Fund Expenditure Budget in the amount of \$1,887,232.

BACKGROUND INFORMATION

The Building Fund consists of three parts:

- (1) The Technology down payment Levy of \$1,000,000 per year which is currently in arrears in the amount of \$279,451, a deficit that will be covered in future levies
- (2) The Alternative Facilities Levy that has projects totaling \$500,000 for the summer of 2009
- (3) The Alternative Facilities Bond which will finish up during the summer of 2009

The Board Finance and Facility Committee has reviewed and recommends approval of this budget.

INDEPENDENT SCHOOL DISTRICT #273

COMBINED STATEMENT OF BUDGETED REVENUES, EXPENDITURES, AND PROJECTED CHANGES IN BUILDING FUND BALANCES

Fiscal Year Ending June 30, 2010

	Projected Balance June 30, 2009	Budget Revenues	Budget Expenditures	Projected Balance June 30, 2010
Building Fund				
Technology Down Payment Levy	\$ (1,279,451)	\$ 1,000,000	\$ 1,000,000	\$ (1,279,451)
Alternative Facilities - Levy	-	500,000	500,000	-
Alternative Facilities - Bond	<u>387,232</u>	<u>-</u>	<u>387,232</u>	<u>-</u>
Total Building Fund	<u>\$ (892,219)</u>	<u>\$ 1,500,000</u>	<u>\$ 1,887,232</u>	<u>\$ (1,279,451)</u>

Tech Levy 2009-2010

Revised 4/28/09

	<u>2008-2009</u>	<u>2009-2010</u>
<u>Staffing and Staff Development</u>		
11 Computer Paraprofessionals with benefits	\$ 293,000	\$ 309,000
3 Technology Integration Specialists with benefits	\$ 257,000	\$ 279,000
Summer help for tech support	\$ 20,000	\$ 10,000
Tech Camp and workshops	\$ 50,000	\$ 40,000
Network consultant fees	\$ 35,000	\$ 30,000
Subtotal	\$ 655,000	\$ 668,000
 <u>Infrastructure</u>		
Data and Voice cabling	\$ 15,000	\$ 10,000
Network Hardware (switches, servers, video storage)	\$ 35,000	\$ 17,000
CISCO wireless hubs	\$ 38,000	\$ 16,000
Subtotal	\$ 88,000	\$ 43,000
 <u>Technology Resources</u>		
LCD projectors	\$ 6,000	-0-
Laptops – (leased 230 for 1-to-1 program this year)		\$ 52,000
Computers and Laptops for elementary schools	\$ 78,000	\$ 21,000
Allocation to schools	\$ 30,000	\$ 12,000
Misc. Equipment (printers, InterWrite Pads, SRS)	\$ 38,000	\$ 17,000
Subtotal	\$152,000	\$ 102,000
 <u>Management Software</u>		
eSchool Solutions	\$ 7,100	\$ 10,000
Neverfail	\$ 2,400	\$ 2,500
McAfee	\$ 6,000	\$ 52,500
General ASP	\$ 2,700	\$ 2,700
SPSS	\$ 750	\$ 800
Chaperon – Proxy filter	\$ 2,400	\$ 2,400
Microsoft server software	\$ 2,200	\$ 2,500
Misc. software	\$ 2,450	\$ 3,000
Edline	\$ 10,000	\$ 12,000
Follett	-0-	\$ 27,000
Subtotal	\$ 36,000	\$115,400
 <u>Curriculum Software</u>		
Software for 1-to-1	-0	\$ 15,000
Microsoft Office	\$ 25,000	\$ 16,000
World Book	\$ 3,000	\$ 4,500
Groliers	\$ 3,000	\$ 5,600
SIRS/UMI	\$ 6,500	\$ 12,300
America the Beautiful	\$ 1,500	----
United Streaming video	\$ 15,000	\$ 12,200
Miscellaneous	\$ 10,000	-0-
Grade Quick	\$ 5,000	\$ 6,000
Subtotal	\$ 69,000	\$ 71,600
TOTAL	\$1,000,000	\$1,000,000

REPORT: BUDGETWK 708 BOND FUNDS REVENUE BUDGET BOARD
 REVENUE BUDGET WORKSHEET
 DIST 273 ISD #273 Edina Public Schools ACCOUNTING PERIOD 07/01/08 TO 06/30/09

	< - - PRIOR YEAR - - >		< - - - - - FISCAL YEAR 200807 - - - - - >					
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/09		REMAINING ON 06/30/09	NEXT YEAR BUDGET	
001 LEVY	1530050	1526594.35	1542348	1542348	477502.10	1064845.90	1500000	
009 FISCAL DISPARITIES	0	0.00	0	0	12987.09	12987.09-		
019 MISC TAX REVENUES	0	0.00	0	0	88.76-	88.76		
099 MISC LOCAL REVENUE	0	175.00	0	112000	112000.00	0.00		
*** 06 BUILDING FUND	1530050	1526769.35	1542348	1654348	602400.43	1051947.57	1500000	
099 ENERGY REBATES	0	1029.76	0	0	0.00	0.00		
170 INTEREST EARNINGS	50000	43210.27	40000	40000	23993.73	16006.27		
631 SALE OF BONDS	4500000	4468060.00	0	0	0.00	0.00		
*** 12 BUILDING BOND/ALT FACILITIES	4550000	4512300.03	40000	40000	23993.73	16006.27		
*** REPORT TOTALS:	6080050	6039069.38	1582348	1694348	626394.16	1067953.84	1500000	

REPORT: BUDGETWK 709 BOND FUNDS EXPENDITURE BUDGET BOARD
 EXPENDITURE BUDGET WORKSHEET
 DIST 273 ISD #273 Edina Public Schools ACCOUNTING PERIOD 07/01/08 TO 06/30/09

	< - - PRIOR YEAR - - >		< - - - - - FISCAL YEAR 200807 - - - - - >					NEXT YEAR
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET	THRU 06/30/09	ENCUMBERED THRU 06/30/09	REMAINING ON 06/30/09	BUDGET
605 GENERAL INSTRUCTIONAL SUPPORT	1000000	1113795.73	1000000	1052000	928007.73	10921.95	113070.32	1000000
606 MEDIA & COMPUTER TECH	0	4705.86	0	60000	123517.83	14.99	63532.82-	
870 BUILDING CONSTRUCTION	530050	524533.36	542348	546583	0.00		546583.00	500000
*** 06 BUILDING FUND	1530050	1643034.95	1542348	1658583	1051525.56	10936.94	596120.50	1500000
105 DISTRICT WIDE	0	110124.62	0	0	10534.44	9093.81	19628.25-	
257 SCIENCE & TECHNOLOGY	0	310941.55	0	0	144039.00		144039.00-	
870 CONSTRUCTION	530000	632440.49	4010000	3500000	3414440.83	37345.00	48214.17	387232
900 BUILDINGS & GROUNDS	846354	160016.04	0	247900	100021.52	32810.87	115067.61	
*** 12 BUILDING BOND/ALT FACILITIES	1376354	1213522.70	4010000	3747900	3669035.79	79249.68	385.47-	387232
*** REPORT TOTALS:	2906404	2856557.65	5552348	5406483	4720561.35	90186.62	595735.03	1887232

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 419

SUBJECT: 2009–2010 DEBT REDEMPTION SERVICE FUND (07) BUDGET

Be It Resolved, That

The Board of Education

Approve the 2009–2010 Debt Redemption Service Fund Revenue budget in the amount of \$10,016,805 and the 2009–2010 Debt Redemption Service Fund Expenditure Budget in the amount of \$9,961,565.

BACKGROUND INFORMATION

The Debt Service Fund will maintain a balance of between \$250,000 and \$300,000. The Board Finance and Facility Committee has reviewed and recommends approval of this budget.

INDEPENDENT SCHOOL DISTRICT #273
Edina, MN

**COMBINED STATEMENT OF BUDGETED REVENUES, EXPENDITURES,
AND PROJECTED CHANGES IN DEBT SERVICE FUND BALANCE**

Fiscal Year Ending June 30, 2010

	Projected Fund Balance 6/30/09	Budget Revenues	Budget Expenditures	Projected Fund Balance 6/30/10
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Unreserved - Undesignated	\$ 232,987	\$ 10,016,805	\$ 9,961,565	\$ 288,227
	<u> </u>	<u> </u>	<u> </u>	<u> </u>

REPORT: BUDGETWK 710 DEBT SERVICE REV BUDGET BOARD RESOLUTION
 REVENUE BUDGET WORKSHEET
 DIST 273 ISD #273 Edina Public Schools ACCOUNTING PERIOD 07/01/08 TO 06/30/09

	< - - PRIOR YEAR - - >		< - - - - - FISCAL YEAR 200807 - - - - - >				
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/09		REMAINING ON 06/30/09	NEXT YEAR BUDGET
001 TAX LEVY	8097625	8160736.32	8960972	8960972	4412151.35	4548820.65	9726805
009 FISCAL DISPARITIES	120000	114641.61	120000	120000	116242.27	3757.73	120000
019 MISC TAX REVENUES	0	244.63-	0	0	807.83-	807.83	
170 INTEREST	200000	145045.64	175000	175000	0.00	175000.00	70000
234 HOMESTEAD MARKET VALUE CREDIT	150000	75115.23	100000	100000	49409.91	50590.09	100000
631 SALE OF BONDS	0	35848.90	0	0	0.00	0.00	
*** REPORT TOTALS:	8567625	8531143.07	9355972	9355972	4576995.70	4778976.30	10016805

REPORT: BUDGETWK 711 DEBT SERVICE EXP BUDGET BOARD RESOLUTION
 EXPENDITURE BUDGET WORKSHEET
 DIST 273 ISD #273 Edina Public Schools ACCOUNTING PERIOD 07/01/08 TO 06/30/09

	< - - PRIOR YEAR - - >		< - - - - - FISCAL YEAR 200807 - - - - - >				NEXT YEAR BUDGET
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/09	ENCUMBERED THRU 06/30/09	REMAINING ON 06/30/09	
740 DEBT REDEMPTION	9569225	9598998.75	9568750	9568750	9559130.82	.9619.18	9961565
*** REPORT TOTALS:	9569225	9598998.75	9568750	9568750	9559130.82	9619.18	9961565

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 420

SUBJECT: 2009–2010 INTERNAL SERVICE FUND – DENTAL (20) BUDGET

Be It Resolved, That

The Board of Education

Approve the 2009–2010 Internal Service Fund – Dental Revenue budget in the amount of \$1,070,000 and the 2009–2010 Internal Service Fund – Dental Expenditure Budget in the amount of \$1,070,000.

BACKGROUND INFORMATION

Effective January 1, 2009, the district opted to be self-insured for dental insurance. This necessitated the creation of the Internal Service Fund. The Board Finance and Facility Committee has reviewed and recommends approval of this fund.

