



MEETING AGENDA OF THE EMID BOARD – WORK SESSION

JUNE 18, 2008 – 6:00 P.M.

HARAMBEE SCHOOL - MRC

- I. Call to Order**
- II. Presentation from Harambee School – Kristine Black**
- III. First Reading of Revised EMID Board Policies**
- IV. Adjournment**

(REGULAR EMID BOARD MEETING TO FOLLOW)



To: EMID Board
From: Carl I. Wahlstrom, Superintendent
Date: June 10, 2008
Re: Work Session

The June 18th Work/Study Session will include the following topics:

1. Presentation from Harambee Elementary – this is a continuation off the series of presentations to the Board on EMID programs and services scheduled for 2008. Some aspect of the program at Harambee will be highlighted. (See attached statement) Time for questions and interaction will be provided. We hope you will enjoy this opportunity to learn more about the school.
2. First Reading of Revised Board Policies – we will bring three existing policies for revision as recommended by MSBA. Copies of the policies are attached with changes noted in italics. They are:
 - Policy 413 – Harassment and Violence
 - Policy 606 – Selection of Instructional Resources
 - Policy 702 – Accounting

Following review of the suggested changes, we will move these policies forward for adoption in August.

We should adjourn the Work Session in time for the start of the regular meeting @ 7 p.m.

CIW



Harambee Board Meeting Presentation June 18

The Harambee program overview will focus on the Sheltered Instruction Observation Protocol (SIOP) framework that is currently being implemented at Harambee in approximately half of the classrooms.

SIOP is a framework for providing sheltered instruction to facilitate high quality instruction for English Language Learners in core content areas. The program review will include an overview of SIOP, how this framework is currently being implemented at Harambee, as well as how SIOP integrates with our District's AYP Plan, professional collaboration model, professional development process, and student programming (Responsive Classroom, targeted interventions, and core curriculum expectations). The SIOP model is currently being expanded through a partnership with Metro ECSU to include additional training for teachers and administrators within Harambee and Crosswinds. The positive impact of the implementation of SIOP will be highlighted.



Adopted: April 10, 1996
413

EMID 6067Board Policy

Revised: October 20, 2004, March 21, 2007, August, 2008

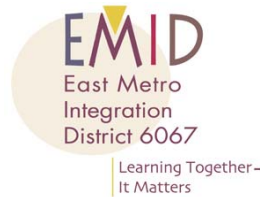
413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment in EMID's magnet schools and integration programs that is free from religious, racial or sexual harassment and violence. EMID prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of EMID to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. EMID prohibits any form of religious, racial or sexual harassment and violence *based on actual or perceived race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, gender identity/expression, physical and mental attributes, and age.*
- B. It shall be a violation of this policy for any EMID pupil, teacher, administrator or other school personnel 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 EMID Board members, school employees, agents, volunteers, contractors/vendors or persons subject to the supervision and control of EMID.)
- C. It shall be a violation of this policy for any EMID pupil, teacher, administrator or other school personnel to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. EMID will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.



III. RELIGIOUS, RACIAL, AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

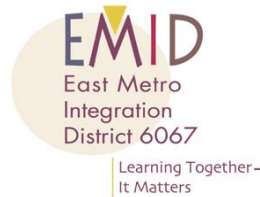
A. Sexual Harassment; Definition.

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition.

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

1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;



2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment; Definition.

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

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

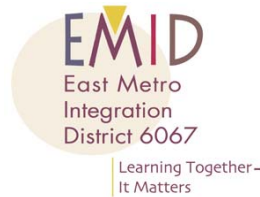
D. Sexual Violence; Definition.

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

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

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

G. Assault; Definition. Assault is:



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

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by an EMID pupil, teacher, administrator or other school personnel, 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. EMID encourages the reporting party or complainant to use the report form available from the building principal or the superintendent's 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 EMID Human Rights Officer or to the superintendent.
- B. Magnet Schools and Integration Programs. The building principal and program directors are responsible for receiving oral or written reports of religious, racial or sexual harassment or violence. Any adult EMID personnel who receives a report of religious, racial or sexual harassment or violence shall immediately inform the building principal or program director.
- C. Upon receipt of a report, written or verbal, the principal or program director must notify the Human Rights Officer immediately, without screening or investigating the report. The principal program director 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/program director to the Human Rights Officer. If the report was given verbally, the principal/program director shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the administrator. If the complaint involves the building principal/ program director, the complaint shall be made or filed directly with the superintendent or the EMID Human Rights Officer by the reporting party or complainant.
- D. In the District. EMID hereby designates the Director of Education Services as the EMID Human Rights Officer to receive reports or complaints of religious,



racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

- E. EMID will inform appropriate parties of the name of the Human Rights Officer, including mailing address and telephone number.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. EMID 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 EMID, the Human Rights Officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by EMID officials or by a third party designated by EMID.
- 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, EMID 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, EMID 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 EMID Human Rights Officer shall investigate the complaint and 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 Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon receipt of a report, EMID will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. EMID action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and EMID policies.
- B. The result of EMID'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

EMID will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports 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 EMID 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 at each EMID magnet school and integration program location and in areas accessible to students and staff members.
- B. This policy shall appear in the student handbook.
- C. EMID will develop a method of discussing this policy with students and employees.
- D. EMID 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.
- E. This policy shall be reviewed periodically for compliance with state and federal law.

