



Excellence. For each and every student.

**BOARD OF EDUCATION**

Working Meeting - August 28, 2023 - 4:00 PM  
Wayzata City Hall  
600 Rice Street  
Wayzata, Minnesota 55391

---

**AGENDA**

- 1. **ROLL CALL/CALL TO ORDER**
- A. **Superintendent's Reports**
  - 1. Fall Activities Update and Minnesota State High School League Video (30 minutes) 2
  - 2. Strategic Road Map Update Presentation (30 minutes) 3
  - 3. Policies
    - i. 502- Student Discipline 4
    - ii. 508- Use of Peace Officers to Remove Students with or without Individual Education Plans from School Grounds 18
    - iii. 528- Bullying Prohibition 24
- B. **Finance and Operation Reports**
  - 1. Technology Levy Overview (30 minutes) 37
- 2. **ADJOURN**

<https://youtu.be/18Q0rY8t1zg>

## MISSION

### Our core purpose

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

To be a model of excellence where students of all ages 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
- Community trust, confidence and partnership
- Operational excellence

## CORE VALUES

### Drivers of our words and actions

**Achievement:** Challenging oneself and others for excellence in all we do.

**Collaboration:** Working together to maximize opportunities and eliminate barriers to learning for all.

**Community:** Maintaining a sense of belonging to and responsibility for the broader community.

**Equity:** Meeting the specific needs of all students.

**Integrity:** Doing the right thing in the right way at the right time, even when no one is aware.

**Respect:** Valuing others for their diverse talents, backgrounds, cultures and viewpoints.

## STRATEGIC DIRECTIONS

Through focus on priorities and strategy execution,  
we achieve excellence and realize our vision.

1. Ensure a high-quality daily experience for each and every student
2. Deliver high-quality instruction that leads to high academic achievement for all students
3. Recruit, hire, support, develop and retain the highest quality staff
4. Build awareness and capacity to improve the health and well being of our school district community
5. Learn and improve from community engagement and strategic partnerships
6. Ensure the effective and efficient use of district resources
7. Align internal district processes and procedures to improve communication, decision-making, accountability and collaboration, resulting in operational excellence

## **502 STUDENT DISCIPLINE**

### **I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct, establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section [120B.02](#) and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. The Vision of Wayzata Public Schools is to be a model of excellence where students of all ages discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:
  - 1. Recognition of the rights and responsibilities of all individuals.
  - 2. Respect for governing laws.
  - 3. Respect for private and public property.
  - 4. Consequences for failure to follow student conduct rules.

### **III. REGARDING DISMISSALS**

A. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

***Legal References:***

- Minn. Stat. § 97B.045 (Transportation of Firearms)
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
- Minn. Stat. § 120B.232 (Character Development Education)
- Minn. Stat. § 121A.05 (Referral to Police)
- Minn. Stat. § 121A.26 (School Pre-assessment Teams)
- Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
- Minn. Stat. §§ 121A.41 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
- Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
- Minn. Stat. § 121A.582 (Reasonable Force)
- Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
- Minn. Stat. §§ 122A.42 (General Control of Schools)
- Minn. Stat. § 123A.05 (Area Learning Center Organization)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
- Minn. Stat. Ch. 125A (Students with Disabilities)
- Minn. Stat. Ch. 260A (Truancy)
- Minn. Stat. Ch. 260C (Juvenile Court Act)
- Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)

**WAYZATA PUBLIC SCHOOLS**

**Independent School District 284**

**Wayzata, Minnesota**

Minn. Stat. § 609.605 (Trespass)

Minn. Stat. § 609.66 (Dangerous Weapons)

Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)

Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)

18 U.S.C. § 921 (Definition of Firearm)

20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

*In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)

**ADOPTED:** March 8, 1970

**AMENDED:** July 16, 1984

**AMENDED:** December 8, 1986

**AMENDED:** October 12, 1992

**AMENDED:** July 9, 2001

**AMENDED:** May 10, 2004

**AMENDED:** October 13, 2008

**AMENDED:** November 14, 2011

**AMENDED:** October 13, 2014

**AMENDED:** October 12, 2015

**AMENDED:** December 12, 2016

**AMENDED:** August 28, 2023

**LAST REVIEWED:** August 28, 2023

## **502-R STUDENT DISCIPLINE REGULATIONS**

### **I. DEFINITIONS**

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

### **II. REGULATIONS FOR STUDENT BEHAVIOR**

Students are expected to comply with the school district's expectations for student conduct. These examples are not intended to be an exhaustive list.

