WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - October 24, 2011 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. CALL TO ORDER/ROLL CALL 3
2. ADMINISTRATIVE
   - A. WMEP Overview - D. Jett - *20 minutes* 4
   - B. WMEP Strategic Plan - P. Gleason - *20 minutes* 9
   - C. WPS Strategic Plan - C. Anderson - *15 minutes* 40
   - D. School Improvement Plans - J. Johnson - *10 minutes* 42
   - E. Policies and Regulations - C. Anderson - *15 minutes*
     1. Board Policy 208 - Board Committees 45
     2. Board Policy 209 - Open School Board Meetings 46
     3. Board Policy 210 - Closed School Board Meetings 48
     4. Board Policy 211 - Board Meeting Procedures 52
     5. Board Policy 213 - Policy Adoption and Amendment 54
     6. Board Policy 217 - Policy Review and Evaluation Opportunities 55
     7. Board Policy and Regulations 403 & 403-R - Harassment and Violence 56
     8. Board Policy and Regulations 415 and 415-R - Mandated Reporting of Child Neglect or Physical or or Sexual Abuse 68
     9. Board Policy 419 - Policies Incorporated by Reference 77
     10. Board Policy and Regulations 502 and 502-R - Student Discipline 79
     11. Board Policy and Regulations 510 and 510-R - Student Sex Nondiscrimination 88
3. TEACHING AND LEARNING
4. FINANCIAL
   - A. Facilities Discussion Follow-up - J. Westrum, C. Anderson - *15 minutes*
5. HUMAN RESOURCES
6. BOARD REPORTS
7. SCHOOL BOARD
   - A. Tentative Board Agenda for November 14, 2011 - *5 minutes* 93
8. ADJOURN 94

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:
The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:
The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student–no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

Agenda Item 1

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – October 24, 2011

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM:

COMMENTS BY: Board Chair Gleason

Linda A. Cohen, Board Clerk, will call the roll:

	PRESENT	ABSENT
Ms. Linda A. Cohen	_____	_____
Ms. Susan H. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

Cultural Collaborative Summary 2010-11

Wayzata

Beyond Diversity with Courtlandt Butts

Attendance Sept 28 & 29: 40

Wayzata Participants: Jim Hebeisen, Marc Wegner

94% positive satisfaction, Comments: Complimentary of Courtlandt's style, feel better prepared to close gap, asking how does awareness translate into a better experience for students?, left wanting more after time for reflection.

Classroom Strategies to Teach Children of Color with Syl Jones

Attendance October 6: 20

Wayzata Participants: Jim Hebeisen

Attendance March 7: 62

Wayzata participants: Sarah DeMarte, Vaira Druva, Carole Eidem, Sharon Lapensky, Tim Lott, Karen Peters, Elizabeth Seeland, Denise Thoma, Karla Thompson

84% positive satisfaction Oct and 74% positive March, Comments: Culturally relevant and well organized, but questioned speaker's qualifications (not a teacher). Expected more/earlier on strategies. The March class was split between those who appreciated the learning and those who were frustrated and expected strategies.

Beyond Diversity with Marlecia Autrey

Attendance October 11 & 12: 47

Wayzata participants: 0

98% positive satisfaction, Comments: Appreciated sharing with other. Left motivated to be courageous and wanting more.

Finding and Nurturing young Scholars with Carol Horn

Attendance October 13: 41

Wayzata Participants: Gabriel Lofton, Shawn Stibbins, Pam Werb

96% positive satisfaction, Comments: Presenter was very knowledgable and gave specific examples. Many already were familiar with the Young Scholars Program and found the workshop encouraging and clarifying

The Recruitment and Retention of African-American Students in Gifted Education with Donna Ford

Attendance November 4: 31

Wayzata participants: Bonnie Hatton, Gabriel Lofton, Shawn Stibbins

98% positive satisfaction, Comments: Very complimentary of Dr. Ford. Got specific information and left with very little questions or suggestions

Beyond Diversity with Marlecia Autrey

Attendance November 15 & 16: 93

Wayzata participants: Jill Freshwaters, Alex Papp, Sara Pinske-Czech, Amy Steensland

89% positive satisfaction, Comments: some felt it wasn't well organized and that presenter was defensive. Many valued the shared learning and want to share it with others. Some felt helpless.

DELT with Glenn Singleton

Attendance November 9: 193

Wayzata Participants: Bootsie Anderson, Anne Hooton

86% positive satisfaction, Comments: Very complimentary of Glenn, but some felt the presentation was not well organized, too large and could have been done in a half day. The learning on equity walks was valued. Participants voiced frustrations in their comments about work in their own districts.

Equity and Empathy with Prudence Carter

Attendance November 17: 28

Wayzata attendance: Amanda McClintick, Amy Swenson, Contance Ann Wellen

88% positive satisfaction, Comments: not significant

Serving the Hard to Serve with Pedro Noguera

Attendance November 30: 99

Wayzata attendance: Rita Dornbusch, Kaylie Elstad, Laurel Johns, Jeri Johnson, Susan Kim, Debbie Kimlinger, Tika Kude, R. Charisse Litteken, Donna Ness, Karen Peters, Jim Peterson, Sally Platt, Michael Rice, Shawn Stibbins, Karla Thompson, Amy VanDunk

88% positive satisfaction, Comments: Participants liked the concrete examples and can't wait to try them. Want him to come back.

What is Cultural and What is Behavior? With Dr. BraVada Garrett-Akinsanya

Attendance December 14: 66

Wayzata attendance: Patty Branstad, Roxanne Cornell, Rita Dornbusch, Carole Eidem, DonnaFiedler, Debbie Kimlinger, Michael Rice, Jacqueline Stewart, Karla Thompson, Deb Wiitala

No surveys completed

Innovative Methods for Unlocking Student Achievement by Mawi Asgedom

Attendance January 11: 66

Wayzata attendance: Kim Christianson, Sarah DeMarte, Stephanie Keane, Tim Lott, Michelle Madsen, Kelly Peterson, Glenda Prody, Lauren Sobota-Paxton, Pam Werb

Evaluative content was sent directly to Mawi and was very positive

Teaching Diverse and Digital Youth with Jabari Mahiri

Attendance January 20: 33

Wayzata attendance: Tim Lott

No survey data, Comments: loved small group interaction and the uniqueness of the information

What is it About Me You Can't Teach? With Eleanor Rodriguez

Attendance Feb 8: 59

Wayzata attendance: Becky Avelar, David Brattain, Michelle Cornwell, Sarah DeMarte, Carole Eidem, Jennifer Erickson, Mark Ferry, Crystal Gildea, Candy Lee, Joyce Lenz, Tim Lott, Lisa McLaughlin, Julie Olson, Amy Steensland, Contance Ann Wellen, Jenniffer Whitworth

96% positive satisfaction, Comments: Energizing presenter. Liked the strategies. Wished we provided her book

Beyond Diversity with Marlecia Autrey

Attendance January 13 & 14 : 99

Wayzata attendance: Carole Eidem, Amanda McClintick, Kelli Packard, Jacqueline Stewart

No surveys completed

Beyond Diversity Latino Strand with Jamie Almanzan

Attendance March 8:

94% positive satisfaction, Comments: Loved the presenter and the workshop generally, but would like more specifics about how to help Latino achievement. Would like a strand for Somali

You've Got to Reach Them to Teach Them with Mary Kim Schreck

Attendance March 9: 79

Wayzata attendance: Samara Eugene, Michelle Glasgow, Teresa Jaeb, Andrew Kaus, Angie Kostik, Michelle Madsen, Tia McAuliff, Amanda McClintick, Nicole Misuraco, Rebecca Rysted

72% positive satisfaction, Comments: not culturally relevant

How to Teach Students Who Don't Look Like You with Bonnie Davis

Attendance March 16: 44

Wayzata attendance: Kristen Addonizio, Kelly Allgaier, Mary Doege-Mallea, Michelle Earhart, Katherine Granlund, Mindy Hennix, Kaja Martinson, Rebecca Rysted, Jacqueline Stewart, Sherri Strelow-Lundblad, Amy Swenson, Sheen Heng Zhang

83% positive satisfaction, Comments: Appreciated "tons" of strategies but wanted more cultural relevancy and to be "challenged like in Beyond Diversity."

Beyond Diversity with Courtlandt Butts

Attendance March 17 & 18:

98% positive satisfaction, Comments: very positive, self-reflective

Bringing the Power of Language to All Students with Evelyn Rothstein

Attendance March 22: 103

Wayzata attendance: BrigidAustin, Caroline Barnes, Kari Beutz, Mary Blake, Mary Brandshaug, Molley Bruce, Roxanne Cornell, Elizabeth Dikeman, Maggie Gross, Kate Lamb, Eram Mashadi, Kelli Packard, Susan Petersen, Jim Peterson, JudiSelinger, Amy Steensland, Andrea Stirratt, Sarah Storvick, Jill Wiehle

85% positive satisfaction, Comments: Wonderful presenter on language. Many want her back.

Beyond Diversity with Courtlandt Butts

Attendance May 10 & 11: 104

Wayzata attendance: Pik Chan-Tam, Roxanne Cornell, Jeff Kosel, Nathan Mathias

89% positive satisfaction, Comments: confidence in equity work, assurance, eye opening, very complimentary of presenter.

Building Bridges with Jack Shelton

Attendance May 18: 22

Wayzata attendance; Pik Chan-Tam, Mark Erickson, Amanda McClintick, Andrea Stirratt, Pam Werb

52% positive satisfaction, this presenter is no longer presenting for us

Beyond Diversity with Will Walker

Attendance June 13 & 14 : 83 Surveys completed:

Wayzata attendance: Amanda Day

93% positive satisfaction, Comments: left wanting more, complimentary of presenter

WEST METRO EDUCATION PROGRAM
An integration district focused on student success

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Minneapolis, Minnesota 55403
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612-752-7206 fax
www.wmep.k12.mn.us

Dr. Daniel L. Jett, Superintendent

West Metro Education Program Members

Brooklyn Center

Columbia Heights

Eden Prairie

Edina

Hopkins

Minneapolis

Richfield

Robbinsdale

St. Anthony-New Brighton

St. Louis Park

Wayzata

Draft Strategic Plan

and

Background Information

October, 2011

WMEP Mission

DRAFT

Our Core Purpose with Distinction

West Metro Education Program's mission is to build our collective capacity
to achieve educational excellence and racial equity.

We will serve our 100,000+ students and staff through
regional leadership, collaboration, commitment and mutual support.

WMEP Vision

DRAFT

What We Intend to Create

To live out our Mission Statement by creating and engaging in Programs and Services of:

- Regional Equity Leadership
  - Preferred resource for research of the linkage of race / poverty / mobility and learning at the District / school / grade levels
  - Preferred resource for community and district conversations about race, poverty and equity in education
  - Preferred resource for equity advocacy and legislative action in the State of MN

- FAIR Schools
  - Arts schools with an integration lens for students and staff providing learning performance which is "above the race and income demographics" with instructional and cultural practices studied and transferred to member districts

- Staff Development
  - Valued and utilized resource for member district staff in professional development around issues of race and equity integrated with member district professional development
  - Provided at the individual and network levels including teacher cohorts and principals and in a variety of formats and modes

- Student Programs
  - Valued and utilized resource for students across member districts which is proven effective around student learning and engagement in equity in learning, living, athletics and activities

- Choice is Yours (delegated to Superintendents for further research and development)

WMEP Overall Strategic Directions

DRAFT

Focused Allocation of Our Resources

A. Increase the regional and district capacity for deep listening and dialogue
B. Increase the knowledge and awareness basis for:
   - District strengths and weaknesses
   - Data, research and analysis
   - Design /scaffolding of programs and services
C. Increase recognition and appreciation for the differences between districts providing for easier "pull" of services and value
D. Increase the level and quality of collaboration within WMEP and across member districts and communities
E. Increase WMEP message specificity, focus and intentionality in a comprehensive and clear manner understood by a broad array of stakeholders

REGIONAL EQUITY LEADERSHIP

Vision

- Preferred resource for research of the linkage of race / poverty / mobility and learning at the District / school / grade levels
- Preferred resource for community and district conversations about race, poverty and equity in education
- Preferred resource for equity advocacy and legislative action in the State of MN

2011 - 2013 Work Plan

- Build data and research capacity into learning/instruction/engagement across student race, gender, income and housing type beginning in 2011/2012 SY
- Develop and pilot an approach for community conversations on learning and equity based on research above in at least 3 districts in 2012/2013 SY
- Board development of legislative platform and develop more influence in partnership with public education associations and lobbyists

2011 Current Reality

- Little capacity for research into learning/instruction/engagement across student race, gender, income and housing type
- Need for a constructive and inclusive approach to district and community conversations which are scaleable and teachable
- Limited regional and State level presence in advocacy and legislative change

WMEP Strategic Plan

FAIR SCHOOLS

Vision

- Arts schools with an integration lens for students and staff providing learning performance which is "above the race and income demographics" with instructional and cultural practices studied and transferred to member districts

2011 - 2013 Work Plan

- Realignment of staff, prioritization, initiatives and expectations to FAIR School Vision
- Realignment of professional development and HR practices to FAIR School VIsion
- Design and implementation of performance targets and measurement tools (VIsionCards) and the capacity development needed
- Development of data and documentation of curriculum, instruction and engagement practices and evidence leading to increased learning
- Development of structures and practices to share learning and practices with member districts