INDEPENDENT SCHOOL DISTRICT #273
Edina, MN

**COMBINED STATEMENT OF BUDGETED REVENUES, EXPENDITURES,
AND PROJECTED CHANGES IN INTERNAL SERVICE FUND BALANCE**

Fiscal Year Ending June 30, 2010

	Projected Fund Balance 6/30/09	Budget Revenues	Budget Expenditures	Projected Fund Balance 6/30/10
Unreserved - Undesignated	<u>\$ -</u>	<u>\$ 1,070,000</u>	<u>\$ 1,070,000</u>	<u>\$ -</u>

REPORT: BUDGETWK 720 INTERNAL SVC FUND REVENUES - BOARD RSLTN
 REVENUE BUDGET WORKSHEET
 DIST 273 ISD #273 Edina Public Schools ACCOUNTING PERIOD 07/01/08 TO 06/30/09

	< - - - PRIOR YEAR - - >		< - - - - - FISCAL YEAR 200807 - - - - - >					
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/09			REMAINING ON 06/30/09	NEXT YEAR BUDGET
220 DENTAL PREMIUMS RECEIVED	0	0.00	0	350000	0.00		350000.00	1070000
*** REPORT TOTALS:	0	0.00	0	350000	0.00		350000.00	1070000

REPORT: BUDGETWK 721 INTERNAL SVC FUND EXPENSES - BOARD RSLTN
 EXPENDITURE BUDGET WORKSHEET
 DIST 273 ISD #273 Edina Public Schools ACCOUNTING PERIOD 07/01/08 TO 06/30/09

	< - - PRIOR YEAR - - >		< - - - - - FISCAL YEAR 200807 - - - - - >				NEXT YEAR BUDGET
	BUDGET	ACTUAL	ADOPTED BUDGET	REVISED BUDGET THRU 06/30/09	ENCUMBERED THRU 06/30/09	REMAINING ON 06/30/09	
105 SELF INSURANCE	0	0.00	0	350000	215551.89	134448.11	1070000
*** REPORT TOTALS:	0	0.00	0	350000	215551.89	134448.11	1070000

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 421

SUBJECT: REVISED POLICY 3518.1 – BUSINESS AND NONINSTRUCTIONAL OPERATIONS, EMERGENCY MANAGEMENT

Be It Resolved, That

The Board of Education

Approve revised Policy 3518.1 – Business and Noninstructional Operations, Emergency Management.

BACKGROUND INFORMATION

This policy has been revised to include provisions for providing CRP (cardiopulmonary resuscitation) training.

This revised policy has been reviewed and approved by the administration and the Board Policy Committee. It is being presented to you for discussion.

Business and Noninstructional Operations

Emergency Management

I. Purpose

This policy shall serve as a guide for the school district, building administrators, school employees, and students regarding a wide range of potential crisis situations. Each school building shall maintain, at the site, emergency management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district.

II. General Statement of Policy

The school district's emergency management policy has been created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency. It is designed so that each building administrator can tailor an emergency management plan to meet that building's specific situation and needs.

The building principal of each site shall prepare and submit tailored emergency management plans to the superintendent prior to the start of each school year for review and approval. The building principal will review, maintain, and update the emergency procedures each year.

III. General Emergency Procedures

The schools' emergency procedures include general emergency plans for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. These districtwide procedures may be modified by building principals when creating the building-specific emergency management plans. The plans should designate the individual(s) who will determine when these actions will be taken and should include assigned duties for staff members.

IV. Emergency Management Elements

A. The schools' emergency procedures will be kept on file with the buildings and grounds supervisor and the superintendent, and be readily available in the school buildings to address the following emergencies:

- Fire
- Hazardous Materials
- Severe Weather
- Tornado/Severe Thunderstorm/Indoor Shelter
- Flooding/Evacuation

Business and Noninstructional Operations

Emergency Management, continued

- Medical Emergency
- Fight/Disturbance
- Assault
- Kidnapping
- Civil Defense Alert
- Hostage
- Demonstration
- Bomb Threat
- Demonstration or Disturbance
- ~~Hazardous Materials~~
- Intruder/Hostage
- Shooting
- Suicide
- Terrorism (Chemical or Biological Threat)
- Utility Emergency
- Weapons
- Other (as determined to be necessary by the building administration)

B. In addition, the schools' emergency procedures will address the following plans and documents:

- Lock-down/Stay-put
- Evacuation
- Sheltering
- Crisis Post-vention
- Staff Training
- Facility Diagrams
- Off-site Locations
- Emergency Contacts

V. Training and Preparation for Emergencies

A. The district administration will ensure that proper training and response preparation for emergencies occurs on an ongoing basis. Principals are responsible for training school staff and students on emergency response procedures at each site.

B. Required school safety drills will be coordinated at each site by the principal, in cooperation with local emergency management agencies.

Business and Noninstructional Operations

Emergency Management, continued

C. Each school site will have a staff member certified in cardiopulmonary resuscitation (CPR) and a designated emergency care team that will respond to a medical emergency. The team and medical emergency procedures will be coordinated by the health services coordinator.

VI. Communications

The school district administration will develop and implement the following communication procedures:

- Uniform warning system
- School closure due to emergency
- Notification to school families, community and media
- Student victims of criminal offenses at or on school property

Legal References:

Minn. Stat. Ch. 12 (Emergency Management)
 Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
 Minn. Stat. § 121A.035 (Crisis Management Policy)
 Minn. Stat. § 299F.30 (Fire Drill in School)
 Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
 Minn. Rules Part 7510 (Fire Safety)
 Title IX, Part E, Subpart 2, Section 9532 (No Child Left Behind)
 20 U.S.C. § 1681 *et seq.* (Title IX)
 20 U.S.C. § 6301 *et seq.* (No Child Left Behind)
 20 U.S.C. § 7912 (Unsafe School Choice Option)
 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:

Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
 Policy 413 (Harassment and Violence)
 Policy 501 (School Weapons Policy)
 Policy 506 (Student Discipline)
 Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
 MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Policy
 adopted: 06/19/06
 amended: 12/09/08

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 422

SUBJECT: NEW POLICY 109 – SCHOOL DISTRICT, SCHOOL DISTRICT
ADVISORY TEAMS

Be It Resolved, That

The Board of Education

Approve new Policy 109 – School District, School District Advisory
Teams

BACKGROUND INFORMATION

This is an additional policy under the School Board 100 Series Policies for School District adopted at the March 19, 2007, School Board meeting. The 100 Series Policies replaced the former 0000 Series Policies.

This policy will provide definition and alignment to district advisory efforts provided by task forces and committees. The proposed policy was reviewed by the administration and the Board Policy Committee, and is being presented to you at this time for discussion.

School District

School District Advisory Teams

I. Purpose

The purpose of this policy is to provide structure and procedures for advisory teams that will help guide and shape the governance and management work of the district.

II. General Statement of Policy

Edina Public Schools recognizes the benefits of receiving ongoing input, advice, direction and insight from the staff and public. The school district will use various advisory teams to help shape policies, procedures and practices of the district. Each team will have an identified purpose, membership and lead person. The lead person will be responsible for developing agendas, recording minutes, setting meetings and completing the specific responsibilities of the advisory team.

III. Advisory Teams

A. Committees

The school district will have standing committees that serve to advise the school district on an ongoing basis. The school board shall annually approve the duties and memberships of the committees. The superintendent shall be responsible for overseeing the committees' operations.

B. Task Forces

A task force shall be appointed for the purpose of completing a timely project and/or function for the school district. The task force, including its duties and membership, will be identified by the superintendent. The superintendent will inform the school board of the establishment of a district task force, and will be responsible for ensuring that the work of the task force is completed, as identified, in a timely manner. Task force recommendations may come from the school board.

IV. Procedures for School District Advisory Teams

A. Each advisory team shall have an identified membership that represents the stakeholders involved in the work of this committee or team.

B. Each advisory team shall act within the identified purpose and guidelines established for it by the school board or administration.

- C. Each advisory team will have an identified lead person who shall be responsible for coordinating the agendas and meetings and facilitating the work of the team. The lead person will also identify a secretary who shall complete the minutes or highlights of the team's actions.
- D. Any actions of the advisory teams needing to be put to a vote shall be by a majority vote and be consistent with the mission of the school district.
- E. Advisory teams are advisory only, and are limited to making recommendations to the school board or district leadership.

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 423

SUBJECT: NEW POLICY 217 – SCHOOL BOARD, LEGISLATIVE
INVOLVEMENT

Be It Resolved, That

The Board of Education

Approve new Policy 217 – School Board, Legislative Involvement.

BACKGROUND INFORMATION

School Board 200 Series Policies for School Board were adopted at the regular meeting of the School Board on April 16, 2007. The 200 Series Policies replaced the 8000 and 9000 Series Policies.

This policy will provide definition and direction for school district action related to federal and state legislation. The proposed policy was reviewed by the administration and the Board Policy Committee, and is being presented to you for discussion.

School Board

Legislative Involvement

I. Purpose

The purpose of this policy is to define the role of the school district in state and national legislation, especial related to education.

II. General Statement of Policy

Edina Public Schools recognizes the importance of school district involvement in shaping educational policy, funding, programs and laws at the state and national level. The school board and district administration shall be involved at the state and national level, especially with federal and state-elected officials representing Edina Public Schools.

III. Legislative Action

- A. Annually, the school district will develop major legislative initiatives to pursue. These initiatives will align with the district's mission and strategic plan and the needs of the state and west metro region.
- B. The school district will be a member of educational organizations that promote and lobby for educational priorities that align with the school district. The district will have representation that is actively involved in such organizations.
- C. The school district will organize a district legislative committee consisting of staff, parents and community members. This committee will meet on an as-needed basis and will serve as an advisory and advocacy group for the school district's mission and strategic plan. This committee will be coordinated by the director of community education services and community relations.
- D. The district will take positions on given legislative initiatives, positions and/or bills as follows:
 1. Board Resolution – A district position requiring formal action taken by the school board on behalf of the district for an identified public position.
 2. Directional Position – A district position of the school board that provides a direction of support that may be publicly used by a district representative, without a formal resolution. The position may be adopted through electronic or telephone majority vote.

3. Advisory Position – The position taken by a designated representative of the school district that aligns with the district’s mission and strategic initiatives but does not formally represent the position of the district. The representative may speak as board member, administrator or staff member of the district through title.

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 424

SUBJECT: NEW POLICY 435 – PERSONNEL, TEACHER SUPERVISION,
PERFORMANCE IMPROVEMENT AND EVALUATION

Be It Resolved, That

The Board of Education

Approve new Policy 435 – Education Programs, Teacher
Supervision, Performance Improvement and Evaluation.

BACKGROUND INFORMATION

This policy will align with the Edina Alt Comp program, and reflect current practices of the district. The Edina Alt Comp Advisory Team shaped several of the recommended modifications.

The proposed policy was reviewed by the administration, the Joint Policy Committee and the Board Policy Committee. This policy is being presented to you for discussion.

Personnel

Teacher Supervision, Performance Improvement and Evaluation

I. Purpose

The purpose of this policy is to define the school district's supervisory, performance improvement and evaluation process.