#### **A. Rule 1: ATTENDANCE**

- a. Students should arrive at school and classes on time and are expected to be in school for the entire school day unless other arrangements have been made. Truancy is an absence without the knowledge and approval of the school, parent/guardian, or teachers. Excessive truanancies may lead to consequences. (See Compulsory Attendance Policies 503.)

#### **B. Rule 2: ACTIVITIES/ EVENT BEHAVIOR**

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

#### **C. Rule 3: RESPECT FOR PROPERTY**

- a. 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.

#### **D. 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.

1. **Insubordination:** A student is insubordinate when they refuse to comply with any reasonable request or directive of teachers, principals, District employees or volunteers.
2. **Personal Identification:** Failure to identify oneself to school authorities is a violation of this rule. Falsifying signatures is also a violation of this rule.
3. **Assault:**
  - i. "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;
    3. or the threat to do bodily harm to another with present ability to carry out the threat
4. **Fighting:** Fighting is mutual combat in which both parties have contributed to the situation.
5. **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, gender, 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 and Regulations 403 and 403-R).
6. **Threats:** No student will threaten any individual person or property.
7. **Hazing:** Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. (See Board Policy 513 and Regulations 513R on Hazing).
8. **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. (See Board Policy 528 on Bullying Prohibition).
9. **Weapons:** A weapon includes but is not limited to firearms (whether loaded or not loaded), pellet guns, stun guns, nun chucks, metal knuckles, knives, replica weapons and potentially dangerous objects. See Board Policy on Weapons.

10. **Verbal assaults:** Verbal assaults or verbally abusive behavior including, but not limited to: use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, or degrading to other people, or threatening to school property;
11. **Disrespectful Speech:** Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to toward teachers or other school district personnel

E. **Rule 5: SMOKING AND USE OF TOBACCO / ECIGARETTES/ VAPING DEVICES**

- a. Tobacco use, e-cigarette/vaping use, tobacco-related devices, or tobacco paraphernalia and/or possession by students shall be prohibited in school buildings, on school property, on school buses, and at all school-sponsored activities.

F. **Rule 6: ALCOHOL AND ILLEGAL DRUGS**

- a. 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.

G. **Rule 7: DISRUPTIVE BEHAVIOR**

- a. Students shall behave in a manner which supports the learning environment and maintains the health and safety of persons in any area.
  - i. **Disrespectful Language:** The use of disrespectful language, which may include the use of profanity and/or obscenity, is a violation of this rule.
  - ii. **Unauthorized Distribution of Literature:** Unauthorized distribution of literature on school property, either electronically or in hard copy, is a violation of this rule.
  - iii. **Distribution of Literature:** Distribution of literature on school property, authorized or unauthorized, electronic or hard copy, that is inflammatory, libelous, or of a slanderous nature is not allowed and also a violation of this rule.
  - iv. **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.
  - v. **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, radios, headsets, earbuds, cell phones, universal remote controls, laser pointers, or other electronic devices. If safety or learning is disrupted, consequences will occur.

**H. Rule 8: CLOTHING AND WEARING APPAREL**

- a. Students shall dress in such a manner consistent with School Board Policy 506: Student Dress Code.

**I. Rule 9: PARKING/ PARKING LOT/DRIVING VIOLATIONS**

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

**J. Rule 10: CHEATING/PLAGIARISM/FALSIFICATION OF RECORDS**

- a. 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.

**K. Rule 11: BUS VIOLATIONS**

- a. All school rules, policies, and regulations apply to behavior 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:
  - 1. Standing or walking in a bus while it is in motion.
  - 2. Transporting any potentially dangerous objects including weapons or explosives.
  - 3. Obstructing the aisle.
  - 4. Damaging the bus in any manner. (See District 284 School Bus Discipline Policy and Special Education Transportation Regulations.

**L. Rule 12: TECHNOLOGY**

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

**III. PREVENTATIVE 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 IEP 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 an 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 shall have the general control and government of the classroom and 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. Students removed from a class or an activity shall report to the area that is designated. If a student is removed from class the school district may notify the parent or guardian of the student's removal from class.