2011 Current Reality

- FAIR schools currently provide learning performance at or above average member districts with slightly smaller achievement gap
- WMEP student demographics are at the average of the member districts and are well integrated
- Little attention has been paid to transferring of curriculum, instruction and engagement practices to member districts
- FAIR schools offer programming unique for many districts and comparable to some districts
- Member districts do not need FAIR schools for capacity reasons

WMEP Strategic Plan

PROFESSIONAL DEVELOPMENT

Vision

- Valued and utilized resource for professional development on issues of race and equity integrated with member district professional development
- Provided at the individual and network levels including teacher cohorts and principals and in a variety of formats and modes

2011 - 2013 Work Plan

- Identify, innovate and deliver professional development proven to be effective in advancing the WMEP Mission
- Develop an assessment and feedback system for professional learning and application
- Offer Professional Development in multiple formats and delivery methodologies

2011 Current Reality

- Staff development training comes from a variety of sources yet there is a perception that the Cultural Collaborative courses are largely dominated by PEG
- Many districts utilize current Staff Development offerings while some do not
- Professional development is not integrated into member district professional development
- Professional development is largely an in-person, classroom experience

WMEP Strategic Plan

STUDENT PROGRAMS

Vision

- Valued and utilized resource for students across member districts which is proven effective around student learning and engagement in equity in learning, living, athletics and activities

2011 - 2013 Work Plan

- Evaluate each program for value, alignment and effectiveness
- Assess the needs of our member districts and students for such programs

2011 Current Reality

- Programs include Elder Wisdom Children Song, Dare 2 Be Real, Underground Railroad, Student Learning Grants, Elite Academy, Summer Scholars Institute, CPEO
- About 2,300 students participate annually and varies widely across member districts
- Member distrcits have limited understanding of current program

Vision

- Redefine the CIY Program in the 2011 - 2012 SY

2011 - 2013 Work Plan

- WMEP superintendent to provide a recommendation for the JPB and obtain feedback and key transition steps, if needed, from member district superintendents
- WMEP JBP to assess the key issues, parameters and funding elements of CIY
- Develop a Vision for the program and key transitions, if any, needed to best meet the needs of students and member districts

2011 Current Reality

- Many districts do not need CIY Program for racial diversity
- CIY is not legally mandated
- 2,000 MPS students leave the district for other member districts

West Metro Education Program (WMEP)
Joint Powers District #6069

Background Information

A Brief History of WMEP

The West Metro Education Program (WMEP) was originally formed in the mid 1990's, partially as a result of Minnesota's adoption of a new Desegregation Rule at about that same time. The rule specified under which conditions schools and/or school districts would be considered as racially identifiable/racially isolated, respectively (basically, a 20% variance in the enrollments of students of color between contiguous school districts or a school as compared to same grade level schools in a single district). Under the former circumstance, those contiguous districts were and are required to develop a joint plan intended to support the success of all students in their districts.

Since Minneapolis Public Schools' students of color enrollment was 20% higher than all eight of its contiguous school districts (Brooklyn Center, Columbia Heights, Edina, Hopkins, Richfield, Robbinsdale, St. Louis Park, and St. Anthony/New Brighton), it was required to develop desegregation plans with each of them, OR, as provided in the Desegregation Rule, all of those districts could jointly form a single collaborative to accomplish their goals. The eight suburban districts and the Minneapolis district did just that, and WMEP is the resulting collaborative organization that was formed.

The Joint Powers Agreement that formalized this arrangement was ratified by all nine of the school districts' school boards and it remains in effect today. That agreement also allowed for voluntary membership of non-contiguous school districts and in the mid to late 1990's, Wayzata and then Eden Prairie school districts were also formally added to the Joint Powers Agreement by formal votes of their school boards and of the other WMEP member districts.

Please see Attachment 1A for a timeline of WMEP's initial development through 2005 and Attachment A for a map that depicts the WMEP member districts.

WMEP's Governance

WMEP's governing board is known as the Joint Powers Board (JPB) and it is comprised of 11 members, one from each member district, and a non-voting superintendent that meet monthly. This board has the same general powers, authority, and responsibilities as do the school boards of Independent School Districts with one exception. The Joint Powers Board does not have the authority to

levy revenue via property taxes. In all other respects, however, the JPB operates as do other school boards in Minnesota.

In addition to a JPB, there is a WMEP Partner Advisory Group (PAG) comprised of one staff person from each member district selected by their superintendents. This group meets monthly to advise the WMEP superintendent and the JPB about programming, offerings, etc. This is a very important and valuable group to WMEP's work and they provide us with evaluative feedback on program offerings and serve as a think tank for new ideas.

Finally, a WMEP Superintendents' Advisory group meets with the WMEP superintendent monthly to discuss big picture ideas and to check in about WMEP's operations, finances, etc. This group is advisory only since all policies, procedures, budgets, etc., are voted on and approved by the WMEP Joint Powers Board at their regularly scheduled meetings.

Please see Attachment B for a list of current WMEP Joint Powers Board (JPB) members, Partner Advisory Group (PAG) members, and member district superintendents.

WMEP's Finances

(Please see Attachment C for a chart illustrating various aspects of WMEP's finances as it pertains to its member districts. WMEP's Approved 2011-12 Operating Budget can be found at www.wmep.k12.mn.us under Joint Powers Board, Joint Powers Board Meeting Packets 2010-2011, June 2011 Action Items, Action Item #4.)

WMEP's annual budget is in the $11M to $13M range annually depending on school enrollment, grants, etc.

Revenue is from three sources:

- **Integration Revenue**
- **School Tuition**
- **Grants/Federal**

Details about Integration Revenue

Integration Revenue is authorized by the Minnesota Legislature and has been available to WMEP member districts and other qualifying Minnesota school districts since the mid 1990's. The amount has varied but it is always based on a per pupil amount that is 70% state aid and 30% local levy. In total, WMEP member

districts collectively receive approximately $26M annually in integration revenue of which about $1.3M is sent to WMEP and approximately $24.5M is retained in member districts for their local use.

In a fairly recent event, the focus for the use of integration revenue was modified by the Minnesota Legislature in 2009 to specifically identify the closing of the racial achievement gap as a significant intended outcome for the use of that revenue.

WMEP member districts annually send to WMEP for its operations the amount of $19 per pupil based on each of their enrollments. This amount is determined by WMEP Joint Powers Board action as part of the annual budget approval process.

The exceptions to this are Minneapolis which sends $0 to WMEP, and Brooklyn Center which in the past has sent funds to WMEP but the JPB board has exempted any payment from Brooklyn Center while it is in statutory operating debt.

Currently all districts send these funds to WMEP from the Integration Revenue they receive. There is no requirement that they use Integration Revenue for this purpose and should that funding change in the future, WMEP could operate as usual with member districts deciding to fund it from whatever revenue sources they had available and that they wanted to use for this purpose.

The current $19 per pupil is the lowest amount WMEP's member districts have sent to WMEP while the highest amount sent, about six years ago, was $46 per pupil.

WMEP has steadily brought down the amount in two major ways which are:

1. **The discontinuation of a staff development partnership with the National Urban Alliance (NUA). This partnership was very popular and at the same time it was costly.**

   It was phased out over a several year period but WMEP has retained some of the NUA consultants for WMEP's Cultural Collaborative program in which the consultants present day long workshops for member district administrators, teachers, and staff.

2. **The second thing WMEP did to reduce costs was to significantly "skinny down" administrative costs by doing two things. First, have one principal responsible for both WMEP magnet schools. Thus, WMEP has three school administrators for the two schools; one Principal for both schools and an Associate Principal for each school. Second, WMEP contracted out most of the district office administrative services such as business, human resources, etc. Please see Attachment D for the current Organizational Chart for WMEP.**

Thus, the WMEP superintendent is responsible for all administrative areas of operations including business, human resources, food service, facilities, and teaching and learning.

There are several non-licensed staff who assist the superintendent with those areas but he remains the go to person for all of them including being the interface with WMEP's contractors in business and food service.

WMEP's Uses of Integration Revenue

WMEP uses integration revenue to:

1. Support the Cultural Collaborative staff development program, a series of about 30 different one or two day workshops primarily for professional staff. Annually there are approximately 1,700 teacher/administrator participants from member districts.

2. Support the district operations (district office, Joint Powers Board, etc.). Generally, WMEP uses integration revenue to support about 20% of district operations and school tuition revenue provides the other 80%.

3. Provide student programs for member districts such as Dare2B Real, Elders' Wisdom Children's Song, etc. (details of these programs are available if interested).

4. Provide membership for all staff in all member districts to The Science House at the Science Museum of Minnesota.

5. Provide direct services to member districts with 6 weeks of summer school for elementary and middle school students (3 weeks at FAIR School Crystal and 3 weeks at FAIR School Downtown). This program is specifically for students who reside in member districts. It is a way to expose families to the schools and at the same time provide valuable service to families.

Approximately 2,300 students are directly served annually in all of the student learning programs.

WMEP's Member District Magnet School Tuition

WMEP member districts send funding to WMEP for each student attending the magnet schools from their districts. That includes all of the basic aid and other aids and levies that the member districts receive to support the students in their districts.

The rationale for the member districts' decision is based on the philosophical belief that the WMEP magnet schools are, in fact, an extension of each of their own

districts (WMEP schools are listed on all of our member district web sites as are all of the other schools in the districts) and therefore their students who attend them should have the same financial resources behind them as the students who attend their in-district schools.

Prior to the 2009-10 school year, that funding was supplemented by several hundred thousand dollars of Integration Revenue. However, beginning with the 2010-11 school year and continuing, based on a four year plan that the Joint Powers Board had previously put into place, the WMEP magnet schools moved to complete self-sufficient funding and no Integration Revenue at all is now used to directly support the schools. They operate fully on school tuition, grants, etc.

Please see Attachment E for current member district tuition amounts per student enrolled in WMEP magnet schools.

To reach that point of financial self-sufficiency based primarily on tuition revenue, WMEP has:

1. **Re-themed our downtown school into an Arts Magnet school;**
2. **Reconfigured grade levels for the downtown school; and,**
3. **Taken the recruitment and enrollment of students in WMEP magnet schools from member districts. As a result, enrollment is currently strong enough for this model to work. When basic state aid increases, WMEP tuition increases by the same amount and if any member districts pass increases in their per pupil property levies, WMEP receives that increase as well.**

WMEP believes that with strong enrollment, this model for the magnet schools can sustain itself without Integration Revenue. The overall plan is to have FAIR School Downtown be a school of 600 students with the following grade levels: K-3 and 9-12; and for FAIR School Crystal to have 560 students in grades 4-8.

This arrangement provides families with a full K-12 option of attendance at WMEP schools that includes both a suburban and an urban experience and each school "feeds" the other at grades 4 and 9 which serves families and WMEP well.

The following WMEP member districts usually use all of the seats allocated to their districts in WMEP magnet schools each year and WMEP conducts a computerized random lottery to select new students and to create a waiting list for each of the following districts:

Minneapolis
Robbinsdale
Columbia Heights
Brooklyn Center
Hopkins
Richfield
St. Louis Park

The following WMEP member districts always use some, but not all, of the seats allocated to their districts in WMEP magnet schools each year and no lottery is necessary. These member districts' unused seats are available for non-member district students based on an agreement by their resident district's superintendent to pay WMEP's non-member district tuition rate:

St. Anthony
Wayzata
Edina
Eden Prairie

Please see Attachment F which depicts WMEP's current enrollment by school and by sending district as of October 1, 2011, at FAIR School Crystal and FAIR School Downtown. Included in Attachment F is a comparison of the characteristics of the students attending WMEP magnet schools and the student population of its member districts.

Below are some additional facts about students currently enrolled at WMEP magnet schools:

Fast Facts about Student Enrollment at
WMEP's FAIR School Downtown and FAIR School Crystal
as of October 3, 2011

Enrollment: **Total both schools: 1,063**
Crystal: 550 **Downtown: 513**

Racial Mix of Students: **Total: 53% non-white, 47% white**
Crystal: 44/56% non-white/white
Downtown: 64/36% non-white/white

Special Education: **Total: 11%**
Crystal: 9% **Downtown: 13%**

***Free/Reduced Meals*: Total: 42%**
Crystal: 27% **Downtown: 57%**

***Member District enrollment*: Total both schools: 962**
Crystal: 487 **Downtown: 475**

***Non-Member Dist. Enrollment*: Total both schools: 111**
Crystal: 63 **Downtown: 48**

% Member/Non-Member: Total both schools: 90/10
Crystal: 89/11 Downtown: 93/07

Largest Member Dist. Enrollment: Minneapolis: 435
Crystal: 200 Downtown: 235

Largest Non-Member Enrollment: Osseo: 67
Crystal: 43 Downtown: 24

Number of Districts Represented: Total: 28
Member Districts: 11 Non-Member Districts: 17

Largest Cohorts: Total: 118/Grade 6: Crystal
Crystal: 118/Grade 6 Downtown: 87/Grade 9

The Choice Is Yours (CIY)

The Choice is Yours (CIY) is a program that operates under the auspices of WMEP and its member districts (with the exception of Brooklyn Center). It provides the opportunity for Minneapolis students who qualify for free or reduced price meals to attend suburban schools of their choice with transportation provided by the state of Minnesota. WMEP provides oversight and support for the program via funding from a federal Voluntary Public School Choice grant; however, WMEP's member districts receive direct funding for the students attending their schools and for associated transportation costs directly from the state of Minnesota. WMEP has no role in that process. Currently the program has over 2,000 participating students in grades K-12.