II. General Statement of Policy

The primary function of the school district is to achieve educational excellence and inspire a lifelong passion for learning. A qualified, constantly learning, professional teaching staff is needed to optimize the learning process. An effective ongoing staff development and staff evaluation program is intended to maximize the staff's effectiveness. The program's purpose is:

- to enhance the learning process
- to provide a basis for recognition
- to provide a basis for awarding tenure
- to provide a basis for termination

III. Definitions

- A. Teacher – Full or part-time position required by the state or district that must hold a Minnesota teacher's license. This includes, but is not limited to, regular classroom instructors, specialists, learning resource teachers, special education, support services, and at-risk programming.
- B. Probationary Teacher – A teacher who has not been awarded continuing contract status by the district. The duration of probation is:
1. Three years for an individual who has not achieved continuing contract (tenure) status in another Minnesota public school.
 2. One year if the teacher has attained tenure in another Minnesota school district.
- C. Continuing Contract Teacher – A teacher who has successfully completed her/his probationary period in the district.
- D. Evaluation – A formal appraisal of teacher performance completed by an assigned district administrator based on administrative observations and data collected both formally and informally. The *Administrative Performance Appraisal Handbook* and *Teacher Performance Appraisal Handbook* provide specific guidelines and procedures in conducting evaluations/appraisals of licensed employees.

- E. Professional Growth Plan – A formal document containing goals and activities meant to improve instruction.

IV. Administrative Evaluation and Professional Growth Supervision of Teachers

The program will include two major components: administrative evaluation and professional growth supervision. Teachers will follow a supervision cycle to receive regular evaluation and professional growth opportunities (see Appendix I).

A. Administrative Evaluation of Teachers

1. Criteria for Administrative Evaluation of Teachers: The criteria for evaluation will center on five performance areas:
 - Planning and Preparation
 - Instruction/Lesson Implementation
 - Classroom Environment
 - Interpersonal Relations
 - Professional Responsibilities

2. Administrative Evaluation of Continuing Contract Teachers: Continuing contract teachers will be formally evaluated on a four-year rotation. If a supervising administrator determines that more frequent formal, intensive evaluation is needed with an individual teacher, the administrator will complete such evaluations with the teacher with a goal toward improved teacher performance. A minimum of two observations will occur, and the teacher and supervisor will also gather data about performance from peers, students and parents. The formal written SAR (summative appraisal report) evaluation will indicate whether or not the teacher is performing at an acceptable level for the identified performance areas.

3. Administrative Evaluation of Probationary Teachers: Probationary teachers will be administratively observed in various teaching settings a minimum of three times prior to March 31 of each year. The formative observation reports will be shared with the teacher and kept with the supervising administrator. The formal written reports will be shared with the teacher and kept with the supervising administrator.
 - a. The supervising administrator will complete an end-of-the-year summative appraisal report and submit it in writing to the human resources department. The evaluation shall identify whether each teacher evaluator is performing at an acceptable level in the identified performance areas which will lead to a recommendation regarding continued employment.

 - b. School District Action: District administration will formally update the school board as to the continuing contract status (after year 1 and 2) of individual teachers at the June board meeting. The school board will take any necessary actions required by Minnesota State Statutes.

B. Professional Growth Supervision of Teachers

The purpose of professional growth supervision is to improve, enhance and develop continuing contract teachers's skills and performance. The intent of the process is to provide a nonthreatening approach to address an individual teacher's professional growth. Professional growth supervision will occur in the years continuing contract teachers are not formally evaluated.

Each fall, each teacher will develop a professional growth plan, identifying the teacher's goals for professional growth during the school year. Teachers' supervising administrators will approve the goals and monitor them throughout the year as appropriate.

C. Administrative Notification of Performance Concerns

If a supervising administrator determines that a teacher may have deficiencies related to performance that, if not resolved, could lead to termination, the administrator will notify the teacher and the director of human resources in writing. This administrative notification is a separate process from the teacher discipline process in purpose and implementation. An administrative conference with the teacher will be held. The teacher has the right to representation at this conference.

At the conference, the administrator will place the teacher into a specific plan depending upon the nature of the concerns.

1. Remediation Plan: In the event that an administrator determines that a continuing contract teacher *inconsistently meets expectations* in one or more of the performance areas (see IV.A.1), the administrator will develop, in cooperation with the teacher, a specific plan to remedy the deficiencies and an aligned appraisal process.
2. Intensive Assistance Plan: In the event that an administrator determines that a continuing contract teacher *does not meet expectations* in one or more of the performance areas (see IV.A.1), the administrator will place a "notice of deficiency" in the teacher's personnel file. The administrator will develop a specific plan to remedy the deficiencies. The intensive assistance plan includes a formal appraisal process.

In both the remediation plan and intensive assistance plan, an action plan to address the identified deficiencies will be developed. The action plan will include the necessary support and opportunities to correct the deficiencies (time, materials, resources and consultative resources). The plan should include:

- Performance area(s)
- Performance problem(s)
- Required action

- Measurement
- Assistance
- Timeline
- Personnel involved

The specific plan will conclude when the teacher's plan of action has been accomplished and/or satisfactory performance is reached. A teacher who does not satisfactorily accomplish the action plan and/or reach satisfactory performance will have his/her action plan revised, have a notice of performance deficiency identified, or be notified of the district's intent to initiate action that could include termination.

D. Disciplinary Procedures

In the event a teacher exhibits behavior which is not in accordance with the contractual duties or professional responsibilities of his/her job performance, a disciplinary meeting will be held with the teacher. All documentation of directives and meetings will be kept in a building file and the disciplinary procedure steps will be followed per the work agreement.

Information and data collected through the teacher evaluation and administrative notification components may be used as disciplinary documentation if deemed appropriate by the administration.

V. Teacher Performance Procedures

- A. Certified administrators will evaluate and supervise the teachers.
- B. No documentation will be placed into the teacher's personnel file without the teacher's knowledge. Teachers will have an opportunity to comment in writing to any inclusion in the file. All evaluations and files generated within the school district relating to each individual employee shall be available to that employee upon written request. Employee files shall be maintained in the district human resources office.
- C. Classroom observations are intended to provide an insight into the instructional process and professional responsibilities that extend beyond the classroom.
- D. During continuing contract teachers' year of formal evaluation, teachers may survey students in their classes to receive feedback on their teaching performance; however, this is not intended to be evaluative. The surveys are to enhance teachers' professional growth and may be used in reflective conferences with supervising administrators.

Additional surveys may be requested by the supervising administrator of parents, colleagues and/or former students.

The surveys will be developed with direct input from the administration and teachers' association. The surveys will be age-level appropriate for students.

- E. Any licensed employee who is not meeting performance area expectations must be given the time, the support and the chance to meet the standards.

IV. Alternative Compensation Plan

- A. During the district's participation in Minnesota's Alternative Teacher Performance Pay System (ATTPS) program, continuing contract teachers will work with peer instructional coaches in the development and implementation of their professional growth plans.
- B. Supervising administrators will continue to approve teachers' annual goals. The instructional coaches will be responsible for monitoring continuing contract teachers' progress toward their goals.
- C. Instructional coaches, through the alternative compensation facilitator, will notify administrators of teachers who are not making adequate progress toward their goals, as noted in their professional growth plan and student learning goals. Administrators will then work with these teachers to improve performance.
- D. Supervising administrators maintain the right to monitor teachers' progress and, after notifying the alternative compensation facilitator, may assume an instructional coach's responsibilities with a specific teacher.
- E. Continuing contract teachers will continue to be formally evaluated by their supervising administrators on a four-year rotation (see IV.A.2).

Legal References:

Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)

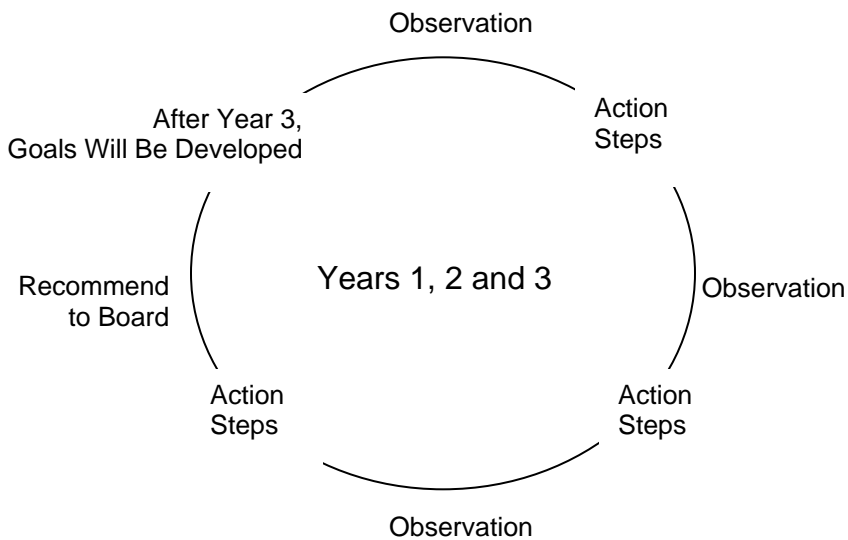
Minn. Stat. § 123A.19 (Teaching Positions)

Policy
adopted:

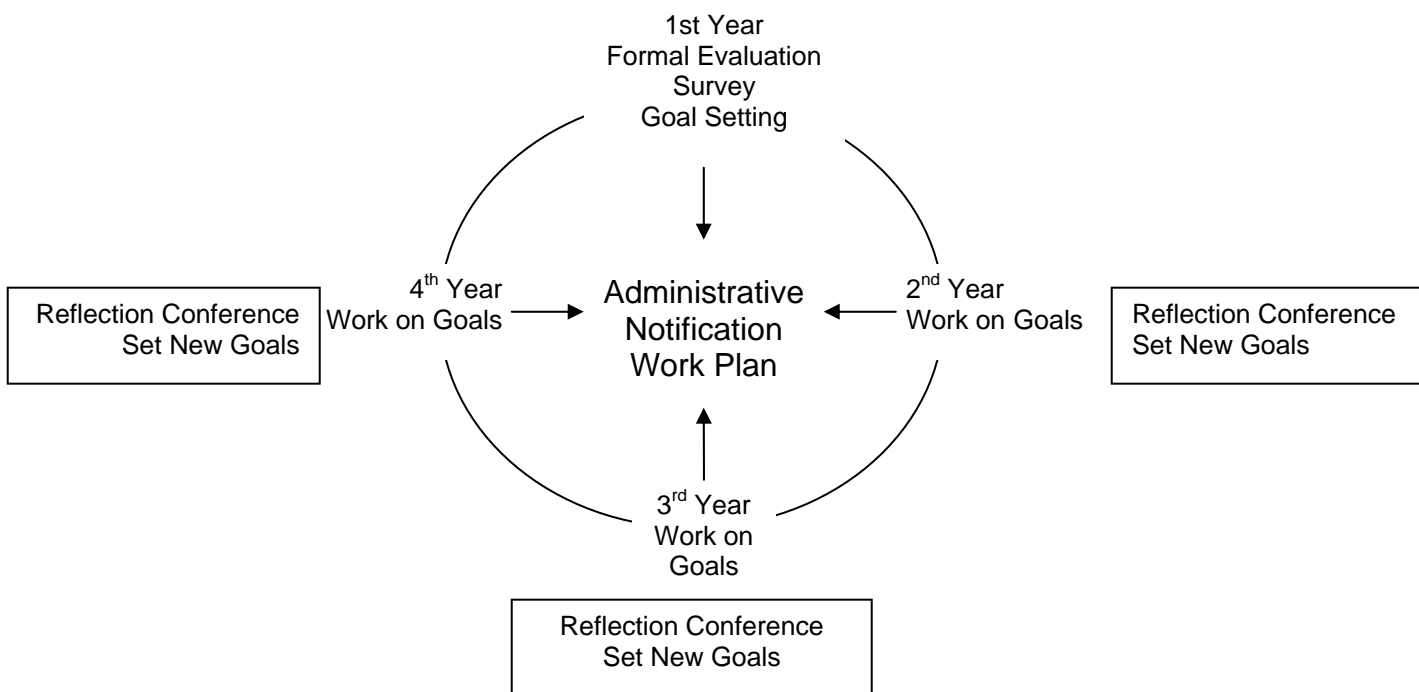
INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I

CYCLE OF PROBATIONARY TEACHER SUPERVISION/EVALUATION



CYCLE OF CONTINUING CONTRACT TEACHER SUPERVISION/EVALUATION



FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 425

SUBJECT: NEW POLICY 437 – PERSONNEL, RESIGNATION,
TERMINATION OR NONRENEWAL OF ACTIVITY POSITION

Be It Resolved, That

The Board of Education

Approve new Policy 437 – Education Programs, Resignation,
Termination or Nonrenewal of Activity Position.