Legal References:

Minn. Stat. §120B.232 (Character Development Education)
Minn. Stat. §127.46 (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)

Cross References:

EMID Policy 102 (Equal Educational Opportunity)
EMID Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
EMID Policy 406 (Public and Private Personnel Data)
EMID Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
EMID Policy 514 (Bullying Prohibition)
EMID Policy 526 (Hazing Prohibition)



Adopted: August 21, 1996

EMID 6067 Board Policy 606

Revised: May 18, 2005, August, 2008

606 SELECTION OF INSTRUCTIONAL RESOURCES

I. PURPOSE

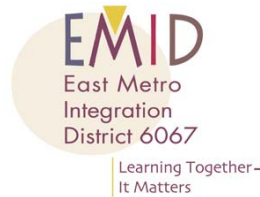
The purpose of this policy is to provide direction for selection of textbooks and instructional materials for use in EMID magnet schools and integration programs.

II. GENERAL STATEMENT OF POLICY

The Board recognizes that the selection of instructional materials is a vital component of EMID's curriculum. The Board also recognizes that it has the authority to make final decisions on selection of all instructional materials. The policy of the Board is to provide a wide range of educational resources at varying levels of difficulty which appeal to diverse audiences and present different points of view to meet the needs of students and teachers in the EMID programs. EMID is committed to selecting educational resources which will aid student development in acceptance of diversity, knowledge acquisition, critical thinking, objective evaluation, and aesthetic appreciation. The Board supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States.

III. RESPONSIBILITY OF SELECTION

- A. While the Board retains its authority to make final decisions on the selection of textbooks and instructional materials, it recognizes the expertise of the professional staff and the need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the Board delegates to the administration the responsibility to involve the professional staff in formulating recommendations for the acquisition of instructional resources.
- B. Instructional resources refer to any material(s), whether purchased, accepted as a gift or donation or individually created with instructional content or function that is available or unavailable for formal or informal teaching/learning purposes. The term unavailable refers to a resource that has been denied inclusion. All educational resources must meet the selection principles as defined in this policy whether purchased or donated. Resources include but are not limited to: print, non-print, audio-visual, electronic items and artifacts, and dramatic/music presentations and performances.



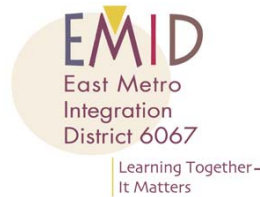
C. In reviewing instructional materials during the selection process, the professional staff shall select materials which:

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

D. Instructional resource selection shall be consistent with the following principles:

1. To consider the characteristics and philosophy of the school and community when selecting resources.
2. To select resources that will meet needs, find use, reflect current research, and meet current standards of excellence.
3. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the individuals served.
4. To provide resources that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
5. To provide a background of information which will enable individuals to make intelligent judgments in their daily lives.
6. To provide resources with information about controversial issues so that individuals may develop informed opinions and practice critical reading and thinking.
7. To provide resources representative of the many religious, ethnic, and cultural groups and their contributions.
8. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection appropriate for the users.
9. To anticipate and meet user needs through awareness of subjects of current interest.

D. Administration shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of instructional



resources by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents and other interested members of the EMID community. The procedures shall be coordinated with the EMID's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF INSTRUCTIONAL RESOURCES

- A. The Administration shall present a recommendation to the Board on the selection of instructional resources after completion of the review process as outlined in this policy. While selection of resources involves many parties, the responsibility for coordinating and recommending the selection and purchase of instructional resources rests with the licensed professional personnel. Resources for media centers should be selected in conjunction with faculty and students. However, because of the building media professionals' training, expertise in selection, and knowledge of the media collections, they have the primary responsibility for resource selection, as authorized by the administration.

V. RECONSIDERATION OF INSTRUCTIONAL RESOURCES

- A. The Board recognizes differences of opinion on the part of some members of the EMID community relating to certain areas of the instruction program. Parents or guardians may request an opportunity to review materials and submit a request for reconsideration and/or alternative instruction.
- B. Administration shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional resources and/or alternative instruction. A copy of the procedures is available through the principal's office at the magnet schools and the Director of Education Services for EMID integration programs.

Legal References: Minn. Stat. § 123.33, Subd. 7 (School Board responsibilities)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 126.666, Subd. 2 (Curriculum Advisory Committee)

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



Adopted: June 26, 1996

EMID 6067 Board Policy 702

Revised: April 20, 2005; August, 2008

702 Accounting

I. GENERAL STATEMENT OF POLICY

It is the policy of EMID to comply with the Uniform Financial Accounting and Reporting Standards (UFARS) for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

II. MAINTENANCE OF BOOKS AND ACCOUNTS

EMID shall maintain its fiscal records and conduct its financial accounting in compliance with UFARS and applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80 as amended or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. § 123B.79, as amended, or other applicable statute.

V. REPORTING

The Board shall provide for an annual audit of EMID financial records to assure compliance of with UFARS. *Each year*, EMID shall also, ~~on or before October 1 of each year~~, provide for the publication of the financial information specified in Minn. Stat. § 123B.10 *in the manner specified therein*.

Legal References:

- Minn. Stat. § 123B.75 (Revenue)
- Minn. Stat. § 123B.76 (Expenditures)
- Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
- Minn. Stat. § 123B.78 (Cash Flow, Revenues, Borrowing, Deficits)
- Minn. Stat. § 123B.79 (Permanent Fund Transfers)
- Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)
- Minn. Stat. § 123B.09 (School Board Powers)
- Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)



Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.10 (Publication of Financial Information)

Cross References:

EMID Policy 703 (Annual Audit)
MSBA Service Manual, Chapter 7, Education Funding