Please see Attachment G for detailed information about the history of this program and the 2010-2011 end of year enrollment by grade and member district.

FOR FURTHER INFORMATION CONTACT:

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WEST METRO EDUCATION PROGRAM
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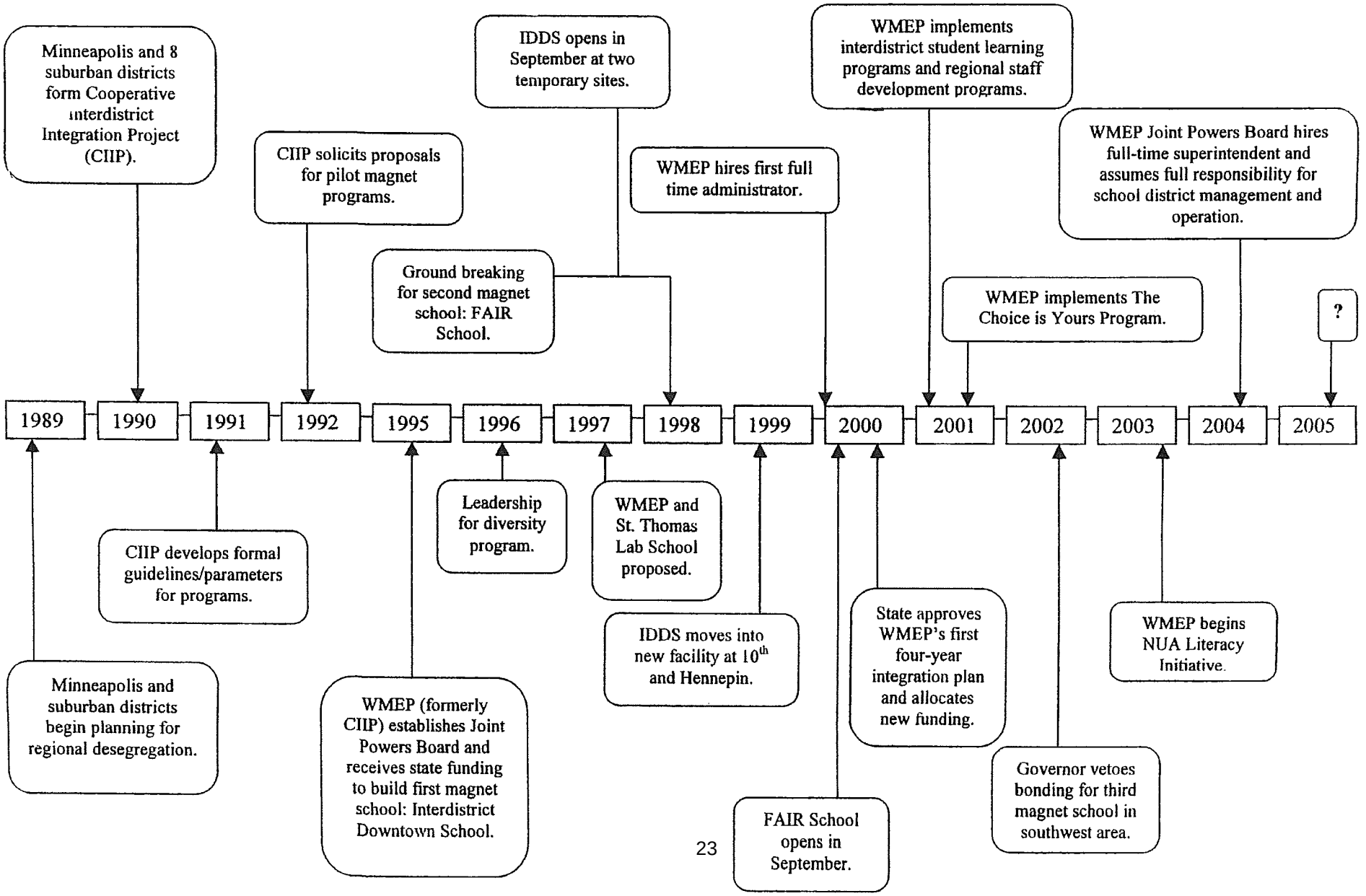
DANIEL_JETT@WMEP.K12.MN.US

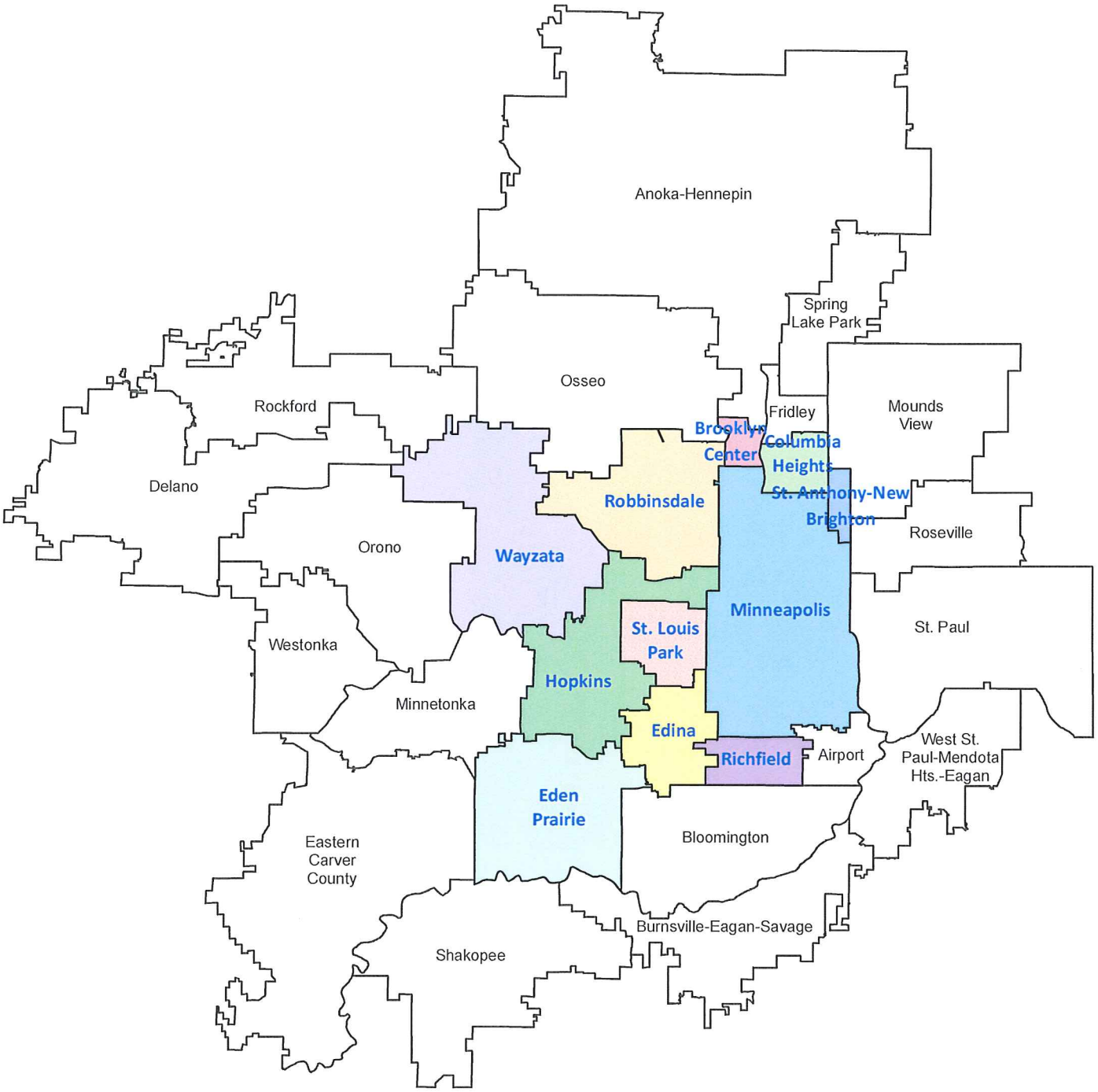
Attachment 1A

Historical Timeline
West Metro Education Program (WMEP)
Joint Powers School District 6069



Attachment A

West Metro Area Education Program (WMEP)
Joint Powers School District 6069 and surrounding Metro Area School Districts



Source: Minnesota Department of Education, Information Technologies Division. The School District boundary on this map does not represent a legal boundary of the District. Please contact your County Auditor to obtain an accurate legal description.

Project: M0164 Date: October, 2010
File: c:\ArcGIS_Projects\M0164\ArcGIS\Integration_Districts saf/IT

Minnesota Department of Education

WMEP

Joint Powers Board Members

2011

Arnie Benifield
BROOKLYN CENTER

Missy Lee
COLUMBIA HEIGHTS

Holly Parker
EDEN PRAIRIE

Cathy Cella, *Clerk*
EDINA

Irma McIntosh Coleman,
Treasurer
HOPKINS

Carla Bates
MINNEAPOLIS

Tom Flood
RICHFIELD

Helen Bassett, *Board Chair*
ROBBINSDALE

Jane Eckert
ST. ANTHONY/
NEW BRIGHTON

Julie Sweitzer
ST. LOUIS PARK

Pat Gleason, *Vice Chair*
WAYZATA

WMEP Partners Advisory Group

PAG Members
2010-2011

Duane Berkas – Columbia Heights

Nanette Missaghi – Eden Prairie

Stephen West – Eden Prairie

Mary Manderfeld – Edina

Dr. Stanley Brown – Hopkins

James Burroughs – Minneapolis

Tyrize Cox – Minneapolis

Diane Cowdery – Pacific Educational Group, Inc.

Kate Trewick – Richfield

Kenneth Turner – Robbinsdale

Stephanie Crosby – Robbinsdale

Renee Corneille – St. Anthony/ New Brighton

Debra Bowers – St. Louis Park

Gabriel Lofton – Wayzata

Anthony Galloway – WMEP

Dr. Daniel Jett – WMEP

Jill Scholtz – WMEP

Rie Gilsdorf – WMEP

WMEP

Member District Superintendents

2011

Keith Lester
BROOKLYN CENTER

Kathy Kelly
COLUMBIA HEIGHTS

Janet Pladson *(Interim)*
EDEN PRAIRIE

Ric Dressen
EDINA

John Schultz
HOPKINS

Bernadeia Johnson
MINNEAPOLIS

Robert Slotterback
RICHFIELD

Aldo Sicoli
ROBBINSDALE

Barbara Zakrajsek *(Interim)*
ST. ANTHONY/
NEW BRIGHTON

Debra Bowers
ST. LOUIS PARK

Chace Anderson
WAYZATA

Attachment C

Fiscal Implication of WMEP Membership by Member District 2009-10

	Summer School		Cultural Collaborative			
District	Participants	Value	Participants	Value	Substitute Reimbursement to District	Total Cultural Collaborative Value
Brooklyn Center	18	$ 3,960	2	$ 375	$ -	$ 375
Columbia Heights	87	19,139	50	9,367	9,230	18,597
Eden Prairie	129	28,379	197	36,908	15,434	52,342
Edina	93	20,459	164	30,725	7,600	38,325
Hopkins	124	27,279	211	39,531	27,317	66,848
Minneapolis	252	55,438	45	8,431	-	8,431
Richfield	23	5,060	151	28,290	30,618	58,908
Robbinsdale	186	40,918	218	40,842	31,811	72,653
St. Anthony/New Brighton	75	16,499	4	749	500	1,249
St. Louis Park	18	3,960	141	26,416	29,919	56,335
Wayzata	215	47,298	135	25,292	2,700	27,992
Non-Member Districts	7	1,540	142			
WMEP	N/A		64			
Total Participants	1227		1524			
Total Cost	$ 269,930		$ 285,521		$ 155,129	$ 440,650
Cost per Participant	$ 219.99		$ 187.35			

	Equity		Student Learning		
District	Participants	Value	Participants	Value	TOTAL DIRECT VALUE TO DISTRICTS
Brooklyn Center	0	$ -	1	$ 149	$ 4,484
Columbia Heights	0	-	146	21,779	59,516
Eden Priaire	350	16,033	13	1,939	98,694
Edina	0	-	77	11,486	70,271
Hopkins	146	6,688	21	3,133	103,948
Minneapolis	4	183	168	25,061	89,113
Richfield	189	8,658	1	149	72,775
Robbinsdale	368	16,858	107	15,961	146,391
St. Anthony/NB	0	-	97	14,470	32,218
St. Louis Park	299	13,697	106	15,812	89,804
Wayzata	0	-	113	16,856	92,147
WMEP	40	1,832	198	29,536	
Total Participants	1,396		1048		
Total Cost	$ 63,950		$ 156,332		**$ 859,360**
Cost per Participant	$ 45.81		$ 149.17		

Attachment C

Fiscal Implication of WMEP Membership by Member District 2009-10

	Choice Is Yours					Integration Revenue				
District	Participants (a)	CIY $ Per Student	Total CIY $ (b)	CIY Grant Revenue	Total CIY Value	Total Received (a)	Cost of WMEP Membership	% Paid to WMEP	Value of Int. Revenue Kept in Districts	% Kept in Districts
Brooklyn Center	0	$	$ -	$ -	$ -	$ 225,066	$ 25,000	11.1%	$ 200,066	88.9%
Columbia Heights	284	7,003.92	1,989,114	35,973	2,025,087	417,960	63,143	15.1%	354,817	84.9%
Eden Prairie	61	8,386.31	511,565	8,583	520,148	1,037,741	214,316	20.7%	823,425	79.3%
Edina	143	5,931.02	848,136	22,699	870,835	758,319	176,096	23.2%	582,223	76.8%
Hopkins	290	7,184.60	2,083,535	41,681	2,125,216	1,083,984	163,669	15.1%	920,315	84.9%
Minneapolis		-		-	-	18,144,466	-	0.0%	18,144,466	100.0%
Richfield	90	8,918.46	802,661	17,655	820,316	597,221	90,952	15.2%	506,269	84.8%
Robbinsdale	384	7,012.13	2,692,658	61,593	2,754,251	1,812,637	280,150	15.5%	1,532,487	84.5%
St. Anthony/New B	123	8,380.47	1,030,798	13,519	1,044,317	172,026	37,544	21.8%	134,482	78.2%
St. Louis Park	268	6,881.37	1,844,208	32,389	1,876,597	638,393	94,027	14.7%	544,366	85.3%
Wayzata	198	7,361.67	1,457,610	31,726	1,489,336	1,510,000	219,788	14.6%	1,290,212	85.4%
Total	1,841		$ 13,260,285	$ 265,818	$ 13,526,103	$ 26,397,813	$ 1,364,685	5.2%	$ 25,033,128	94.8%

(a) Source MDE

(b) The revenue for students participating in Choice Is Yours program follows the students to the district they attend.