BACKGROUND INFORMATION

This policy coordinates current practices with state requirements related to the activities program.

The proposed policy was reviewed by the administration and the Board Policy Committee. This policy is being presented to you for discussion.

Personnel

Resignation, Termination or Nonrenewal of Activity Position

I. Purpose

The purpose of this policy is to define the process for ending an assignment with an employee who has been involved in an activity position in Edina Public Schools.

II. General Statement of Policy

Edina Public Schools recognizes that individuals approved for or appointed to activity positions are one-year term positions. Resignations from the position may be completed by the individual at the time new contracts are issued. Terminations or nonrenewals will be made by the district at the time new contracts are issued.

III. Implementation of Resignations and Terminations/Nonrenewals

A. Resignation

The employee shall submit his/her intent to resign in writing from the position to the activities director. Lead activity positions will be approved by the building principal. Non-lead activity positions will be approved by the activities director.

B. Termination

The district may terminate a coach or advisor during the contracted season. A coach or advisor will be warned verbally and notified in writing of deficiencies and, when appropriate, be given an opportunity to resolve or correct the deficiencies through a work plan. Immediate termination may occur when circumstances warrant. A termination of an activity coach or advisor will be done through a meeting that will include the attendance of the head coach/advisor (as appropriate), the activities director and the building principal.

Hearing for Termination of Head Athletic Coach

1. Termination hearing. Before a district terminates the coaching duties of an employee who is required to hold a license as an athletic coach from the commission of education, the district must notify the employee in writing and state its reason for the proposed termination. Within 14 days of receiving this notification, the employee may request in writing a hearing on the termination before the board. If a hearing is requested, the board must hold a hearing within 25 days, according to the hearing procedures specified

under section 122A.40, subdivision 14, and the termination is final upon the order of the board after the hearing.

2. Final decision. Within 10 days after the hearing, the board must issue a written decision regarding the termination. If the board decides to terminate the employee's coaching duties, the decision must state the reason on which it is based and include findings of fact based upon competent evidence in the record. The board may terminate the employee's duties or not, as it sees fit, for any reason which is found to be true based on substantial and competent evidence in the record.
3. Nonapplication of section. This section shall not apply to the termination of coaching duties pursuant to a district transfer policy or as a result of the nonrenewal or termination of the employee's contract or the employee's discharge, demotion or suspension pursuant to section 122A.40 or 122A.41. This section shall not apply to the termination of an employee's coaching duties before completing the probationary period of employment.

C. Nonrenewal

The district may choose not to renew a contract with an activity coach and/or advisor. The district will decide at the time new contracts are issued not to renew an activity coach or advisor for the following year. The activity coach or advisor will be notified of the reasons for the nonrenewal. When the district does not renew an activity coach or advisor's contract, a meeting with the coach or advisor will be held that includes the head coach/advisor (as appropriate), the activities director and the building principal.

Legal References:

Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 122A.58 (Coaches, Termination of Duties)

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 426

SUBJECT: NEW 600 SERIES POLICIES – EDUCATION PROGRAMS, PHASE I

Be It Resolved, That

The Board of Education

Approve new 600 Series Policies – Education Programs, Phase I.

BACKGROUND INFORMATION

New 600 Series Policies, Phase I, are being proposed. The 600 Series Policies will ultimately replace the current 6000 Series Policies. Additional 600 Series Policies will be forthcoming.

The 600 Series Policies before you include:

- Policy 602 – Education Programs: Organization of School Calendar and School Day
- Policy 603 – Education Programs: Curriculum and Program Review and Development
- Policy 605 – Education Programs: Alternative Programs
- Policy 607 – Education Programs: Special Accommodations and Services for Students with Special Needs – Section 504
- Policy 608 – Education Programs: Special Education
- Policy 621 – Education Programs: Out-of-School Tutoring for Pay

These policies are based on MSBA (Minnesota School Boards Association) model policies, and will better align the policies and practices of Edina Public Schools with Minnesota Statutes. The proposed policies were reviewed by the administration and the Board Policy Committee. These policies are being presented to you for discussion.

Education Programs

Organization of School Calendar and School Day

I. Purpose

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. General Statement of Policy

It is important to parents, students, employees, and the general public to have advance knowledge of the school calendar and school day to effectively plan for the school year.

III. School Calendar Development

- A. The school calendar shall be adopted annually by the school board at least six months prior to the start of a school year. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.
- B. The district administration and school board will develop calendar assumptions based on state statute, work agreement language, and past practice of the district.
- C. The superintendent will establish a school calendar task force for purposes of developing the calendar. The task force will include representation from:
 - administration
 - teachers
 - support staff
 - parents
- D. The director of human resources will serve as chair of the calendar task force.
- E. The calendar task force will develop calendars for one or two school years for the district and recommend them for board action.
- F. The developed calendars will be reviewed by Education Minnesota/Edina through the Joint Policy Committee prior to seeking school board approval.

- G. Necessary revisions in the approved school calendar will be made by the school board in a timely manner. Revisions will be reviewed by Education Minnesota/Edina through the Joint Policy Committee prior to being finalized. The calendar task force may also review the calendar prior to the revisions being voted upon by the school board.

IV. School Day Development

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

Legal References:

Minn. Stat. § 120A.05, Subds. 9, 11, 13, 17 (Public Schools)
 Minn. Stat. § 120A.40 (School Calendar)
 Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
 Minn. Stat. § 120A.415 (Extended School Calendar)
 Minn. Stat. § 120A.42 (Holidays)
 Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
 Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References:

Policy 425 (Staff Development)
~~Policy 3541.35 (Closing of Schools in Emergencies)~~

Policy
 adopted:

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota

Education Programs

Curriculum and Program Review and Development

I. Purpose

The purpose of this policy is to provide direction for continuous review and improvement of the district's curriculum and programs.

II. General Statement of Policy

Curriculum and program review and development shall be directed toward the fulfillment of the goals and objectives of the district's educational program. The review may also require the modification or reduction of curriculum and programs. The enhancement of the school's curriculum and educational programs can be done through the development of new course offerings, special projects and piloted projects or through the reduction of courses or special projects.

III. Definitions

- A. Course offering: A defined set of learner outcomes and standards that is completed through a course of study. This course offering may be elective or required for a student's graduation.
- B. Special project: An innovative program, course offering or initiative that is creative in meeting the needs of a select student population or specific educational objectives of the school district. The value-added and sustainable funding sources of a special project must be defined.
- C. Piloting: A one-year or two-year, administratively-approved course offering or special project that provides additional information prior to the development of a formal, recommended curriculum and/or program development.
- D. Educational program: An instructional area of service for a select student population or specific educational objectives of the state of Minnesota or the school district.

IV. Review and Development Framework

- A. The director of teaching and learning shall be responsible for curriculum and program review and development. The director shall keep the school board informed of all state-mandated curriculum changes, recommend discretionary changes, and periodically present recommended modifications for school board review and approval.
- B. The review and development process will be completed through a four-year curriculum cycle and an eight-year program review cycle. The curriculum

design tasks, checklist and cycles can be found in Appendices I, II and III.

- C. The review and development process shall:
1. determine the most effective way of conducting research;
 2. provide the opportunity to design new or revised curriculum and programs;
and
 3. identify necessary reductions or eliminations in current curriculum and programs.
- D. The district's student achievement committee shall provide assistance in the process. The committee's membership and responsibilities are defined in Policy 616 (School District System Accountability).
- E. The administration shall access staff, consultants, parents, community members and students to assist in the process. The selection determination shall be based on the needs and demands of the curricular area or program under review within the cycle.
- F. The review and development process will address the following:
1. Provide articulation of courses of study from kindergarten through grade twelve.
 2. Identify learner outcomes and standards for each course and at each grade level.
 3. Demonstrate appropriate student work and course rigor to meet objectives.
 4. Provide continuing evaluation of programs for the purpose of obtaining school district objectives.
 5. Provide a program for ongoing monitoring of student progress.
 6. Provide for specific, particular and special needs of all members of the student community.
 7. Meet all requirements of the Minnesota Department of Education and the federal Elementary and Secondary Education Act.
- G. All district curriculum and program additions or reductions shall be approved by the school board. All district special projects shall be reviewed by the school board's teaching and learning committee and approved by the school board, as necessary.
- H. All minor district curriculum and program adjustments or modifications to meet

course outcomes and assessment may be done with approval from the superintendent.

- I. Special project and piloting development shall address the following:
 1. Demonstration of the need, the purpose and the “value-added” for the special project
 2. Identification of objectives or learner outcomes of the special project and an action plan for accomplishing the objectives or outcomes
 3. Completion of a data-driven decision making study, as per the district’s decision making process. The study would include impacts to:
 - finances
 - staffing
 - facilities
 - students
 - time
 - district curriculum
 - district programs
 4. Completion of a financial audit must be done. The director of business services and the superintendent will annually determine baseline expenses related to all special project expense.
 5. Funding sources must be defined. The intent is to be financially self-supporting, recognizing initial project start-up expenses may be required.
- J. Curriculum/program reduction shall address the following:
 1. Identify rationale for the reduction or elimination of an articulated course.
 2. Identify the required standards that will be eliminated and what opportunities there are for students to complete the necessary coursework for graduation.
 3. Identify a transition process for eliminating the course.

Within the ongoing process for special project reduction or elimination, the following needs shall be addressed:

1. Identify rationale for the reduction or elimination, including lack of available funding sources.
2. Identify a transition process for eliminating a special project.