A student must be removed from class immediately if the student engages in assault or violent behavior. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- 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. Recess and other breaks:**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  - 1. a student causes or is likely to cause serious physical harm to other students or staff;
  - 2. the student's parent or guardian specifically consents to the use of recess detention; or
  - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

**3. Disciplinary Dismissals Prohibited**

- A. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
  - b. kindergarten through Grade 3.
- B. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
- C. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

The definition of suspension under Minnesota Statutes, section [121A.41, subdivision 10](#), does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability.

**4. 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

## 5. Reasonable Force Reports

- A. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
- B. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
- C. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

### 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 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.

**IV. SPECIAL NEEDS STUDENTS**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

**V. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

**VI. NOTIFICATION OF BOARD POLICY/REGULATIONS AND BUILDING PROCEDURES**

- A.** High school and middle school students will have access to a copy of the Student Discipline Regulations and any building-level procedures. Access to 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 and online.

- C. In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student’s age, grade, gender, race, and special education status.

**V. DISTRIBUTION OF POLICY**

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.

- ADOPTED:** December 8, 1986
- AMENDED:** July 24, 1989
- AMENDED:** October 12, 1992
- AMENDED:** March 30, 1993
- AMENDED:** July 15, 1993
- AMENDED:** August 3, 1994
- AMENDED:** December 14, 1994
- AMENDED:** July 9, 2001
- AMENDED:** May 10, 2004
- AMENDED:** October 13, 2008
- AMENDED:** November 14, 2011
- AMENDED:** October 13, 2014
- AMENDED:** October 12, 2015
- AMENDED:** December 12, 2016
- AMENDED:** April 16, 2018
- AMENDED:** October 8, 2018
- AMENDED:** November 12, 2019
- AMENDED:** January 13, 2020
- AMENDED:** August 28, 2023
- LAST REVIEWED:** August 28, 2023

## 508 USE OF PEACE OFFICERS TO REMOVE STUDENTS WITH OR WITHOUT INDIVIDUAL EDUCATION PLANS FROM SCHOOL GROUNDS

### I. PURPOSE

This policy describes the appropriate use of peace officers and school resource officers to physically remove a student with or without an Individualized Education Plan (IEP) from school grounds.

### II. GENERAL STATEMENT OF POLICY

- A. The school district is committed to promoting learning environments that are safe for all members of the school community. Student safety is a top priority and students should be reasonably protected from physical or emotional harm at school locations and during school activities.
- B. All students, including those with Individual Education Plans, are subject to the terms of the school district's discipline policy. Building level administrators have the responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior shall be taken by appropriate staff when a student's behavior violates the school district's discipline policy.
- C. If a student with or without an Individual Education Plan engages in conduct that in the judgment of school personnel endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the student may be physically removed from school grounds in accordance with this policy and associated regulations.

**Legal References:** Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)

**WAYZATA PUBLIC SCHOOLS**

**Independent School District 284**

**Wayzata, Minnesota**

20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))

20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))

34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

**ADOPTED:** April 5, 2004

**AMENDED:** October 13, 2014

**LAST REVIEWED:** August 28, 2023

**508-R USE OF PEACE OFFICERS TO REMOVE STUDENTS WITH OR WITHOUT  
INDIVIDUAL EDUCATION PLANS FROM SCHOOL GROUNDS REGULATIONS**

**I. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- B. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D. “School resource officer” (SRO) is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

## II. CRISIS TEAM INVOLVEMENT

- A. If the behavior of a student with or without an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff, or school property, a building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by using strategies in which the team is trained and/or, if a student has an IEP, strategies or procedures that may be described in this IEP (or positive behavior support plan). When such measures fail, or when the crisis team determines that the student's behavior continues to endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may recommend to the administrator or designee that the student be removed from school grounds.
- B. If the student's behavior cannot be safely managed, school personnel may immediately request assistance from a school resource officer or a peace officer. When possible, school personnel should consult with a building administrator prior to requesting assistance from a school resource or peace officer.

## III. REMOVAL BY SCHOOL RESOURCE OFFICER OR PEACE OFFICER

- A. If a student with or without an IEP engages in conduct that endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, a building administrator or designee may request that the school resource officer or a peace officer remove the student from school grounds.
- B. If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.
- C. Whether a student with or without an IEP engages in conduct that endangers the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district policy (Student Records).