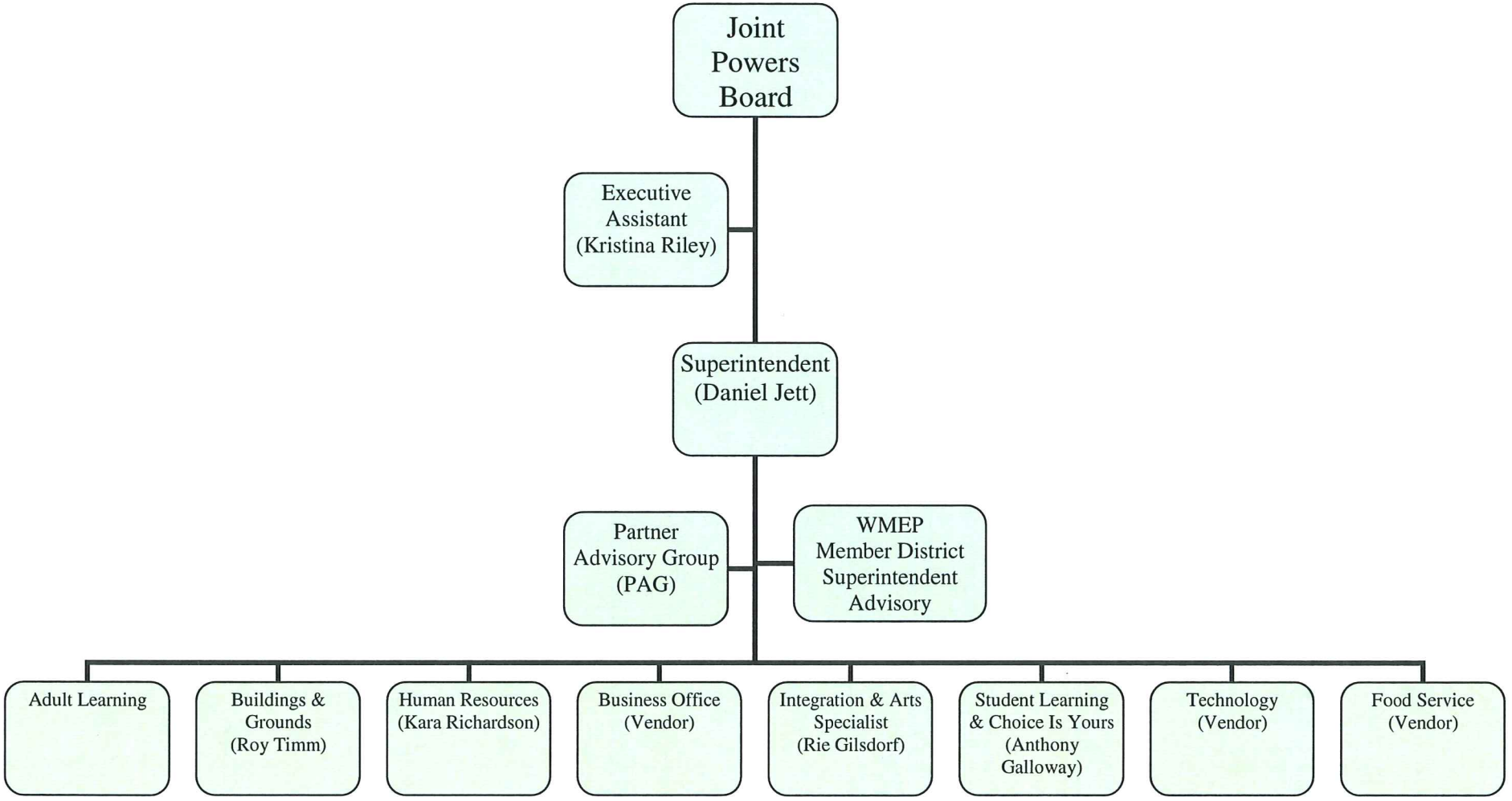
(c) Cost of Tuition for Students includes compensatory revenue.

(All other data from WMEP)

	WMEP Magnet Schools		
District	Participants (ADM/WADM)	Tuition Per (WADM)	Cost of Tuition for Students (c)
Brooklyn Center	11.6/13.5	$ 5,659	$ 76,508
Columbia Heights	38.0/45.0	6,276	282,653
Eden Prairie	45.0/51.5	6,439	331,295
Edina	24.7/27.9	6,758	188,419
Hopkins	85.0/96.7	6,596	637,972
Minneapolis	435.0/509.2	6,411	3,264,369
Richfield	50.0/58.3	6,468	377,005
Robbinsdale	155.0/178.0	6,173	1,098,655
St. Anthony/New B	8.0/9.7	5,491	53,154
St. Louis Park	47.6/55.29	6,604	365,122
Wayzata	66.0/75.9	6,686	507,752
Total		$ 7,182,903	

Attachment D

WEST METRO EDUCATION PROGRAM
Organizational Chart
January 2011



Attachment E

Preliminary General Fund Tuition Rates FY12

Tuition Rate Calculation

Basic State Aid	**$ 5,124.00**	(b) line 51
Transp	**(248.75)**	(b) line 85
Net	**$ 4,875.25**	

Source	see above	(c) Line 28	(b) Line 53	(b) Line 93	(b) Line 271	(b) Line 103	(b) Line 266	(b) Line 136	(b) Line 239	(d) Line 283	(b) Line 276	WMEP
Dist # District	Basic	Integra	Gifted	Capital	Refer	Rev Conv	Equity	Trans Allow	Endowment	Safe Schools	Pension Adj	Tuition Per AMCPU
286 Brooklyn Center	$ 4,875.25	$ 129.00	$ 12.00	$ 197.39	$ 203.12	$ (3.35)	$ 162.85	$ 13.88	$ 28.64	$ 30.00	$ (21.84)	$ 5,626.94
13 Columbia Height:	4,875.25	110.00	12.00	218.03	1,019.72	(3.46)	107.40	-	28.64	30.00	(46.55)	6,351.03
272 Eden Prairie	4,875.25	110.00	12.00	196.00	1,204.84	(7.62)	94.36	5.26	28.64	30.00	(33.16)	6,515.57
273 Edina	4,875.25	110.00	12.00	210.62	1,585.22	(13.07)	67.57	-	28.64	30.00	(29.09)	6,877.14
270 Hopkins	4,875.25	110.00	12.00	210.45	1,702.27	(153.60)	46.00	-	28.64	30.00	(60.07)	6,800.94
1 Minneapolis (a)	4,721.53	480.00	12.00	211.32	1,698.33	(30.32)	46.00	176.04	28.64	30.00	35.79	7,409.33
280 Richfield	4,875.25	110.00	12.00	219.64	1,272.13	(28.70)	89.63	-	28.64	30.00	(49.43)	6,559.16
281 Robbinsdale	4,875.25	110.00	12.00	215.02	1,530.20	(3.79)	71.45	17.51	28.64	30.00	(54.27)	6,832.01
282 St Anthony	4,875.25	110.00	12.00	217.78	940.48	(743.54)	112.99	2.78	28.64	30.00	(31.26)	5,555.12
283 St Louis Park	4,875.25	110.00	12.00	218.58	1,795.31	(211.15)	46.00	20.73	28.64	30.00	(40.63)	6,884.73
284 Wayzata	4,875.25	110.00	12.00	202.32	1,478.63	(11.28)	75.08	1.12	28.64	30.00	(25.58)	6,776.18
Non-members												7,600.00
high	4,875.25	480.00	12.00	219.64	1,795.31	(3.35)	162.85	176.04	28.64	30.00	35.79	7,409.33
low	4,721.53	110.00	12.00	196.00	203.12	(743.54)	46.00	-	28.64	30.00	(60.07)	5,555.12
average	4,861.28	145.36	12.00	210.65	1,311.84	(109.99)	83.58	21.57	28.64	30.00	(32.37)	6,562.56

Non-member tuition rate=highest member district rounded up to nearest hundered plus $100 or $7,600 for FY12

(a) 3% of Basic holdback ($153.72) is retained by Minneapolis

(b) Source - FY12 What If - 3/23/2011

(c) Source - FY 10-11 Aid Entitlement/Integration Revenue Report - 1/29/11 - subtracting $19 paid in aid to WMEP

(d) Source -2010 Payable 2011 Levy Limitation and Certification Report -11/12/10

Attachment E

WMEP General Fund
Estimated Tuition Revenue By School FY12

FAIR - DOWNTOWN

Dist #	District	FY12 Placements ADM	FY12 Placements WADM	Tuition Rate	Tuition Revenue
286	Brooklyn Center	13.0	16.1	$ 5,626.94	$ 90,312.39
013	Columbia Heights	20.0	21.9	6,351.03	139,220.93
272	Eden Prairie	28.0	32.9	6,515.57	214,225.43
273	Edina	13.0	15.5	6,877.14	106,918.90
270	Hopkins	41.0	43.9	6,800.94	298,731.29
001	Minneapolis	229.0	268.9	7,409.33	1,992,072.46
280	Richfield	25.0	28.3	6,559.16	185,696.38
281	Robbinsdale	76.0	88.7	6,832.01	605,855.81
282	St Anthony	5.0	5.8	5,555.12	31,997.49
283	St Louis Park	30.0	34.0	6,884.73	234,411.29
284	Wayzata	25.0	28.0	6,776.18	189,922.77
	Non Members	47.0	54.8	7,600.00	416,616.80
	Additional Placements	0.0	0.0		-
	Total FY11	552.0	638.8		$ 4,505,981.94
	Average per ADM				$8,163
	Average per WADM				$7,054

FAIR - CRYSTAL

Dist #	District	FY12 Placements ADM	FY12 Placements WADM	Tuition Rate	Tuition Revenue
286	Brooklyn Center	9.0	10.3	$ 5,626.94	$ 57,732.40
013	Columbia Heights	17.0	19.2	6,351.03	122,066.80
272	Eden Prairie	38.0	44.8	6,515.57	292,158.16
273	Edina	28.0	31.8	6,877.14	218,968.14
270	Hopkins	38.0	44.1	6,800.94	300,057.47
001	Minneapolis	206.0	240.2	7,409.33	1,779,721.07
280	Richfield	15.0	18.3	6,559.16	120,032.63
281	Robbinsdale	68.0	80.5	6,832.01	549,840.16
282	St Anthony	6.0	7.3	5,555.12	40,663.48
283	St Louis Park	17.0	20.4	6,884.73	140,586.19
284	Wayzata	41.0	46.8	6,776.18	317,260.75
	Non-Members	67.0	77.3	7,600.00	587,176.00
	Additional Placements	0.0	0.0		-
	Total FY10	550.0	641.1		$ 4,526,263.24
	Average per ADM				$8,230
	Average per WADM				$7,060

Attachment F

FAIR School (Downtown.Crystal)