Legal References:

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)

Minn. Stat. § 120B.11 (School District Process)

Minn. Rules Part 3500.0550 (Inclusive Educational Program)

Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Reading and Mathematics)

Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition)

Minn. Rules Parts 3501.0505-3501.0635 (Academic Standards for Language Arts and the Arts)

20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

Policy 605 (Alternative Programs)

Policy 613 (Graduation Requirements)

Policy 614 (School District Testing Plan and Procedure)

Policy 615 (Basic Standards Testing, Accommodations, Modifications and Exemptions for IEP, Section 504 Accommodation and LEP Students)

Policy 616 (School District System Accountability)

Policy 618 (Assessment, Grading and Reporting of Student Progress)

Policy 619 (Staff Development for Standards)

Policy 620 (Credit for Learning)

Policy 623 (Mandatory Summer School Instruction)

Policy 624 (Online Learning Options)

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I

CURRICULUM DESIGN TASKS AND CHECKLIST

Year One/Step One

- Study of the trends and issues in the content area to be revised (experts, university partnership, speakers, review of research, literature reviews, site visitations, conferences, study groups, staff development, etc).
- Development and administration of a needs assessment/survey instrument (teachers, parents, students, community and administrators). Include how the curricular area is applying/using:
 - Reading in the content area
 - 6 traits writing strategies
 - Technology
 - Instructional strategies, differentiation, cooperative learning, flexible grouping, etc.
 - Intervention/acceleration and enrichment
 - Big 6 research skills
 - Diversity awareness (including gender)
- Awareness of the content standards, assessments, and state mandates
- Conduct gap analysis
- Planning for staff development needs
- Writing and validation of the district beliefs and direction statements
These are a written product of the implications of the trends and issues study and the needs assessment. In addition, information is collected about what practices should start, stop and stay in the areas of curriculum and instruction, assessment, materials and technology
- Curriculum writing begins:
 - Develop curriculum framework (grade level/course focus)
 - Content standards K-12 alignment
 - Curriculum mapping
 - Develop the scope and sequence/specific skills
 - Identify the grade level/course assessment benchmark content
 - Identify “best practice” instructional strategies
- Field testing of selected materials, evaluation of materials in field testing

Year Two/Step Two

- Curriculum writing continues:
 - Develop curriculum framework (grade level/course focus)
 - Content standards K-12 alignment
 - Develop the scope and sequence/specific skills
 - Identify the grade level/course assessment benchmark content
 - Identify “best practice” instructional strategies

- Ordering of materials (major adoption focus is rotated between secondary and elementary on an eight-year loop)
- Presentation of the curriculum package to the Board of Education
- School board adoption of the belief and direction statements and of the content standards in the discipline under revision:
 - Organizational structure
 - Curriculum – Belief and direction statement, content standards, content standard K-12 alignment matrix, scope and sequence/specific skills
 - Delivery – Grade level focus, course matrix, course description
 - Materials – Formal evaluation instrument, recommended list primary materials
 - Assessment plan
 - Staff development plan
 - Revision plan
 - Budget
- Continuation of staff development
- Pilot curriculum writing products
- Begin implementation plan
- Design of district accountability plan, including internal assessments
- Ongoing formative curriculum evaluation and revisions are results-driven

Year Three/Step Three

- Finalize curriculum writing products
- Complete development and field testing of assessments
- Continuation of implementation plan
- Ongoing formative curriculum evaluation and revisions are results-driven
- Continuation of staff development

Year Four/Step Four

- Curriculum implementation continues
- Assessment results are collected and reviewed
- Program evaluation begins
- Revisions made are based on results
- Ongoing formative curriculum evaluation and revisions are results-driven
- Continuation of staff development

Appendix II

CURRICULUM CYCLE – FOUR-YEAR CORE (EIGHT-YEAR LOOP FOR MATERIALS)

Year One: Context and Reality; Determine options; Choice-making; Design

Year Two: Design; Implement; Refine

Years Two – Four: Refine; Make continuous improvements

Year Four: Prepare for assessment; Consider posting internal RFP (request for proposal) to research

MDE REVISION	SCIENCE/ TECHNOLOGY/ ENGINEERING	LANGUAGE ARTS	SOCIAL STUDIES	(MATH)	(SCIENCE)	(LANGUAGE ARTS)	(SOCIAL STUDIES)	(MATH)	(SCIENCE)
EDINA PHASE/YEAR	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CONTEXT AND REALITY; CREATE OPTIONS; MAKE CHOICES; BEGIN DESIGN	Math (Secondary) Arts	Science/ Technology/ Engineering (Secondary) Health	Language Arts (Secondary) Family & Consumer Sciences	Social Studies (Elementary) French Language	Math (Elementary) Physical Education	Science/ Technology/ Engineering (Elementary)	Language Arts (Elementary) World Languages	Social Studies (Secondary)	Math (Secondary) Arts
DESIGN; IMPLEMENT; REFINE	Business Education Technology Education World Languages	Math (Secondary) Arts	Science/ Technology/ Engineering (Secondary)	Language Arts (Secondary) Family & Consumer Sciences	Social Studies (Elementary) French Language	Math (Elementary) Physical Education	Science/ Technology/ Engineering (Elementary)	Language Arts (Elementary) World Languages	Social Studies (Secondary)
IMPLEMENT; REFINE; REQUEST FOR PROPOSAL	Math (Elementary) Language Arts (Elementary)	Business Education World Languages	Math (Secondary) Arts	Science/ Technology/ Engineering (Secondary) Health	Language Arts (Secondary) Family & Consumer Sciences	Social Studies (Secondary) French Language	Math (Elementary) Physical Education	Science/ Technology/ Engineering (Elementary)	Language Arts (Elementary) World Languages
IMPLEMENT; REFINE; RESEARCH	Physical Education French Language	Math (Elementary) Language Arts (Elementary)	Business Education World Languages	Math (Secondary) Arts	Science/ Technology/ Engineering (Secondary) Health	Language Arts (Secondary) Family & Consumer Sciences	Social Studies (Secondary) French Language	Math (Elementary) Physical Education	Science/ Technology/ Engineering (Elementary)

Appendix III

EIGHT-YEAR PROGRAM REVIEW CYCLE

Year One: Context and Reality; Determine options; Choice-making

Year Two: Implement; Refine

Years Two – Four: Refine; Make continuous improvements

Year Four: Prepare for assessment

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
YEAR ONE	Special Education Activities	Immersion Middle School Transportation	Gifted & Talented Intervention Continuous Progress	Technology Assessment Staff Development	Elementary	High School	SSSPE	TBD
YEAR TWO	SSSPE	Special Education Activities	Immersion Middle School Transportation	Gifted & Talented Intervention Continuous Progress	Assessment Technology Staff Development	Elementary	High School	SSSPE
YEAR THREE	HOLD	SSSPE	Special Education Activities	Immersion Middle School Transportation	Gifted & Talented Intervention Continuous Progress	Assessment Technology Staff Development	Elementary	High School
YEAR FOUR	Gifted & Talented Immersion	HOLD	SSSPE	Special Education Activities	Immersion Middle School Transportation	Gifted & Talented Intervention Continuous Progress	Assessment Technology Staff Development	Elementary

SSSPE = Student Support Services Program Evaluation

Education Programs

Alternative Programs

I. Purpose

The purpose of this policy is to recognize the benefit for alternative education programs for select school district students.

II. General Statement of Policy

The school district recognizes the importance of alternative education program options. Education program options shall be made available for students that may enhance their opportunity to learn in a different environment and through a different learning approach.

III. Responsibility

- A. It shall be the responsibility of the director of teaching and learning to identify alternative program options to be made available to students, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B. The director of teaching and learning shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References:

- Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
- Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
- Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
- Minn. Stat. § 123A.06 (Center Programs and Services)
- Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
- Minn. Stat. § 124D.68 (Graduation Incentives Programs)
- Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
- Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References:

- Policy 603 (Curriculum and Program Review and Development)
- Policy 604 (Grade Level Configuration and Attendance at School Sites)

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Education Programs

Special Accommodations and Services for Students with Special Needs – Section 504

I. Purpose

The purpose of this policy is to ensure that the school district provides a full range of special accommodations and services necessary for students with special needs to learn in public education programs and activities, in accordance with Section 504 of the 1973 Rehabilitation Act.

II. Statement of Policy

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.

The school district has the responsibility to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations or programs in order that such students may receive required free, appropriate, public education.

III. General Assurance and Definition

A. For this policy, a student who is protected under Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

B. A physical or mental impairment is:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or

2. Any mental or psychological disorder, such as cognitive delay, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- C. Students may be protected from disability discrimination and be eligible for services under the provisions of Section 504 even though they do not require IEP (individual education plan) services pursuant to the Individuals with Disabilities Education Act.

IV. Section 504 Procedure

A. Service Coordinator

The district administration shall develop processes and procedures for implementing the educational programming accommodations covered by the provisions of Section 504. The director of special services is the coordinator for Section 504 activities.

B. Identification and Referral

The district will annually take appropriate steps to identify and locate every qualified individual who has a disability. Referrals will be received from parents, staff, learners and/or community agencies.

C. Planning and Placement

1. The student's skills and special needs will be evaluated, according to federal standards, before educational program decisions will occur.
2. A 504 eligibility decision shall be made by a team that includes staff with knowledge of the student and the evaluation information. When making an eligibility decision, the placement team must consider a variety of information including the results of aptitude and achievement tests, teacher recommendations, reports on the student's physical condition, social or cultural background and adaptive behavior.
3. A student with a disability should be assigned to regular courses or classes if the needs of the student can be met. This decision will be made on a case-by-case basis.
4. A student with a disability shall be reevaluated periodically to monitor the students' performance and skill levels.
5. Parents/guardians shall be notified when an eligibility decision is made regarding their child.

6. Parent/guardians shall be given written notification prior to the school district proposal to initiate or change the identification, evaluation or educational placement of their child.
7. Parent/guardians shall be given the opportunity to participate meaningfully in decisions regarding the evaluation and placement of their children.
8. If the parents/guardians feel their child is being discriminated against based on a disability, the parents/guardians should contact the school district's director of special services to request a meeting to discuss the matter or complaint.
 - B. If the parents/guardians' complaint cannot be resolved satisfactorily, the parents/guardians shall have the right to an impartial hearing and an opportunity to participate in the hearing. Parents/guardians have the right to be represented by counsel at the hearing.

Legal References:

Federal [34 CFR 104] Americans with Disabilities Act
Section 504 – Rehabilitation Act of 1973
Minnesota Rule 3535.2300

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I

FILING A GRIEVANCE

Any individual may file a grievance if they have a complaint concerning the school district's compliance with Section 504.

Grievances concerning discrimination will be resolved through the following procedure:

- | | |
|-----------------------------|---|
| Step One | Grievant meets informally with the individual closest to the issue (e.g., teacher, principal) |
| Step Two
10 School Days | The grievance shall be submitted to the director of special services of Edina Public Schools, at 5701 Normandale Road, Edina, Minnesota, who shall investigate the circumstances of the alleged violation. The director of special services shall make a written report of his/her findings of fact and conclusions within ten (10) school days. This report shall be mailed to the grievant. |
| Step Three
5 School Days | If the grievance has not been resolved to the satisfaction of the grievant, s/he may appeal the report of the Section 504 coordinator to the superintendent of Edina Public Schools within five (5) school days of receipt of the report. |
| Step Four
10 School Days | After investigation and, within ten (10) school days of receipt of the appeal, the superintendent shall affirm, reverse, or modify the report of the Section 504 coordinator. The superintendent will mail his/her decision to the grievant. |
| Step Five
5 School Days | If the grievance has not been resolved in Step Four to the satisfaction of the grievant, s/he may appeal to the school board within five (5) school days of receipt of the report in Step Four. The school board shall conduct an informal hearing in an open meeting to review the alleged violation if the complainant is an employee. If a student is the complainant, an independent hearing office will conduct the hearing. The school board shall give each party at least five (5) school days notice of its meeting. |
| Step Six
15 School Days | The board shall affirm, reverse, or modify the report issued under Step Four within fifteen (15) school days of receipt of the appeal. This procedure contains written assurance that complaints may be made without fear of reprisal. |

Education Programs

Instructional Services – Special Education

I. Purpose

The purpose of this policy is to set forth the position of the school board on the need for special educational services on the part of some students in the school district.

II. General Statement of Policy

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. Responsibilities

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References:

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 125A.02 (Definition of Child with a Disability)

Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References:

Policy 402 (Disability Nondiscrimination Policy)

Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

Policy 510 (Nonresident Enrollment)

Policy 521 (Student Disability Nondiscrimination)

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Education Programs

Out-of-School Tutoring for Pay

I. Purpose

The purpose of this policy is to provide district employees with guidance concerning out-of-school tutoring for pay of Edina Public Schools' students.

II. General Statement of Policy

Edina Public Schools expects that every effort will be made by the principal and involved teachers to help a student with his/her difficulties in school. The school district will use established guidelines to prevent a conflict of interest between the family, school district and teachers of Edina Public Schools.

III. Guidelines

- A. Teachers may not arrange for a tutor or provide educational support services to students enrolled in the district without knowledge and approval of the principal or director of special services.
- B. A student's current teacher(s) may not provide out-of-school tutoring for pay to the student or the family during the student's school year.
- C. Teachers who provide out-of-school tutoring to students must also comply with the provisions in Policy 439 (Outside Employment and Conflict of Interest).
- D. The district will maintain a master tutor list but will not endorse any particular tutor, perform background checks, or determine licensure status of the tutors listed. Annually, interested candidates or agencies may apply to be on the master list.
- E. A district family may request a master tutor list from the district's human resources department. The parent/guardian must fill out and sign a tutor/instructor request form, which acknowledges the limitations of the list, prior to receiving the master tutor list. As noted on the form, it is recommended that the family conduct inquiries prior to deciding on a tutor.

Cross Reference: Policy 439 (Outside Employment and Conflict of Interest)

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I

EDNA PUBLIC SCHOOLS
TUTOR APPLICATION

Name _____ Date _____

Address _____ Phone _____

City, State, Zip Code _____

Teaching Certification _____ Degree _____

Tutoring experience _____

Subjects and grade levels in which you are willing to offer tutoring services:

Types of tutoring you are willing to provide (*circle all that apply*):

Remedial

Homebound

Enrichment

All

Comments _____

Please return to:

Marge Clare
Edina Public Schools
Human Resources
5701 Normandale Road
Edina, MN 55424

Appendix II

EDINA PUBLIC SCHOOLS
TUTOR/INSTRUCTOR REQUEST

Note: *This form is to be completed by the parent/guardian when making a request for a tutor.*

I, the parent/guardian of _____ (*student's name*), am seeking a tutor/instructor for my child. I understand that the school district:

- Maintains a list of people who are offering their services for hire as tutors/instructors.
- Has made no investigation or inquiries of any kind into the qualifications, competence, experience, education, morals, behavior, criminal record or personal or professional background of the listed people.
- Will not and cannot make any representations – professionally, personally or otherwise – about the listed people.
- Is providing this list of possible tutors/instructors to me as a courtesy and that the school district is not vouching for them in any way.

Further, I understand that I should make my own inquiries, investigation and decision as to whether a person is fit, professionally or personally, to act as a tutor/instructor for my child.

Signature _____

Printed Name _____

Address _____

City _____ Zip Code _____

Date _____

FOR DISCUSSION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 427

SUBJECT: NEW POLICY 911 – COMMUNITY RELATIONS, USE OF VOLUNTEERS IN SCHOOLS

Be It Resolved, That

The Board of Education

Approve new Policy 911 – Community Relations, Use of Volunteers in Schools.

BACKGROUND INFORMATION

New 900 Series Policies are being proposed. The 900 Series Policies will ultimately replace the current 1000 Series Policies. These policies are based on MSBA (Minnesota School Boards Association) model policies, and will better align the policies of Edina Public Schools with Minnesota Statutes.

The proposed policy was reviewed by the administration and the Board Policy Committee. This policy is being presented to you for discussion.

Community Relations

Use of Volunteers in Schools

I. Purpose

The purpose of this policy is to recognize the important role volunteers play in the education of learners and to provide guidelines for the use of volunteers in the school district.

II. General Statement of Policy

Edina Public Schools is committed to using volunteers to help personalize instruction, promote school/community interaction, support school activities and events; promote multigenerational and multicultural experiences; and enrich curriculum for all learners. The school district promotes the use of volunteers to the extent possible.

Volunteers will be placed with careful consideration given to how their presence supports the educational objectives of a class, the curriculum, activity or event. Volunteers will not be the primary source of instruction for learners. Volunteers will be subject to all standards set forth by the policies of Edina Public Schools and, if required, shall complete a criminal background check.

III. Volunteer Management and Procedures

A. Recruitment and Screening

The recruitment and screening of community members will be coordinated by the district's Community Resources and Programs (CRP). The goal of this process will be to address the needs and desires of the school district and increase the effectiveness of using volunteers to further the educational and curriculum goals of the school district. CRP will work with principals and program directors/coordinators to identify school program needs and opportunities for the use of volunteers.

B. Placement and Management

The use of a volunteer will be based on the benefit of the volunteer's effort compared to the potential risk imposed on the learner, volunteer and school district as a result of using a volunteer. The risk liability will focus on negligence, strict liability, intentional misconduct, criminal conduct and invasion of privacy rights.

Each volunteer activity is categorized into one of five tiers based on criteria established by the Minnesota chapter of the National Association of Partners in Education (NAPE). The tiers are:

1. Tier 1 – Volunteer activities that occur in a group, onsite or offsite, with staff supervision. The activity of the volunteer will be monitored, evaluated and recognized by supervising staff.
2. Tier 2 – Volunteer activities that occur in a group or one-on-one setting, onsite or offsite, with minimal supervision. The volunteer will complete an application, screening/reference checks, an interview and a criminal background check (fee to be paid by the volunteer). A signed parent release form will also be required for student participation.
3. Tier 3 – Volunteers serving adult learners in school-based programs.
4. Tier 4 – Volunteers serving adults with disabilities with minimal supervision. These volunteers will require a criminal background check.
5. Tier 5 – Volunteer guest speakers coordinated by CRP. Selection of a speaker will be based on the needs of the classroom teacher or activity advisor/coach. Guest speakers will provide background information, as requested by the school district.

C. Volunteer Management Manual

CRP will develop a volunteer management manual and guidelines to provide the necessary information and requirements for the use of volunteers, as it relates to the identified tiers. The defined management guidelines will include:

1. Sign-in
2. Registration card
3. Job description
4. Orientation
5. Training
6. Monitoring/evaluation/recognition
7. Parent release form
8. Application
9. Screening/reference checks
10. Interview
11. Criminal background check

IV. Volunteer Management Responsibilities

A. The CRP coordinator will develop volunteer management responsibilities for the following individuals who would use volunteers within the school district:

- District volunteer coordinator
- Principal or building volunteer coordinator
- Building or program volunteer coordinator
- Teacher or staff member using a volunteer
- Volunteer

B. All volunteers will follow district policies and will be given specific training on certain policies, including, but not limited to:

- Policy 404 – Employment Background Checks
- Policy 406 – Public and Private Personnel Data
- Policy 413 – Harassment and Violence
- Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse
- Policy 418 – Alcohol- and Drug-Free Workplace
- Policy 419 – Tobacco-Free Environment
- Policy 506 – Student Discipline
- Policy 515 – Protection and Privacy of Student Records

Policy
adopted:

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 428

SUBJECT: ENROLLMENT AS OF APRIL 30, 2009

Elementary Schools	P	K	1	2	3	4	5	TOTAL
Concord		107	113	132	125	123	118	718
Cornelia		74	91	84	110	92	92	543
Countryside		83	84	96	98	93	94	548
Highlands		82	90	91	92	95	90	540
Creek Valley		92	95	99	97	103	98	584
Normandale		110	106	105	103	106	101	631
Preschool	159							159
Totals	159	548	579	607	625	612	593	3723
Secondary Schools	6	7	8	9	10	11	12	Total
South View Middle	336	302	276	292				1206
Valley View Middle	316	301	341	326				1284
High School					615	596	584	1795
Totals	652	603	617	618	615	596	584	4285

Enrollment Comparisons

	Apr 25, 2008	March 27, 2009	Apr 30, 2009
PK - 5	3710	3715	3723
GRADE 6 -9	2386	2482	2490
GRADE 10 - 12	1739	1799	1795
Totals PK - 12	7835	7996	8008

April Mobility

	P	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Withdraw	3							1	2			1			7
Enroll	6		3	1		1		2	1	1	2	1	1		19
Net Total	3	0	3	1	0	1	0	1	-1	1	2	0	1	0	12

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 429

SUBJECT: ELECTRONIC FUND TRANSFERS FOR THE PERIOD ENDING
APRIL 15, 2009

BACKGROUND INFORMATION

The electronic fund transfers listed were transacted from July 1, 2008, through April 15, 2009.

Reference: Policy 3293

DATE	AMOUNT	PAYEE/PAYOR	DESCRIPTION	795.1
07/01/08	449,697.40	Internal Revenue Service	Payroll taxes	
07/01/08	3,702.99	MN Dept of Human Services	MN Child Support	
07/01/08	62,290.80	Delta Dental	Monthly Premium	
07/01/08	720,225.00	Blue Cross Blue Shield	Monthly Premium	
07/07/08	71,356.24	State of Minnesota	Payroll taxes	
07/07/08	25,659.87	Corporate Health	Flex payments	
07/07/08	206,747.64	Hennepin County	Tax receipts	
07/10/08	67,370.43	PERA	Payroll	
07/10/08	142,134.72	TRA	Payroll	
07/15/08	6,749.27	State of Minnesota	IDEAS receipt - State/Federal Aid	
07/15/08	1,070,947.32	Various Financial Institutions	Payroll direct deposits	
07/15/08	39,471.13	Edina Schools Credit Union	Payroll	
07/15/08	566.00	State of Minnesota	Sales tax payment	
07/16/08	419,485.44	Internal Revenue Service	Payroll taxes	
07/16/08	3,031.69	MN Dept of Human Services	MN Child Support	
07/18/08	68,125.19	State of Minnesota	Payroll taxes	
07/22/08	18,782.78	Corporate Health	Flex payments	
07/25/08	52,714.38	PERA	Payroll	
07/25/08	138,547.32	TRA	Payroll	
07/29/08	1,516,250.00	US BANK	Debt payments	
07/29/08	316,625.00	US BANK	Debt payments	
07/29/08	462.24	State of Wisconsin	Payroll taxes	
07/30/08	7,010.67	State of Minnesota	IDEAS receipt - State/Federal Aid	
07/30/08	1,088,084.86	Various Financial Institutions	Payroll direct deposits	
07/30/08	38,993.63	Edina Schools Credit Union	Payroll	
07/31/08	422,057.74	Internal Revenue Service	Payroll taxes	
07/31/08	2,846.55	MN Dept of Human Services	MN Child Support	
08/01/08	62,893.80	Delta Dental	Monthly Premium	
08/01/08	714,550.00	Blue Cross Blue Shield	Monthly Premium	