2011-12 Enrollment 10/3/2011

District	Downtown																Crystal										Totals		
Member Districts	K	1	2	3	5	6	7	8	9	10	11	12	Current DT Enroll	SPED	Free/Reduced	ELL	Ethnicity	4	5	6	7	8	Current Crysta Enroll	SPED	Free/Reduced	ELL	Ethnicity	Combined Downtown & Crystal Total	Allocation	Open
Brooklyn Center #286	0	1	0	0	1	1	2	0	4	1	0	1	11	2	5			2	2	2	2	1	9	1	4			20	9+8=17	over 3
Columbia Heights #13	3	1	0	2	1	0	0	0	1	2	3	0	13		10			8	1	4	2	2	17	3	7			30	19+17=36	5
Eden Prairie #272	3	2	3	1	2	1	4	2	5	3	3	1	30	8	12			5	7	4	7	9	32	5	6			62	55+52=107	45
Edina #273	3	0	0	1	0	0	0	2	5	1	2	2	16	4	5			3	5	11	4	5	28	2	4			44	40+37=77	33
Hopkins #270	3	4	2	1	0	3	3	5	7	1	2	2	33	7	14			8	7	11	11	6	43	2	7			76	41+38=79	3
Minneapolis #001	23	17	16	24	13	19	19	10	36	17	20	17	231	19	150			28	55	33	41	46	203	14	57			434	235+200=435	1
Richfield #280	1	7	3	1	1	1	2	2	2	3	3	2	28	4	19			2	5	2	5	5	19	2	6			47	26+24=50	3
Robbbinsdale #281	8	4	7	5	2	3	5	8	11	7	4	1	65	10	35			12	9	20	17	18	76	6	28			141	74+69=143	2
St. Anthony/New Brighton #282	1	1	0	0	0	0	0	0	0	0	1	0	3		1			1	2	1	1	2	7		2			10	6+5=11	1
St. Louis Park #283	2	1	3	2	2	3	3	1	6	0	1	0	24	4	14			2	1	4	7	2	16	1	6			40	24+22=46	6
Wayzata #284	2	1	4	3	0	0	2	0	3	5	1	0	21	6	7			6	6	7	6	12	37	5	7			58	55+51=106	48
Member District Totals	49	39	38	40	22	31	40	30	80	40	40	26	475	64				77	100	99	103	108	487	41				962		
NON-MEMBER DISTRICTS																														
Anoka #11					1								1															1		
Bloomington #271																		2	2				4		1			4		
Burnsville/Eagan/Savage #191	1												1		1													1		
Centennial #12										1			1		1													1		
Chisago Lakes #2144																			1				1	1				1		
Forest Lake #831																								1						
Fridley #14					1		1			1			3	1	2					1			1					4		
Inver Grove Heights #199																				1		1	2		2			2		
Minnetonka #276			1	1					1		1		4	1						2	1	1	4	1				8		

Attachment F

Sheet1

District	Downtown																Crystal										Totals		
Member Districts	K	1	2	3	5	6	7	8	9	10	11	12	Current DT Enroll	SPED	Free/Reduced	ELL	Ethnicity	4	5	6	7	8	Current Crysta Enroll	SPED	Free/Reduced	ELL	Ethnicity	Combined Downtown & Crystal Total	Allocation	Open
Moundsview #621									1				1							1	1	1	3					4		
New Prague #721																					1		1							
Osseo #279	5	3	1	0	1	0	1	2	4	3	4	0	24	1	12			9	8	13	9	4	43	4	13			67		
Prior Lake/Savage #719					1								1		1													1		
St Francis #15																		1					1					1		
St Paul #625									1				1		1					1	1		2					3		
White Bear Lake #624								1					1		1													1		
Princeton #477																						1	1	1				1		
Non-Member District Totals	6	3	2	1	4	0	2	3	7	5	5	0	38					12	11	19	13	8	63	8				101		
Total	55	42	40	41	26	31	42	33	87	45	45	26	513	67	291			89	111	118	116	116	550	49	150			1063		
ELL																19										3				
Free/Reduce %															57%												27%	41%		
Ethnicity																														
Non-white	38	33	26	26	16	28	30	18	42	24	30	17	328				64%	47	47	51	55	41	241				44%			
White	17	9	14	15	10	3	12	15	45	21	15	9	185				36%	42	64	67	61	75	309				56%			

Attachment F

West Metro Education Program & Member Districts
Student Demopraphic Data
2010-2011

Districts	Total Enrollment	% White	% None White	% SPED	% FRL	% ELL
Minneapolis	34336	32%	68%	16%	64%	21%
Columbia Heights	2991	33%	67%	14%	72%	26%
Hopkins	7280	64%	36%	11%	35%	7%
Eden Prairie	9744	73%	27%	10%	18%	6%
Edina	8295	84%	16%	9%	8%	3%
Richfield	4129	33%	67%	13%	63%	31%
Robbinsdale	12036	52%	48%	13%	45%	11%
SANB	1794	78%	22%	8%	20%	5%
St. Louis Park	4450	62%	38%	13%	34%	9%
Wayzata	10464	77%	23%	8%	14%	2%
Brooklyn Center	2311	34%	66%	14%	68%	14%
WMEP (2011-2012)	1063	47%	53%	11%	46%	2%
Member Districts (Combined)	97830	52%	48%	13%	43%	13%

Attachment G

West Metro Education Program
Joint Powers Board Choice is Yours Policy Planning Meeting

October 13, 2010

Introduction:

The Choice is Yours (CIY) program has existed as part of the WMEP program since CIY's beginning in the year 2000. WMEP's involvement in CIY was unplanned by the WMEP Joint Powers Board at the time and CIY was created to partially settle an educational adequacy lawsuit brought by the NAACP in 1995 against the Minnesota Department of Education, representing the state of Minnesota. At the time of the NAACP/MDE lawsuit settlement, WMEP was busy with many new cooperative ventures including the construction and occupancy of its new Inter-District Downtown School (now known as FAIR School Downtown) as well as the pending completion and occupancy of its almost completed FAIR school in Crystal, MN (now known as FAIR School Crystal).

WMEP member districts were invited to participate in the settlement discussions although WMEP and its member districts (except for Minneapolis Public Schools) had no direct involvement with the lawsuit in any way. WMEP and its member districts were simply willing and convenient vehicles to assist the parties in the settlement of their dispute.

The CIY program that resulted from the settlement agreement, and that which was operated by WMEP, was only a portion of the total settlement agreement. Other portions of the settlement agreement specifically applied only to the Minneapolis Public Schools. In the WMEP context, though, the CIY name is normally used to identify the portion of the program operated by WMEP and its member districts. Its name in the beginning was the Suburban Choice is Yours Program. That name differentiated it from other components of the Choice is Yours Program that operated internally between and among the schools in the Minneapolis Public School System.

For the purpose of this discussion, the use of the term Choice is Yours or CIY, will only pertain to what was formerly known as the Suburban Choice is Yours Program and not to any internal choice program operating within the Minneapolis Public Schools.

At the time of the settlement agreement in 2000, WMEP was comprised of 10 member districts with Eden Prairie joining subsequent to that agreement. In addition and in accordance with the terms of the settlement agreement, Brooklyn Center did not participate in the Suburban Choice is Yours Program

since it's student population that qualified for the Federal meal program exceeded 50%. Thus, the Suburban Choice is Yours Program involved students from Minneapolis whose families qualified for federal meal assistance attending schools in eight WMEP suburban school districts (St. Anthony/New Brighton, Columbia Heights, Robbinsdale, Wayzata, Edina, Hopkins, St. Louis Park, and Richfield).

The Choice Is Yours Under the Court Approved Settlement Agreement:

The goal of the program when operated under the court settlement was to provide the opportunity for "up to 2,000 Minneapolis students whose families qualified for the Federal meal program, at 500 students per year for four years," to attend public schools in the eight suburban school districts identified above. The state of Minnesota agreed to underwrite all of the costs to transport CIY participating students to and from school daily. In addition, the state of Minnesota, applied funding from a federal Voluntary Public School Choice (VPSC) grant to support the CIY and other related programs.

Since all of the suburban school districts that received Suburban Choice is Yours students were members of WMEP, it became the named entity to operate the program, in partnership with the Minneapolis Public Schools, the Minnesota Department of Education, and Parent Information Centers (PIC), that were created and funded to provide information to parents about their options to educate their children, especially the option for them to enroll their children in suburban school districts.

All per pupil funding for CIY eligible Minneapolis students who attended suburban schools flowed directly from the State of Minnesota to those districts without being handled by or accounted for by WMEP. That funding included basic state aid and other aids/levies as identified solely by the Minnesota Department of Education.

Similarly, transportation for students in the program was provided to and from schools in the suburbs by those suburban school districts that then directly billed the state for reimbursement of those transportation costs. The state made reimbursement directly to the districts without the funds ever being handled by or accounted for by WMEP.

Voluntary Public School Choice grant funds mentioned above, in amounts that have varied from approximately $350,000 to $550,000 annually, flowed directly to WMEP which retained approximately $120,000 to employ a person who coordinated the support work for CIY students among the participating suburban member districts and to print and distribute brochures and other information pieces for families.

The remainder of the funds, approximately $230,000 to $430,000 annually, was redistributed directly to the participating WMEP member districts in proportion to the percent of total CIY participants that were in enrolled in each district e.g. a district with 10% of all CIY enrollees received 10% of the available Voluntary Public School Choice grant funds for each year.

Thus, although WMEP was the named entity that "operated" CIY, it was somewhat of a misnomer in a practical sense. During the period 2000 -01 through the 2003-04 school years, the court approved settlement agreement governed the operation of the program and the funding for it flowed as indicated above. Therefore, the WMEP Joint Powers Board had little or no direct control over its policies and procedures and likely could not have affected any changes to it without seeking approval from the court.

That changed in the 2004-05 school year.

The Choice is Yours Program since 2004:

What changed in the Suburban Choice is Yours program in July of 2004 is that the original court approved settlement agreement that created the program and that set its operational parameters expired without comment from the court or from any of the parties to the settlement agreement. It was at that point that the control of the CIY program's policies and procedures transferred, without ceremony or any special notation, to the WMEP Joint Powers Board.

That same month, July 2004, WMEP submitted to the Minnesota Department of Education its 2004-08 4-year Desegregation Plan that was subsequently approved by MDE. That plan included the continued operation of the Suburban Choice is Yours program under the identical policies and procedures as had controlled the previous four years of its operation under the court approved settlement agreement. The only changes made to its operations and procedures were to eliminate all references to court, settlement agreement, and requirements for various reporting requirements. All other aspects of the daily operation of the program remain unchanged.

The funding streams and flow through remained the same; the transportation arrangement remained the same; and the eligibility and day to day operation remained the same as they had been under the court approved settlement agreement. Such is the case today in 2010. The program remains unchanged from its inception, although conditions in member districts have changed, some slightly and others significantly.

One intermittent and worrisome change that has occurred is in the area of reimbursement of member districts by MDE for CIY transportation costs.

THE 'CHOICE IS YOURS' PROGRAM

END OF YEAR 2010/11

BY GRADE & BY DISTRICT

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Richfield	0	0	0	0	0	1	2	1	1	26	25	23	22	**101**
Edina	0	6	8	14	5	15	15	7	19	15	15	20	21	**160**
St Louis Park	8	13	18	14	18	18	18	21	25	36	31	40	24	**284**
Hopkins	4	12	15	11	20	22	29	36	42	33	42	26	23	**315**
Robbinsdale	10	19	25	30	42	34	38	42	49	52	71	64	39	**515**
Wayzata	3	3	12	10	12	17	13	19	23	21	20	16	8	**177**
Columbia Hts	24	20	21	27	26	25	22	23	31	37	33	37	26	**352**
St Anthony	4	4	8	9	2	10	8	16	18	13	26	17	16	**151**
Eden Prairie	3	1	9	6	7	2	5	5	8	8	8	8	4	**74**
Totals	**56**	**78**	**116**	**121**	**132**	**144**	**150**	**170**	**216**	**241**	**271**	**251**	**183**	**2129**

Strategic Road Map Feedback Summary

The Wayzata Public Schools' board, administrative team and principals began the process of developing a strategic road map for the district during the 2010-2011 school year. The road map includes strategic directions, vision, mission and core values, which will serve as a guide for the district's future work. The strategic road map will replace the district's previous vision, mission and strategic directions.

With the work completed on a draft of the district's one-page strategic road map, feedback has been and is being collected from staff members, parents and community members Feedback was collected from staff and community members via an electronic input system. Although additional analysis will occur on the electronic and other feedback, a preliminary review of the data indicated that there were four areas that seemed to need clarification based on multiple inputs for each of the four bulleted points below. The following is a summary of the comments from the online input that pointed out specific suggestions to be considered by the board before finalizing the strategic road map:

- Consider removing the word "efficient" from the operational excellence section under vision to read, "Effective use of time and . . ."
- Under strategic directions item A, the phrase "without predictable gaps" was not clear to some.
- Under the mission statement, the term "world-class education" was not clear to some.
- Under the vision in the community trust, confidence and partnership section, the term "educational choice of families" was not clear to some.

Other inputs would suggest that as the strategic plan and related materials are presented further to parents, staff and community members, it will be important to clarify and provide additional information on how the metrics and measures will be used to assess the plan's progress. It will also be important to roll out additional detail beyond the strategic road map so people can see more detail in what will be pursued for each direction. This could be done in future editions of the Communicator and other school district communication tools.

In an effort to provide other opportunities for input, a community forum is scheduled for Thursday, October 27 from 7:00 pm to 8:30 pm at the Central Middle School Media Center. Additionally, Superintendent Anderson is meeting with the district's leadership groups, school staff, and school PTA groups to share the Road Map and collect their thoughts and inputs. In addition to meeting with each school's staff and PTA, the superintendent will meet, or has met, with the District Liaison Committee, Communities in Collaboration Council, Legislative Action Committee, Wayzata Public Schools Education Foundation, Early Childhood Special Education Staff, Community Education Advisory Council, Citizens Finance Advisory Council, and the Buildings and Grounds Staff. Other groups will be scheduled upon request. The feedback collected to date is appreciated and as additional thoughts/themes evolve from the feedback, they will be considered in the development of the final Road Map. The school board will take final action on the plan by early December.

SITE – IMPROVEMENT PLANS

2011 - 2012

District Initiatives [Site Plan for Implementation of District Initiatives]
PLCS:
Collaborative Inquiry:
Student Response Devices:
Rounds/Walk-Throughs:
Equity Plan:
Site - School Improvement Plan [Improvement Initiatives That Are Site Specific]
Data Summary:
Improvement Initiative #1
Improvement Initiative #2
Improvement Initiative #3
Improvement Initiative #4
Improvement Initiative #5

SCHOOL BOARD MEETINGS
Site Presentation Schedule
2011 – 2012

School Improvement Initiatives
Student Curriculum Presentations

November – Plymouth Creek, **December** – East Middle School, **January** – Gleason Lake, **February** – Wayzata High School, **March** – Birchview, **April** – Kimberly Lane

TEACHING AND LEARNING

School Improvement Plan – Initiative

Preparing For the August 2012 Data Retreat

Goal #1: To prepare the principals so that they are able to provide exemplary leadership, management, collaboration, coaching and mentoring so that the district's mission and vision are achieved (or district initiatives and site improvement plan goals are achieved).

Goal #2: Develop a School Improvement Process and Template

Goal #3: Prepare Site Leadership Teams for the August Data Retreat

Task #1: **Understanding and Using Data**

Use monthly principal meetings to teach principals the "Wayzata Way" of using data to make informed decisions about student achievement. ["Wayzata Way" = Collaborative Inquiry = Observation and Inferences to understand the data and to make decisions.]

Timeline:

- October – District Math Data Review
- November – District Reading Data
- December – Math and Reading Grade Level (HS, MS Elementary) and Site Specific Data Reviews (January – Science?)

Task #2: **How to Link Mission and Vision to Goals, Strategies and Tactics**

Timeline:

- January – How to Link Data to Goals
- February – How to Link Goals to Strategies to Tactics
- March – How to Link Data, Goals, Strategies and Tactics to Site Improvement Plan
- April – Finalize Site Improvement Plan Template

Task #3: **Site Leadership Teams**

Questions:

- What should be the composition of site leadership teams?
- What is already in place?
  - Representation – How many teachers? What about representation of other staff? Parents? Students?
- What training should the site leadership teams have prior to the August Retreat so that they are ready to do the work that needs to be done?
- Who will provide the training?
- What is the timeline?

OTHER ACTIVITIES

[Need to be Happening at the Same Time As The Above Work]

Implementation of Equity Plan – Alignment of Work to Equity Plan:

1. What do we need to keep doing?
2. Start doing?
3. Stop doing?

Review of Intervention Program –

1. What do we need to keep doing?
2. Start doing?
3. Stop doing?

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD COMMITTEES	**POLICY: 208**

The Board may organize standing and special committees to carry out a variety of tasks or assignments in the operation of the school system. Board Committees operate in an open manner and follow all requirements of the Open Meeting Law.

Board Committees are those specifically appointed or authorized by Board action. Such committees report directly to the Board. They may be made up exclusively of Board members, of Board members and non-members, or of non-members only. When such committees include District teachers the Board agrees to discuss the appointment with the "exclusive representative" of the teacher's bargaining unit, as defined in the Public Employee Labor Relation's Act, (PELRA), concerning the nature and purposes of the committee and the basis for determining teacher representation.

"Standing" committees of the Board are those which have a continuing purpose and may be designated at the organizational meeting each January. ~~"Special"~~ "Ad Hoc" committees of the Board are those organized for a specific purpose, given an explicit charge and dissolved after completion of their work.

Committees of the Board are appointed by the Board Chair, subject to approval by a majority of the Board.

ADOPTED: February 12, 1973
AMENDED: May 15, 1973
AMENDED: September 9, 1985
AMENDED: August 9, 1993
AMENDED: November 8, 2004
AMENDED: January 14, 2008
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

OPEN SCHOOL BOARD MEETINGS	**POLICY: 209**

The school board conducts its business in an open manner in the belief that openness produces quality programming, better decision-making, more efficient administration, and an organization which is responsive to the public interest and engaged with its community. At the same time, the school board acknowledges and respects the privacy rights of individuals as provided by law and will ensure that board operations protect those rights.

All meetings of the School Board shall be open to the public, unless expressly exempted by law. A "meeting" is any gathering, excluding a social or chance meeting:

- At which board members discuss, decide, or receive information as a group on issues related to the official business of the board, and
- Where a quorum or more of voting board members is present or a quorum or more of voting board members of a committee is present.

A "quorum" for a full board meeting is a majority of voting members of the full board, that is 4 of 7 board members. A "quorum" for a committee of the board is a majority of voting members which sit on the committee, that is 2 of 3 board members. Board committee meetings which are attended by more than three board members are considered a meeting of the full board and must be noticed as a board meeting, not as a committee meeting.

Regular School Board meetings shall be held the second Monday of each month. ~~A majority of the voting members of the School Board shall constitute a quorum.~~ No contract shall be made or authorized, except at a Regular meeting of the Board or at a Special meeting at which all members are present or of which all members have had notice.

Special School Board meetings may be called by the Chair or Clerk or any three members upon notice ~~mailed~~ provided to each member at least three days prior thereto. For a special meeting, the school board shall post written notice of the date, time, place and purpose of the meeting on the principal bulletin board located in the district office. The notice shall be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. The School Board's actions at a special meeting are limited to those topics included in the notice.

Emergency meetings are special meetings called because of circumstances that, in the judgement of the School Board, require immediate consideration. Posted or published notice of an emergency meeting shall not be required. However, the School Board shall make good faith efforts to provide notice of an emergency meetings to each news medium that has filed a written request for notice. Emergency meeting notices shall include the subject of the meeting.

At all open meetings at least one printed copy of meeting materials, that have been distributed or available to the board members prior to or at the meeting and which regards the agenda, will be available on site for members of the public. This excludes any information which is classified as non-public data.

~~All Regular, Special, and Emergency meetings and work sessions are open to the public.~~

ADOPTION: August 13, 1968
AMENDED: September 9, 1974
AMENDED: August 11, 1975
AMENDED: September 9, 1985
AMENDED: November 8, 2004
AMENDED: February 11, 2008
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

CLOSED SCHOOL BOARD MEETINGS	**POLICY: 210**

The school board recognizes that there are certain exceptions to the Minnesota Open Meeting Law, as defined by law, where it has been determined that in limited circumstances the public interest is best served by closing a meeting of the school board.

School board meetings for the following specified purposes may or must be closed to the public as defined in statute:

~~**SCHOOL BOARD MEETINGS FOR THE FOLLOWING SPECIFIED PURPOSES MAY OR MUST BE CLOSED TO THE PUBLIC AS DEFINED BY MINNESOTA STATUTE**~~

1. Strategy for Labor Negotiations

Minnesota law specifies that the School Board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations with organized bargaining units, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota Statutes. The time of commencement and place of the closed meeting shall be announced at the public meeting. A written roll of members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded at the expense of the governing body and shall be preserved by it for two years after the contract is signed and shall be made available to the public after all labor contracts are signed by the governing body for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the School Board and its employees or their representatives are public meetings except when otherwise provided by the Commissioner of the Bureau of Mediation Services.

3. Preliminary Consideration of Charges

The School Board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the School Board members conclude that discipline of any nature

may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting.

4. Performance Evaluations

The School Board may close a meeting to evaluate the performance of an individual who is subject to its authority. The School Board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the School Board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting.

5. Attorney-Client Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the School Board needs advice above the level of general legal advice, i.e., regarding specific acts and their legal consequences.

6. Dismissal Hearing

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

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

7. Coaches; Opportunity to Respond

If the School Board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within 14 days of the decision. If the coach requests the reasons for nonrenewal, the School Board must give the coach the reasons in writing within 10 days of receiving the request. On the request of the coach, the School Board must provide the coach with a reasonable opportunity to respond to the reasons at a School Board meeting. The meeting may be open or closed at the election of the coach, unless the meeting is closed as required by Minnesota Statute to discuss educational or certain other nonpublic data.

8. Meetings to Discuss Certain "Not Public Data"

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

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

Active investigative data collected or created by a law enforcement agency; or

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

9. Purchase and Sale of Property

The School Board may close a meeting to determine the asking price for real or personal property to be sold to the School District; to review confidential or nonpublic appraisal data; and to develop offers or counteroffers for the purchase or sale of real or personal property.

Before closing the meeting, the School Board must identify on the record the particular real or personal property that is the subject of the closed meeting. The closed meeting must be tape recorded at the expense of the School District. The tape must be preserved for eight (8) years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the School Board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified in the tape. A list of School Board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

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

10. Security Matters

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

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

Before closing a meeting, the School Board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting. The closed meeting must be tape recorded at the expense of the School district and the recording must be preserved for at least four (4) years.

11. Other Meetings

Other meetings shall be closed as provided by law.

~~**Procedures for Closing a Meeting**~~

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

ADOPTED: May 12, 1986
AMENDED: December 13, 2004
AMENDED: February 11, 2008
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD MEETING PROCEDURES	**POLICY: 211**

Official School Board business may be conducted only if a "quorum" of Board members ~~are~~ is present. A "quorum" shall consist of four or more members. Official Board motions and resolutions shall be passed only by an affirmative "majority" vote. A "majority" vote is one where either ayes or nays outnumber their opposite. Abstentions, in effect, count as a vote for that majority. In the event of tie votes, abstentions have null effect and the motion or resolution shall have failed.

Each motion shall be carefully recorded. The names of members who make and second each motion shall also be recorded. The chair shall declare a motion adopted or defeated on the basis of voice vote or hand sign. Any member who challenges such declaration may request a show of hands on the same question and the chair shall honor this request. If the result is at variance with the chair's original declaration, the new result shall determine the motion's adoption or defeat.

Any formal meeting of the School Board may be adjourned to another time and place by an approved Board motion. In general, only topics on the agenda of the meeting adjourned should be addressed upon resumption of the meeting.

Except as inconsistent with public law or regulation or at variance with bylaws of the Board, meetings shall be conducted by Robert's Rules of Order.

The official minutes shall be ~~bound~~ available and kept in the Office of the Superintendent of Schools.

Publishing of minutes shall be made in the legal newspaper according to law. Such publishing shall include an extract of minutes, full or in part, as may be determined by the School Board or Clerk. Such extract of minutes shall be clearly identified as such. A statement shall appear stating that complete minutes are available for public examination at the District Administration Building, ~~Offices or from Board members~~, and on the District website.

~~Copies of the minutes shall be available in all school libraries as well as the public library.~~

All records of the Board of Education shall be available to citizens for inspection at the ~~Board of Education office.~~ District Administration Building.

Board meeting procedures are consistent with all requirements of Open Meeting and Data Practices laws.

ADOPTED: May 14, 1964
AMENDED May 15, 1973
AMENDED: July 14, 1975
AMENDED: October 11, 1976
AMENDED: January 12, 1987
AMENDED: November 8, 2004
REVIEWED: January 14, 2008
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

POLICY ADOPTION AND AMENDMENT	**POLICY: 213**

Adoption of new policies or the amendment or repeal of existing policies is solely the responsibility of the Board of Education.

The Board will adhere to the following procedure in amending or adopting policies to ensure that they are well examined before final action:

1. First Regular Board meeting--the policy ~~shall~~ is ~~be~~ presented for a first reading.
2. Board Work Session--the policy ~~shall~~ is ~~be~~ discussed and ~~modified~~ amended as may be appropriate.
3. Second Regular Board meeting--the policy ~~shall~~ is ~~be~~ presented for a second reading, discussed and voted upon.

During discussion of a policy ~~proposal~~ amendment, the views of the public and staff will be considered. Amendments may be proposed by Board members. An amendment will not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions; however, the above procedure is required before the policy will be considered permanent.

If a policy is ~~modified~~ recommended for amendment because of a legal change over which the School Board has no control, or because of a minor change which does not substantively affect the intent or content of the policy, the Board may use an abbreviated approval procedure. Under the abbreviated procedure, the proposed amendment is approved in a single step at the first Regular Board meeting by waiving the second reading and taking a vote at that time. Using this procedure is at the discretion of the School Board.

ADOPTED: August 12, 1968
AMENDED: September 9, 1985
AMENDED: November 8, 2004
AMENDED: January 14, 2008
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

POLICY REVIEW AND EVALUATION OPPORTUNITIES	**POLICY: 217**

In an effort to keep its written policies current so that they may be used consistently as a basis for Board action and ~~administration~~ administrative decision, the Board will conduct a general review of its policies on a ~~three~~ five year cycle. The Board may also review specific policies more frequently on an as-needed basis.

The Superintendent shall call to the Board's attention all policies that need revision and/or approval for any reason and at any time.

The Board directs the Superintendent to ~~recall all~~ notify the appropriate administrators of any policy and regulation ~~manuals as needed for the purpose of updating their content.~~ review, revision or deletion; to administer an effective system of documentation and communication; and to inform staff and the public that the official Board Policy Manual is located on Wayzata Public Schools website.