08/06/08	68,404.26	State of Minnesota	Payroll taxes
08/06/08	23,523.19	Corporate Health	Flex payments
08/08/08	578.92	US BANK	Credit Card Payment
08/11/08	52,150.52	PERA	Payroll
08/11/08	142,568.22	TRA	Payroll
08/15/08	6,112,115.52	State of Minnesota	IDEAS receipt - State/Federal Aid
08/15/08	1,199,211.65	Various Financial Institutions	Payroll direct deposits
08/15/08	39,122.13	Edina Schools Credit Union	Payroll
08/18/08	452,360.06	Internal Revenue Service	Payroll taxes
08/18/08	3,188.00	MN Dept of Human Services	MN Child Support
08/20/08	72,822.22	State of Minnesota	Payroll taxes
08/22/08	13,768.44	Corporate Health	Flex payments
08/27/08	56,075.30	PERA	Payroll
08/27/08	148,845.28	TRA	Payroll
08/28/08	464.70	State of Wisconsin	Payroll taxes
08/29/08	4,428,514.87	State of Minnesota	IDEAS receipt - State/Federal Aid
08/29/08	1,156,805.26	Various Financial Institutions	Payroll direct deposits
08/29/08	38,659.96	Edina Schools Credit Union	Payroll
09/01/08	62,235.00	Delta Dental	Monthly Premium
09/01/08	700,151.50	Blue Cross Blue Shield	Monthly Premium
09/02/08	439,131.91	Internal Revenue Service	Payroll taxes
09/02/08	3,248.45	MN Dept of Human Services	MN Child Support
09/03/08	70,447.07	State of Minnesota	Payroll taxes
09/05/08	13,490.81	Corporate Health	Flex payments
09/10/08	53,449.55	PERA	Payroll
09/10/08	146,213.42	TRA	Payroll
09/15/08	2,151,093.78	State of Minnesota	IDEAS receipt - State/Federal Aid
09/15/08	1,283,039.05	Various Financial Institutions	Payroll direct deposits
09/15/08	39,879.89	Edina Schools Credit Union	Payroll
09/16/08	503,512.07	Internal Revenue Service	Payroll taxes

09/16/08	3,355.97	MN Dept of Human Services	MN Child Support
09/19/08	82,284.65	State of Minnesota	Payroll taxes
09/22/08	17,709.20	Corporate Health	Flex payments
09/25/08	56,973.49	PERA	Payroll
09/25/08	172,698.06	TRA	Payroll
09/29/08	462.24	State of Wisconsin	Payroll taxes
09/30/08	3,864,431.43	State of Minnesota	IDEAS receipt - State/Federal Aid
09/30/08	1,465,260.18	Various Financial Institutions	Payroll direct deposits
09/30/08	42,242.96	Edina Schools Credit Union	Payroll
10/01/08	64,516.80	Delta Dental	Monthly Premium
10/01/08	747,424.00	Blue Cross Blue Shield	Monthly Premium
10/01/08	561,128.12	Internal Revenue Service	Payroll taxes
10/01/08	4,275.33	MN Dept of Human Services	MN Child Support
10/03/08	1,858.00	State of Minnesota	Sales tax payment
10/03/08	90,038.05	State of Minnesota	Payroll taxes
10/07/08	17,838.70	Corporate Health	Flex payments
10/09/08	974.54	US BANK	Credit Card Payment
10/10/08	89,804.35	PERA	Payroll
10/10/08	174,056.66	TRA	Payroll
10/15/08	1,468,864.40	State of Minnesota	IDEAS receipt - State/Federal Aid
10/15/08	1,465,260.18	Various Financial Institutions	Payroll direct deposits
10/15/08	42,755.94	Edina Schools Credit Union	Payroll
10/16/08	561,719.80	Internal Revenue Service	Payroll taxes
10/16/08	4,371.94	MN Dept of Human Services	MN Child Support
10/22/08	89,698.10	State of Minnesota	Payroll taxes
10/22/08	19,115.82	Corporate Health	Flex payments
10/24/08	7,064,126.00	Hennepin County	Tax receipts
10/27/08	175,014.98	TRA	Payroll
10/27/08	93,552.29	PERA	Payroll
10/30/08	403.25	State of Wisconsin	Payroll taxes
10/30/08	1,453,383.17	State of Minnesota	IDEAS receipt - State/Federal Aid

10/30/08	1,522,838.39	Various Financial Institutions	Payroll direct deposits
10/30/08	43,465.81	Edina Schools Credit Union	Payroll
10/31/08	570,244.02	Internal Revenue Service	Payroll taxes
10/31/08	4,424.70	MN Dept of Human Services	MN Child Support
11/01/08	66,861.55	Delta Dental	Monthly Premium
11/01/08	751,319.00	Blue Cross Blue Shield	Monthly Premium
11/04/08	7,211,749.69	Hennepin County	Tax receipts
11/05/08	91,039.66	State of Minnesota	Payroll taxes
11/07/08	41,375.50	Corporate Health	Flex payments
11/10/08	176,477.38	TRA	Payroll
11/10/08	93,553.60	PERA	Payroll
11/14/08	471,172.80	State of Minnesota	IDEAS receipt - State/Federal Aid
11/14/08	1,460,135.25	Various Financial Institutions	Payroll direct deposits
11/14/08	43,845.31	Edina Schools Credit Union	Payroll
11/17/08	26,363.03	Education Minnesota/Edina	Payroll
11/17/08	564,783.68	Internal Revenue Service	Payroll taxes
11/17/08	4,424.70	MN Dept of Human Services	MN Child Support
11/19/08	91,440.10	State of Minnesota	Payroll taxes
11/21/08	36,471.69	Corporate Health	Flex payments
11/24/08	11,634.61	State of Minnesota	Unemployment Insurance
11/26/08	445.94	State of Wisconsin	Payroll taxes
11/26/08	176,550.68	TRA	Payroll
11/26/08	88,256.50	PERA	Payroll
11/26/08	1,494,079.30	Various Financial Institutions	Payroll direct deposits
11/26/08	43,587.91	Edina Schools Credit Union	Payroll
11/28/08	56,093.94	State of Minnesota	IDEAS receipt - State/Federal Aid
11/28/08	569,567.07	Internal Revenue Service	Payroll taxes
11/28/08	4,424.70	MN Dept of Human Services	MN Child Support
12/01/08	26,513.81	Education Minnesota/Edina	Payroll
12/01/08	64,353.45	Delta Dental	Monthly Premium

12/01/08	740,402.00	Blue Cross Blue Shield	Monthly Premium
12/02/08	192,470.58	Hennepin County	Tax receipts
12/03/08	92,254.41	State of Minnesota	Payroll taxes
12/03/08	23,021.15	Corporate Health	Flex payments
12/08/08	181,776.22	TRA	Payroll
12/08/08	89,634.57	PERA	Payroll
12/10/08	180,000.00	US BANK	Transfer to Checking
12/15/08	1,384,139.38	Various Financial Institutions	Payroll direct deposits
12/15/08	47,491.28	Edina Schools Credit Union	Payroll
12/15/08	596,793.27	State of Minnesota	IDEAS receipt - State/Federal Aid
12/16/08	534,288.88	Internal Revenue Service	Payroll taxes
12/16/08	4,314.80	MN Dept of Human Services	MN Child Support
12/18/08	26,326.62	Education Minnesota/Edina	Payroll
12/19/08	87,024.76	State of Minnesota	Payroll taxes
12/22/08	34,985.34	Corporate Health	Flex payments
12/23/08	179,783.46	TRA	Payroll
12/23/08	75,194.16	PERA	Payroll
12/29/08	477.97	State of Wisconsin	Payroll taxes
12/29/08	44,282.78	Edina Schools Credit Union	Payroll
12/29/08	26,402.76	Education Minnesota/Edina	Payroll
12/30/08	1,506,376.50	Various Financial Institutions	Payroll direct deposits
12/30/08	2,313,611.78	State of Minnesota	IDEAS receipt - State/Federal Aid
12/30/08	565,127.11	Internal Revenue Service	Payroll taxes
12/31/08	4,314.80	MN Dept of Human Services	MN Child Support
01/02/09	91,903.25	State of Minnesota	Payroll taxes
01/06/09	26,025.11	Corporate Health	Flex payments
01/09/09	177,605.90	TRA	Payroll
01/09/09	94,870.70	PERA	Payroll
01/15/09	29,092.00	Educators Benefit Consultant	Payroll
01/15/09	1,317,816.53	Various Financial Institutions	Payroll direct deposits

01/15/09	43,740.36	Edina Schools Credit Union	Payroll
01/15/09	3,633,673.70	State of Minnesota	IDEAS receipt - State/Federal Aid
01/15/09	136,270.16	Educators Benefit Consultants	Payroll
01/15/09	4.95	eSmart Payroll	Payroll submission
01/16/09	1,155.00	State of Minnesota	Sales tax payment
01/16/09	513,796.46	Internal Revenue Service	Payroll taxes
01/16/09	4,185.30	MN Dept of Human Services	MN Child Support
01/19/09	26,286.32	Education Minnesota/Edina	Payroll
01/21/09	81,209.69	State of Minnesota	Payroll taxes
01/22/09	25,818.05	Corporate Health	Flex payments
01/27/09	171,599.34	TRA	Payroll
01/27/09	71,611.51	PERA	Payroll
01/28/09	2,801,625.00	US BANK	Debt payments
01/28/09	105,357.07	Bremer Bank	Debt payments
01/28/09	4,816,250.00	US BANK	Debt payments
01/28/09	4,204,990.72	American Bank NYC	Investment
01/29/09	477.97	State of Wisconsin	Payroll taxes
01/30/09	807,359.31	Health Partners	Monthly Premium
01/30/09	1,474,991.76	Various Financial Institutions	Payroll direct deposits
01/30/09	43,988.86	Edina Schools Credit Union	Payroll
01/30/09	3,074,209.41	State of Minnesota	IDEAS receipt - State/Federal Aid
01/30/09	141,603.71	Educators Benefit Consultants	Payroll
02/02/09	567,469.23	Internal Revenue Service	Payroll taxes
02/02/09	4,185.30	MN Dept of Human Services	MN Child Support
02/02/09	26,562.60	Education Minnesota/Edina	Payroll
02/04/09	89,459.72	State of Minnesota	Payroll taxes
02/06/09	30,414.32	Corporate Health	Flex payments
02/11/09	175,605.06	TRA	Payroll
02/11/09	96,351.78	PERA	Payroll
02/13/09	1,469,913.94	Various Financial Institutions	Payroll direct deposits