ADOPTED: September 9, 1985
AMENDED: December 13, 2004
REVIEWED: January 14, 2008
FIRST READING: October 10, 2011

Policy #403: Harassment and Violence

Wayzata Public School's #501 Policy, Equal Educational Opportunities and Policy # 401 Equal Employment Policy include all classifications of persons protected by state and/or federal law.

MN Statute 121A.03 requires that school districts adopt and review annually a "religious, racial and sexual harassment and violence policy". Therefore, the statute specifically regulates the classifications of religion, race and sex. Further, 121A.03 states that it must conform with the Minnesota Human Rights Act, Minn. Stat. C. 363A. The Minnesota Human Rights Act includes all classifications protected by state and/or federal law. Those classifications are: race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation and familial status.

MN Statute 121A.03. Subd 1 directs the Commissioner of MDE to maintain a model policy for School Boards to review. This model policy includes all protected classifications.

MSBA attorneys recommend that Districts revise their religious, racial and sexual harassment and violence policy to include all protected classifications. They believe that the reference in the MN Statute 121A.03 to the Human rights Act, Minn. Stat. C. 363A implies that Districts must also include the additional protected classifications in the mandated policy. They also believe that it is very difficult to articulate why a harassment and violence policy would be limited to only three of the protected classifications.

The attached policy and regulation recommendations align with the recommendations of MSBA's attorneys and the MSBA sample/model policy.

Legal References include:

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. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
Puller v. Indep. Sch. Dist. No. 701, 528 N.W.2d 273 (Minn. Ct. App.)

Recommended Action: Accept recommended additions and revisions and move to Second Reading at the November 14, 2011 Board Meeting

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

HARASSMENT AND VIOLENCE	POLICY: 403

~~The District recognizes each employee's right to individual respect and dignity and is committed to establishing and maintaining a professional, respectful working environment for all employees.~~

It is the policy of the District to maintain a learning and working environment that is free from harassment and violence on the basis or race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation or disability. ~~religious, racial or sexual harassment and violence~~. The District prohibits any form of ~~religious, racial or sexual~~ harassment or violence on the basis of the fore-mentioned.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the District to harass a pupil, teacher, administrator or other school personnel or groups of pupils, teachers, administrators or other school personnel through conduct or communication or inflict, threaten to inflict, or attempt to inflict violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation or disability. ~~of a sexual nature or regarding religion and race as defined by regulations~~. (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.)

~~It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the District to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel~~.

The District will act to investigate all complaints, either formal or informal, verbal or written, of ~~religious, racial or sexual~~ harassment or violence based on a person's (or group's) race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regards to public assistance, sexual orientation or disability and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

ADOPTED: March 10, 1986
AMENDED: September 16, 1991
AMENDED: September 13, 1993
AMENDED: July 11, 1994
AMENDED: December 11, 1995
AMENDED: May 14, 2001
AMENDED: July 12, 2004
REVIEWED: October 9, 2006
AMENDED: September 10, 2007
REVIEWED: October 13, 2008
REVIEWED: October 12, 2009
REVIEWED: November 8, 2010
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

HARASSMENT AND VIOLENCE	REGULATIONS: 403-R

To implement the School Board policy prohibiting harassment & violence, the District will utilize the following definitions, reporting procedures, District action and training regulations:

~~**I. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED**~~

I. DEFINITIONS:

A. "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 bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability 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. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Age" means the person is over the age of 25 years.
2. "Disability" means any condition or characteristic that renders a

a person a disabled person. A disabled person is any person who:

a. has a physical, sensory, or mental impairment which materially limits one or more major life activities:

b. has a record of such an impairment;

c. is regarded as having such an impairment.

3. "Familial status" means the condition of one or more minors being domiciled with:

a. their parent or parents or the minor's legal guardian; or

b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

4. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

5. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

6. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

7. "Sexual orientation' means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation " does not include a physical or sexual attachment to children by an adult.

8. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including

medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. 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.

~~F. Racial Harassment;~~

~~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.~~

~~G. Religious Harassment;~~

~~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.~~

F. 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 Minnesota Statutes, 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.

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

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

~~G. Assault; 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.~~

G. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of ~~religious, racial or sexual harassment or violence~~ on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation or disability by a pupil, teacher, administrator or other school personnel of the District, or any person with knowledge or belief of conduct which may ~~constitute religious, racial or sexual~~ harassment or violence prohibited by this policy toward a pupil, teacher, administrator or other school personnel or group of pupils, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate District official designated by this policy. The District encourages the reporting party or complainant(s) to use the report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a District Human Rights Officer or to the Superintendent.

B. In Each School Building The building principal or the principal's designee or the building supervisor (hereinafter building report taker) is the person responsible for receiving oral or written reports of ~~religious~~,

~~racial or sexual~~ harassment or violence prohibited by this policy at the building level. Any adult District personnel who receives a report of ~~religious, racial or sexual~~ harassment or violence prohibited by this policy shall inform the building ~~principal~~ report taker immediately. The ~~principal~~ building report taker will take appropriate action to investigate student-to-student complaints and resolve the matter in a timely fashion.

C. If the complaint involves an adult, the ~~principal~~ building report taker must notify the District Human Rights Officer immediately, without screening or investigating the report. The ~~principal~~ building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practical by the ~~principal~~ building report taker to the Human Rights Officer. If the report was given verbally, the ~~principa~~l building report taker 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~~ may result in disciplinary action against the ~~principal~~ building report taker. If the complaint involves the ~~building principal~~ building report taker, the complaint shall be made or filed directly with the Executive Director of Human Resource Services by the reporting party or complainant.

D. The School Board hereby designates the Executive Director of Human Resource Services as the District Human Rights Officer to receive reports or complaints of ~~religious, racial or sexual~~ harassment or violence prohibited by this policy. If the complaint involves the Human Rights Officer or if the complainant would be more comfortable, the complaint shall be filed directly with the Superintendent.

E. The District shall conspicuously post 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 prohibited by this policy will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to ~~conform~~ comply with any discovery or disclosure obligations.

III. INVESTIGATION

A. By authority of the District, the Human Rights Officer, upon receipt of a report or complaint alleging ~~religious, racial or sexual~~ harassment or violence prohibited by this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the 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 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 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 prohibited by this policy.

E. The investigation will be completed as soon as practical. The District Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

IV. SCHOOL DISTRICT ACTION

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

B. The result of the District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the District in accordance with state and federal law regarding data or records privacy.

V. REPRISAL

The 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 prohibited by this policy 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, or intentional disparate treatment.

VI. 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.

VII. 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 Minnesota Statutes may be applicable.

B. Nothing in this policy will prohibit the District from taking immediate action to protect victims of alleged harassment, violence or abuse.

VIII. 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 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 District will develop a method of discussing this policy with students and employees.

E. This policy shall be reviewed at least annually for compliance with state and federal law.

EFFECTIVE: March 10, 1986
MODIFIED: September 16, 1991
MODIFIED March 13, 1992
MODIFIED: July 22, 1992
MODIFIED: November 23, 1992
MODIFIED: September 13, 1993
MODIFIED: April 30, 2001
MODIFIED: July 12, 2004
REVIEWED: October 10, 2005
MODIFIED: October 9, 2006
MODIFIED: September 10, 2007
REVIEWED: October 13, 2008
REVIEWED: October 12, 2009
REVIEWED: October 11, 2010
MODIFIED: October 10, 2011

Policy #415: Mandated Reporting of Child Neglect or Physical or Sexual Abuse

This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature. Each year changes are made to the mandates by the legislature. MSBA incorporates the changes to their model policy. The recommended changes align with MSBA's sample policy. This policy must be reviewed annually.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd.4, Clause (5) (Child in Need of Protection)
Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Recommended Action: Move to Second Reading at the November 14, 2011 Board Meeting

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE	**POLICY: 415**

The District will comply with Minnesota Statutes requiring school personnel to report suspected child neglect or physical or sexual abuse.

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

ADOPTED: November 20, 2003
AMENDED: July 12, 2004
REVIEWED: October 10, 2005
AMENDED: November 13, 2006
AMENDED: September 10, 2007
REVIEWED: October 13, 2008
REVIEWED: October 12, 2009
REVIEWED: November 8, 2010
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE	**REGULATIONS: 415-R**

These regulations will be adhered to in accordance of Policy #415, Mandated Reporting of Child Neglect or Physical or Sexual Abuse.

I. DEFINITIONS

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

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services is in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection), includes an individual under age 21 who is in foster care.

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

D. "Mandated Reporter" means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused.

E. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health, medical, or other care required for the child's physical or mental health when reasonably able to do so and including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

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

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for

his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

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

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

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

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

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

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

F. "Nonmaltreatment mistake" means (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident, occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

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

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

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

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

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

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

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

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

II. REPORTING PROCEDURES

A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened to the local welfare agency, police department, county sheriff, or agency responsible for assisting or investigating maltreatment.

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

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

D. With the exception of a health care professional or a social professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a

woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

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

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

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

III. INVESTIGATION

A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

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

C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours

after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

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

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

IV. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

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

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

V. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VI. DISSEMINATION OF POLICY

A. The District will develop a method of diseminating this regulation with school personnel.

EFFECTIVE: September 28, 1987
MODIFIED: May 14, 1990
MODIFIED: September 28, 1992
MODIFIED: November 13, 2001
MODIFIED: July 12, 2004
REVIEWED: October 10, 2005
MODIFIED: November 13, 2006
MODIFIED:: September 10, 2007
REVIEWED: October 13, 2008
REVIEWED: October 12, 2009
REVIEWED: October 11, 2010

MODIFIED: October 10, 2011

Policy #419: Policies Incorporated By Reference

The only recommended change in this policy is regarding a referenced policy number.

Recommended Action: Move to Second Reading at the November 14, 2011 Board Meeting.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

POLICIES INCORPORATED BY REFERENCE	**POLICY: 419**

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the School District provides notice by this section of the application and incorporation by reference of the following policies, which also apply, to employees:

Policy ~~103~~ 631 and ~~103-R~~ 631-R Technology Use

Policy 225 and 225-R Criminal or Civil Action Against School District, School Board Member, Employee or Student

Policy 501 and 501-R Equal Educational Opportunities

Policy 502 and 502-R Student Discipline

Policy 512 and 512-R Staff Notification of Students with Violent Behaviors

Policy 522 and 522-R DNR – DNI Orders

Policy 612 and 612-R Student Travel

Policy 719 and 719 -R Use of District Telephones

Policy 912 and 912-R Public Complaints

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

ADOPTED: August 16, 2004
AMENDED: November 13, 2006
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT DISCIPLINE	**POLICY: 502**

The mission statement of the Wayzata School District includes a commitment to personal wellness and fostering respect for self and others.

In support of this mission, we believe in the following:

- Recognition of the rights and responsibilities of all individuals.
- Respect for governing laws.
- Respect for private and public property.
- Consequences for failure to follow student conduct rules.

The School Board believes that learning occurs best in an orderly environment which promotes responsible behavior in our students. This policy and these regulations apply to all students on school property at all times, at any school-sponsored activities, ~~at school bus stops, or~~ **and on school buses**.

It is the intent of the School Board that all students be treated fairly, both in and out of class. The School Board has a responsibility to make reasonable policies for governing student behavior and conduct consistent with Minnesota statutes including Minnesota Pupil Fair Dismissal Act and rules and regulations approved by the Minnesota Department of Education. The School Board recognizes the uniqueness of each building and classroom and intends that there will be individual building and classroom procedures to implement District policy and administrative regulations.

ADOPTED: March 8, 1970
AMENDED July 16, 1984
AMENDED: December 8, 1986
AMENDED: October 12, 1992
AMENDED: July 9, 2001
AMENDED: May 10, 2004
REVIEWED: December 12, 2005
AMENDED: October 13, 2008
REVIEWED: October 12, 2009
REVIEWED: March 14, 2011
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT DISCIPLINE	REGULATIONS: 502-R

I. REGULATIONS FOR STUDENT BEHAVIOR

Rule 1: ATTENDANCE

Students should arrive at school and classes on time. Late arrival constitutes tardiness. Unexcused ~~tardies~~ tardiness may lead to consequences. Truancy is an absence without the knowledge and approval of the school, parent/guardian, or teachers. (See Compulsory Attendance Policies 503.)

Rule 2: ACTIVITIES/ EVENT BEHAVIOR

Students must comply with all school and Minnesota State High School League and conference rules when attending school activities and events.

Rule 3: RESPECT FOR PROPERTY

Students shall respect property belonging to the School District, school employees, and other students. Vandalism, accidental damage to property, theft or use of property without permission of the owner, extortion, or trespassing shall constitute a violation of this rule.

Rule 4: RESPECT FOR PEOPLE

Students will show respect for other students, and all School District employees and volunteers. Disrespectful behavior including abusive language is a violation of this rule. This policy incorporates by reference the District's Racial, Religious, Offensive Behavior, Sexual Harassment and Violence Policy. (See Policy Racial, Religious, Offensive Behavior/Sexual Harassment and Violence – 403) Although not inclusive, the following list describes behaviors that are not permitted.

A. Insubordination: A student is insubordinate when he/she refuses to comply with any reasonable request or directive of teachers, principals, District employees or volunteers.

B. Personal Identification: Students shall identify themselves upon request by any school employee. Failure to identify oneself to school authorities is a violation of this rule. Falsifying signatures is also a violation of this rule.