02/13/09	43,800.00	Edina Schools Credit Union	Payroll
02/13/09	3,051,951.04	State of Minnesota	IDEAS receipt - State/Federal Aid
02/13/09	141,093.82	Educators Benefit Consultants	Payroll
02/17/09	558,078.76	Internal Revenue Service	Payroll taxes
02/17/09	4,185.30	MN Dept of Human Services	MN Child Support
02/17/09	26,729.13	Education Minnesota/Edina	Payroll
02/18/09	87,428.69	State of Minnesota	Payroll taxes
02/20/09	12,840.11	State of Minnesota	Unemployment Insurance
02/20/09	19,017.93	Corporate Health	Flex payments
02/25/09	177,037.02	TRA	Payroll
02/25/09	91,991.60	PERA	Payroll
02/26/09	487.76	State of Wisconsin	Payroll taxes
02/27/09	809,662.26	Health Partners	Monthly Premium
02/27/09	1,475,223.32	Various Financial Institutions	Payroll direct deposits
02/27/09	43,594.50	Edina Schools Credit Union	Payroll
02/27/09	3,602,488.48	State of Minnesota	IDEAS receipt - State/Federal Aid
02/27/09	142,077.65	Educators Benefit Consultants	Payroll
03/02/09	567,504.01	Internal Revenue Service	Payroll taxes
03/02/09	4,185.30	MN Dept of Human Services	MN Child Support
03/02/09	26,401.50	Education Minnesota/Edina	Payroll
03/04/09	115,012.51	Delta Dental	Monthly Premium
03/04/09	89,191.88	State of Minnesota	Payroll taxes
03/04/09	115,012.51	Delta Dental	Weekly Claims
03/06/09	34,279.04	Corporate Health	Flex payments
03/11/09	177,075.52	TRA	Payroll
03/11/09	93,191.37	PERA	Payroll
03/11/09	7,618.80	Delta Dental	Weekly Claims
03/13/09	1,473,886.07	Various Financial Institutions	Payroll direct deposits
03/13/09	42,974.50	Edina Schools Credit Union	Payroll
03/13/09	4,171,906.59	State of Minnesota	IDEAS receipt - State/Federal Aid

03/13/09	141,350.34	Educators Benefit Consultants	Payroll
03/16/09	521,571.63	Internal Revenue Service	Payroll taxes
03/16/09	4,307.38	MN Dept of Human Services	MN Child Support
03/16/09	26,369.07	Education Minnesota/Edina	Payroll
03/18/09	86,660.60	State of Minnesota	Payroll taxes
03/18/09	2,181.00	Blue Cross Blue Shield	Premium Adjustments
03/18/09	12,935.79	Delta Dental	Weekly Claims
03/20/09	14,510.81	Corporate Health	Flex payments
03/25/09	176,063.36	TRA	Payroll
03/25/09	89,658.57	PERA	Payroll
03/25/09	12,128.30	Delta Dental	Weekly Claims
03/30/09	504.32	State of Wisconsin	Payroll taxes
03/30/09	784,916.31	Health Partners	Monthly Premium
03/30/09	1,518,652.07	Various Financial Institutions	Payroll direct deposits
03/30/09	43,636.50	Edina Schools Credit Union	Payroll
03/30/09	4,535,268.12	State of Minnesota	IDEAS receipt - State/Federal Aid
03/30/09	141,451.45	Educators Benefit Consultants	Payroll
03/31/09	543,436.55	Internal Revenue Service	Payroll taxes
03/31/09	4,322.22	MN Dept of Human Services	MN Child Support
03/31/09	26,346.76	Education Minnesota/Edina	Payroll
04/01/09	6,878.01	State of Minnesota	E rate
04/03/09	90,786.25	State of Minnesota	Payroll taxes
04/06/09	45,540.45	Corporate Health	Flex payments
04/09/09	180,978.96	TRA	Payroll
04/09/09	90,675.60	PERA	Payroll
04/13/09	1,050.00	State of Minnesota	Sales tax payment
04/15/09	1,519,506.05	Various Financial Institutions	Payroll direct deposits
04/15/09	44,116.00	Edina Schools Credit Union	Payroll
04/15/09	2,858,747.40	State of Minnesota	IDEAS receipt - State/Federal Aid
04/15/09	140,701.45	Educators Benefit Consultants	Payroll

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 430

SUBJECT: EDINA HIGH SCHOOL BOYS' GOLF TEAM TO BRAINERD,
 MINNESOTA

In conformity with policy 538, the following overnight Boys' Golf Team trip was approved by the Edina High School administration to travel to Brainerd, Minnesota, where the team will compete in the Brainerd Invitational Golf Tournament on Wednesday, April 29, 2009. This necessitates travel to Brainerd the afternoon of April 28, 2009. The students will miss one and one-half days of school.

Travel plans are as follows:

Tuesday, April 28, 2009	11:30 a.m.	Depart from Edina High School
	3:00 p.m.	Arrive in Brainerd
		Check into Grand View Lodge.
Wednesday, April 29, 2009	8:00 a.m.	Match begins
		Shotgun start
	2:00 p.m.	Depart Brainerd
	5:00 p.m.	Arrive at Edina High School

BACKGROUND INFORMATION

Head Coach Phil Finanger and Kim Finanger (employed at South View) will chaperone the golf team. The team will be housed at Grand View Lodge in Brainerd at approximately \$30 per person, paid by the participant. Transportation will be provided by the athletic department-leased van. The parents have given written permission for the overnight trip. This is a golf tournament which the Edina Boys' Golf Team has entered for many years.

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 431

SUBJECT: SOUTH VIEW MIDDLE SCHOOL INTERCULTURAL LEADERSHIP
 RETREAT AND UNDERGROUND RAILROAD AT YMCA CAMP
 IHDUHAPI

In conformity with Policy 538, the following student leadership field trip and Underground Railroad simulation for 35 South View Middle School "Dare to Be Real" leadership students, in grades 6-9, from May 15-16, 2009, was approved by the South View Middle School administration. This activity will require students, teachers and chaperones to be at YMCA Camp Ihduhapi located in Loretto, Minnesota, for two days and one night. The students will miss no school.

BACKGROUND INFORMATION

The scheduled times and dates are as follows:

May 15	9:15 am	Leave South View
	9:45 am	Arrive at Camp Ihduhapi
May 16	11:30 am	Leave Camp Ihduhapi
	12:00 pm	Arrive at South View

The purpose of the Intercultural Leadership Retreat is to empower a multicultural group of students to be proactive with their leadership and to develop skills to address inequities in their school communities, advocate for their fellow students, and work to develop mentorship relationships with younger students. The diversification of the student population of Edina Schools and data identifying a racial/cultural achievement and behavioral gap suggest that Edina is a good location for a multicultural student leadership development group devoted to identity development and positive action plans.

Study topics will include identity development, conflict management, cultural and racial awareness, presentation and facilitation skill-building, inclusion, courage and self-advocacy.

Costs: The entire cost of the field trip is paid for through a student leadership grant provided by the West Metro Education Program.

Transportation: Bus service has been arranged through Richfield Bus Company.

Supervision: Six South View staff members will accompany the group.

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 432

SUBJECT: SERVICE ADVENTURE LEADERSHIP TEAM (SALT)
WILDERNESS EXPEDITION TO THE SUPERIOR HIKING TRAIL

In conformity with Policy 538, the Edina High School administration has given permission for six students of Edina High School to participate in the SALT Wilderness Expedition to the Superior Hiking Trail near Tofte, Minnesota, on May 22-25, 2009. Students will miss no days of school.

BACKGROUND INFORMATION

On May 22-25, 2009, a wilderness backpacking expedition for members of the Girls SALTeam at Edina High School (EHS) and Volunteers of America (VOA) SALT High School will be held on the Superior Hiking Trail (SHT) near Tofte, Minnesota. Jennifer Cordes and Steve Clarke, EHS teachers, will be the instructors on the expedition. VOA will provide staff for supervision of its students.

The events that students will be involved in include the following:

Thursday, May 21	3:15-5:15 pm	Mandatory planning meeting and mandatory pack-out
Friday, May 22	3:30 pm 6:00 pm	Depart from EHS Arrive at Jay Cooke State Park
Saturday, May 23	9:00 am	Drive to SHT near Tofte Backpack, camp and Fire Council Wilderness First Aid & Survival Education
Sunday, May 24		Backpack, camp and Fire Council Leave No Trace education
Monday, May 25	12:00 pm 7:00 pm	Break camp and on road Return to EHS

In order to attend, students must have a completed and signed acknowledgement of personal risk and responsibility/emergency form. Transportation will be provided by EHS staff with a district van to and from this expedition. The cost is \$75 per student. Scholarships are available.

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
 Regular Meeting, May 19, 2009
 Volume 80, Report 433

SUBJECT: DEBATE TEAM TRIP TO BIRMINGHAM, ALABAMA

In conformity with Policy 538, the following Edina Debate Team trip to Birmingham, Alabama, to participate in the 2009 NFL Nationals Debate Tournament from June 13-20, 2009, has been approved by the high school administration.

BACKGROUND INFORMATION

The itinerary is as follows:

June 13	Team will travel to Birmingham via airplane
June 14-19	Tournament competition
June 20	Team will return to Minnesota via airplane

Supervision:

The team will be supervised by Edina Coach Julian Switala and Lakeville Coach Liz Vieira.

Students attending:

One student will be attending this tournament. The student will not miss school because the tournament takes place during summer break.

Cost:

The cost of this trip is estimated to be \$250 for entry fees. The Edina Friends of Forensics (parent booster organization of the speech and debate teams) will pay for transportation and lodging costs. The student will be responsible for the cost of meals.

Accommodations:

Students and staff will stay at the Best Western Mountain Brook in Birmingham.

FOR INFORMATION

INDEPENDENT SCHOOL DISTRICT 273
Regular Meeting, May 19, 2009
Volume 80, Report 434

SUBJECT: RECOGNITION OF STAFF

Commendation of Elizabeth Chaigne, grade 6 teacher; Catherine Zajac, vocal music teacher; students and all others involved in the production of *Oklahoma* at Valley View Middle School in a letter from a grandparent: "Thank you for the amazing and [professional] presentation of *Oklahoma*...Every detail, from [the] set and lights, scene changes, costuming, vocals and dances were wonderful and way past...expectations! You all did yourselves proud...You bring joy to the entire community with your talent and dedication!" The grandparent wrote a separate note to Superintendent Ric Dressen and Principal Shawn Dudley: "...amazing theater mentors at Valley View Middle School! The kind of professionalism which you students demonstrated during the *Oklahoma* production is unmatched anywhere...Obviously, your talented and dedicated staff connects with the kids – wow! Thank you!"

Commendation of Early Childhood Special Education staff Kathryn Hagen, coordinator; Sara Lakso, speech clinician; Jan Fritze, special education teacher; and Joan Boyd, occupational therapist, in an email from a parent: "...thank you for the fun Carnival. What a great event! From the games to the magic show, from the silent auction, to the food – everything was perfect...I have always felt so blessed to be in your program and so thankful for all the ways you have cared about [child] and our family. I was struck last night by how many families that feel the same way we do. You make each person feel so special and important...you...do an amazing job and make a positive difference in so many lives!"

Commendation of Nicole Koranda, grade 1 teacher, Cornelia Elementary School, in a letter from a classroom volunteer to Superintendent Ric Dressen: "I have been privileged to spend some time...as a helper, of sorts, with...first graders in Ms. Koranda's class, assisting them with reading assignments. I have been impressed...by what I have observed in terms of outstanding teaching and leadership...by Ms. Koranda. I just can't think of enough superlatives to describe how wonderfully this teacher instructs and nourishes these young minds with her gentle, persuasive and creative abilities...Today was a special day for parents to come and visit their child's classroom...Out of her concern that there could be a child whose parent couldn't make it, Ms. Koranda invited me to come and be prepared to sit with such a child so they would have someone to share their accomplishments with...I would wish for my grandchildren to have such a teacher in their lives. Just walking through Cornelia School is a rich and inspiring experience..."