C. Assault: Assault includes actual physical harm to another or an act with intent to cause fear or bodily harm to a person.

D. Fighting: Fighting is mutual combat in which both parties have contributed to the situation.

E. Racial, Religious, Offensive Behavior/Sexual Harassment and Violence:

It is the policy of Independent School District 284 that no student or employee of the District shall be subjected to offensive behavior. Such conduct includes, but is not limited to, inappropriate remarks or conduct related to a person's race, color, creed, religion, national origin, sex, sexual orientation, marital status, disability, age, or status with regard to public assistance. Offensive behavior also includes violent or threatening behavior and sexual harassment. (See Board Policy 403-R)

F. Threats: No student will threaten any individual person or property.

G. Hazing: See Board Policy 513 on Hazing.

H. Bullying:

Bullying is an overt act by a student or a group of students directed against another student/s with the intent to ridicule, humiliate or intimidate the other student.

Rule 5: WEAPONS, REPLICA WEAPONS, POTENTIALLY DANGEROUS OBJECTS

District 284 prohibits the possession of the following in school or at school events:

A. Weapons: A weapon includes but is not limited to firearms (whether loaded or not loaded), pellet guns, stun guns, num-chucks, metal knuckles, or knives. Any violation may be reported to the local police authority for possible criminal prosecution. A recommendation for ~~at least a 12 month expulsion,~~ **an expulsion not to exceed 12 months,** shall be made to the School Board if a student possesses a weapon on school property or at a school activity. The Superintendent may modify such expulsion/exclusion requirements on a case-by-case basis.

B. Replica Weapons: Possession of a replica weapon by a student may result in disciplinary action by the school, including expulsion. "Replica" weapon means a device or object that is not defined as a dangerous weapon and that is a facsimile or toy version of, and appears to be, a pistol, revolver, shotgun, rifle, or any other weapon. Any violation may be reported to the local police authority for possible criminal prosecution.

C. Potentially Dangerous Objects: No student will transport on a bus or bring on to school grounds, into the school building, or to school activities, fireworks, explosives, smoke bombs, ammunition, clubs, slingshots, laser pointers, and similar objects or components which are potentially dangerous to people, or property, or are disruptive to the learning environment. Squirt guns or similar items may be considered potentially

dangerous objects. Potentially dangerous objects include any item used to threaten, or commit assault, or bodily harm, or any objects used in a manner which may create the fear of bodily harm. The building administrator will determine whether an item is a potentially dangerous object. Any violation may be reported to the local police authority for possible criminal prosecution. Expulsion may be recommended.

Rule 6: SMOKING AND USE OF TOBACCO

Tobacco use and/or possession by students shall be prohibited in school buildings, on school property, on school buses, and at all school-sponsored activities.

Rule 7: ALCOHOL AND ILLEGAL DRUGS

Students will not possess, purchase, or sell alcohol, illegal drugs, drug paraphernalia, consume any amount of alcohol, or illegal drugs while on school property, including buses, or while attending school-sponsored functions.

Rule 8: DISRUPTIVE BEHAVIOR

Students shall behave in a manner which neither disrupts the learning environment nor is hazardous to the health and safety of persons in any area.

A. **Disrespectful Language:** The use of disrespectful language which may include~~s~~ the use of profanity and/or obscenity, is a violation of this rule.

B. **Unauthorized Distribution of Literature:** Unauthorized distribution of literature on school property either electronically or in hard copy of an inflammatory, libelous, or slanderous nature is also a violation of this rule.

C. **Disturbances and Disruptions:** Disturbances, disruptions, or threats to normal school operations or school activities, such as the reporting of dangerous or hazardous situations that do not exist, are violations of this rule (i.e. terroristic threats). The possession or use of articles that are illegal or declared by a school official to be nuisances is also a violation of this rule.

D. **Nuisance Items:** A nuisance item is anything that is used to disrupt the safety, order or control of the school, such as, but not limited to, pagers, radios, headsets, cell phones, universal remote controls, laser pointers, or **other** ~~personal digital assistants (PDAs)~~ electronic devices. If safety or learning is disrupted, consequences will occur.

Rule 9: CLOTHING AND WEARING APPAREL

Students shall dress in such a manner that their wearing apparel is not disruptive to the learning environment and does not constitute a health or safety hazard. (See Board Policy 506 – Student Dress Code.)

Rule 10: PARKING/ PARKING LOT/DRIVING VIOLATIONS

Students are expected to honor and obey all parking and driving rules as described in the Wayzata High School student handbook.

Rule 11: CHEATING/PLAGIARISM/FALSIFICATION OF RECORDS

Cheating, plagiarism and/or falsification of records are violations. Cheating or plagiarism is misleading an instructor in some way so as to receive a grade for work that the student did not originate.

Rule 12: BUS VIOLATIONS

All school rules, policies, and regulations apply to behavior ~~at bus stops,~~ on buses to and from school or while on any school-related activity. In addition, state law specifically prohibits the following behaviors on a school bus:

A. Standing or walking in a bus while it is in motion.

B. Transporting any potentially dangerous objects including weapons or explosives.

C. Obstructing the aisle.

D. Damaging the bus in any manner. (See District 284 School Bus Discipline Policy and Special Education Transportation Regulations.)

Rule 13: TECHNOLOGY

Students shall use technology in a manner consistent with Board Policy (631 & 631R).

II. PREVENTIVE AND CORRECTIVE MEASURES

Student violations of one or more rules of student conduct shall be cause for intervention. Such intervention may be preventive, corrective, educational, or disciplinary in nature and must depend upon:

- The seriousness of the violation.
- The frequency with which the student has violated the rules.
- The willingness of the student to correct the behavior and to act in a more positive manner.
- The age of the student.

A. Preventive Measures

Preventive measures may include the involvement of the parent/guardian and appropriate professional staff in an attempt to plan corrective strategy jointly. In cases of students with an active Individualized Education Program (IEP), preventive or corrective action plans will generally involve the student's case manager.

B. Types of Corrective Measures

- Student conference.
- Parent contact.
- Parent conference.
- Removal from class.
- Contract.
- Restitution.
- In-school support.
- Detention.
- Suspension or removal from extracurricular activities.
- In-school monitoring.
- Community service.
- Referral to outside agency therapeutic program.
- Suspension.
- Assign alternative program.
- Police referral.
- Petition County Court.
- Transfer to another school.
- Superintendent-level intervention.
- Expulsion/Exclusion.

These actions are not listed in any particular order and other actions may be appropriate as well.

C. Building Level Measures

The classroom teacher will generally attempt other means to correct undesirable behavior before removal from class is used.

1. **Removal from Class:** Violation of any rule or policy established by the School Board, administration, or teacher may be grounds for removing a student from a specific class or activity for an amount of time not to exceed five (5) class or activity periods. Students removed from a class or activity shall report to the area that is designated.

   a. **Secondary Schools:** A class or activity means the daily instructional time for a given course of study.

   b. **Elementary Schools:** A class or activity means a period of time not to exceed one (1) hour, regardless of subject of instruction.

2. **Suspension:** Suspension is a directive from a school administrator prohibiting a student from attending school.

   a. **Notice:** All provisions of the Pupil Fair Dismissal Act will be followed.

   b. **Re-entry**: Conference with parent or guardian is required as condition of reinstatement. (Per Pupil Fair Dismissal Act). The requirement for a Re-entry Conference cannot delay the delivery of special education services if a student has an IEP.

   c. **Violation of Suspension**: If a student returns to school or a school- sponsored activity without permission during a suspension, the action may be considered a violation of the suspension and may be cause for further action.

D. Superintendent Level Disciplinary Process

The principal may refer a student to the Superintendent/designee for further action. The referral will be in writing and will be accompanied by a complete and up-to-date record of the facts of the incident(s) and all corrective measures attempted.

1. **Informal Hearing:** The Superintendent/designee will conduct an informal hearing. The student and parent/guardian will be notified of the hearing and will receive a copy of the referral letter. At the hearing the student may choose to be accompanied by any person. The principal and other school personnel may be present.

2. **Actions:** The Superintendent/designee will take one or more of the following actions:

   a. Defer action pending further investigation

   b. Place the student on Superintendent's probation.

   c. Transfer the student to a different school.

   d. Place the student on home instruction.

   e. Place the student in a modified or alternative program.

   f. Attempt to seek placement in a school outside the District with parental/guardian agreement.

   g. Recommend expulsion or exclusion. The Superintendent may modify such expulsion/exclusion requests on a case by case basis.

E. Expulsion/Exclusion

1. Expulsion

Expulsion is a School Board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The procedures for notice and hearing under the Pupil Fair Dismissal Act regulations will be followed.

2. Exclusion

Exclusion means a Board action to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The procedures of the Pupil Fair Dismissal Act will be followed.

F. Alternative Placement

Alternative placement to another in or out-of-District school site may be made at the recommendation of the administration.

III. NOTIFICATION OF BOARD POLICY/REGULATIONS AND BUILDING PROCEDURES

A. High school and middle school students will be given a copy of the Student Discipline Regulations and any building-level procedures. Receipt of the written policy and procedures will be construed as having knowledge of the contents. Elementary students will receive an oral explanation.

B. Copies of the Board Policy on Student Discipline and Regulations will be available to students and parents/guardians in the office of each school building.

IV. IMPLEMENTATION

The building level procedures for implementing this policy will be determined by each site. The building principal and licensed employees shall confer annually to review the discipline policy and to assess whether the policy has been enforced.

A District committee will review the policy and regulations annually.

EFFECTIVE: December 8, 1986
MODIFIED: July 24, 1989
MODIFIED: October 12, 1992
MODIFIED: March 30, 1993
MODIFIED: July 15, 1993
MODIFIED: August 3, 1994
MODIFIED: December 14, 1994
MODIFIED: July 9, 2001
MODIFIED: May 10, 2004
REVIEWED: December 12, 2005
MODIFIED: October 13, 2008
REVIEWED: October 12, 2009
REVIEWED: March 14, 2011
MODIFIED: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT SEX NONDISCRIMINATION	POLICY: 510

I. Purpose

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

II. GENERAL STATEMENT OF POLICY

A. The School District provides equal opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the School District on the basis of sex.

B. It is the responsibility of every School District employee to comply with this policy.

ADOPTED: November 8, 2004
REVIEWED: December 12, 2005
REVIEWED: October 13, 2008
REVIEWED: October 12, 2009
REVIEWED: January 10, 2011
FIRST READING: October 10, 2011

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT SEX NONDISCRIMINATION	REGULATIONS: 510-R

I. TITLE IX COORDINATOR

A. The Executive Director of Human Resources is the Title IX coordinator. This employee coordinates the School District's efforts to comply with and carry out its responsibilities under Title IX.

B. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the Superintendent or the School District human rights officer.

II. REPORTING PROCEDURES

A. The Executive Director of Human Resources is the School District human rights officer to receive reports, complaints or reports of unlawful sex discrimination toward a student.

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

C. The building principal is the person responsible for receiving oral or written reports of unlawful sex discrimination toward a student at the building level. Any adult School District personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.

D. Upon receipt of a report, the principal must notify the School District human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District human rights officer by the reporting party or complainant. If the complaint involves a human rights officer, the complaint shall be filed directly with the Superintendent.

E. The School Board hereby designates Executive Director of Human Resources as the School District human rights officer to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the Superintendent.

F. The School District shall conspicuously post the name of the Title IX coordinator and human rights officer, including office mailing addresses and telephone numbers.

G. Submission of a good faith complaint, or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.

H. Use of formal reporting forms is not mandatory.

I. 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.

III. INVESTIGATION

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

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the School District may take immediate steps, at the discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.

E. The investigation will be completed as soon as practicable. The School District human rights officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

IV. SCHOOL DISTRICT ACTION

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

B. The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. COMMUNICATION OF POLICY AND EVALUATION

A. This policy shall be made available, on website or up on request, to all students, parents/guardians of students, staff members, employee unions and organizations.

B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - November 14, 2011 - 6:00 PM
Wayzata City Hall, 600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
   Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
   A. Approval of Minutes
      1. Regular Meeting - September 12, 2011 (Corrected)
      2. Special Meeting - September 26, 2011
      3. Regular Meeting - October 10, 2011
   B. Finance and Business Recommendations
   C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
   A. November Employee of the Month -
   B. Milken Award Recipient - Seth Brown
   C. Wayzata Boy's Basketball Association
5. REPORTS FROM ORGANIZATIONS
   This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
   A. Student Council - Vice President - Sammi Ezrilov
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
   A. Superintendent
      1. RESOLUTION - American Education Week - November
   B. Teaching and Learning
      1. Approval of Plymouth Creek Elementary Site Plan
   C. Finance and Business Services
      1. Monthly Financial Reports
   D. Human Resource Services
7. OTHER BOARD ACTION
   A. Resolution Canvassing Return of Votes of School District General Election of November 8, 2011
   B. Resolution Authorizing Issuance Of Certificates Of Election And Directing The School District Clerk To Perform Other Election Related Duties
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
   This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
10. NATIONAL MERIT SCHOLARSHIP SEMI-FINALITS AND ESTEEMED TEACHERS
11. ADJOURN

Agenda Item 8

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – October 24, 2011

AGENDA SECTION: 8. ADJOURN

ITEM:

COMMENTS BY: Board Chair Gleason

If there is no additional business before the School Board, the Chair will adjourn the meeting.