- D. A student's IEP does not prevent state law enforcement and/or judicial authorities from exercising their authority with respect to the application of federal and state laws to crimes committed by a student with an IEP.

#### IV. REASONABLE FORCE PERMITTED

A. If a student with or without an IEP engages in conduct that endangers or may endanger the health, In removing a student with or without an IEP from school grounds, the school resource officer or peace officer may use reasonable force when necessary to correct or restrain a student or prevent bodily harm or death to another or to the student. School resource officers are prohibited from engaging in the following when removing students from school grounds:

1. Requiring the student to assume and maintain a specified physical position, activity, or posture that induces physical pain as an aversive procedure;
2. Presenting intense sounds, lights, or other sensory stimuli as an aversive stimulus;
3. Using noxious smell, taste, substance, or spray as an aversive stimulus;
4. Denying or restricting the student's access to equipment and devices such as hearing aids and communication boards that facilitate the student's functioning except temporarily when the student is perceived to be destroying or damaging equipment or devices;
5. Using faradic skin shock;
6. Restricting, totally or partially, the student's auditory or visual sense, except that study carrels may be used as an academic intervention;
7. Withholding regularly scheduled meals or water;
8. Denying the student access to toilet facilities.

B. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

#### V. PARENTAL NOTIFICATION

A building administrator or designee shall make reasonable efforts to notify the student's parents or guardians of the student's removal from school grounds as soon as practical following the student's removal.

**VI. CONTINUED REMOVALS: REVIEW OF IEP**

Continual and repeated use of the removal process described herein must be reviewed as a part of an IEP process.

**VI. EFFECT OF POLICY IN AN EMERGENCY; USE OF CONDITIONAL PROCEDURES**

If building personnel seek to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency, and the student's IEP authorizes the use of one or more restrictive procedures, the crisis team or other school personnel trained to work with the student may employ restrictive procedures, in addition to any reasonable force that may be necessary to facilitate the student's removal from school grounds by a police liaison officer or peace officer. If a restrictive procedure is used in an emergency and is not included in a student's IEP, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures have commenced, to modify the student's IEP.

**ADOPTED:** April 5, 2004

**AMENDED:** October 13, 2014

**AMENDED:** August 28, 2023

**LAST REVIEWED:** August 28, 2023

## 528 BULLYING PROHIBITION POLICY

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.

- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district’s policies and procedures, including the school district’s discipline policy. The school district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

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

### **III. DEFINITIONS**

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

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

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

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

G. “Prohibited conduct” means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited

conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct 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 building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited

conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. the complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. the incidence and nature of cyberbullying; and
  - 5. internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. engage all students in creating a safe and supportive school environment;
  2. partner with parents and other community members to develop and implement prevention and intervention programs;
  3. engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. teach students to advocate for themselves and others;
  6. prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
  - G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may

accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

## VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 124D.10 (Charter School)  
Minn. Stat. § 124D.10 Ch. 124E (Charter School)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**WAYZATA PUBLIC SCHOOLS**

**Independent School District 284**

**Wayzata, Minnesota**

**ADOPTED:** May 9, 2005

**AMENDED:** July 14, 2014

**AMENDED:** December 12, 2016

**AMENDED:** February 10, 2020

**AMENDED:** August 28, 2023

**LAST REVIEWED:** August 28, 2023



Excellence. For each and every student.

## Wayzata Public Schools Discrimination, Harassment and Bullying Form

Wayzata Public Schools is committed to creating a safe, caring and civil culture for our students to learn and attain high academic standards to promote healthy human relationships. Discrimination, Harassment, and Bullying interferes with a student’s ability to learn. The District maintains a firm policy prohibiting all forms of discrimination, harassment, and bullying.

Harassment against students based on protected class status is a form of discrimination. Harassment by any person, male or female, student or staff member, based on race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status, that creates an intimidating, hostile or offensive working or learning environment, or substantially interferes with the working or learning environment, will not be tolerated under any circumstance. (See Board Policy 403)

Bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and where there is an actual or perceived power imbalance between the students involved in the behavior and the conduct is repeated or forms a pattern, or where the behavior materially and substantially interferes with a student’s learning environment or ability to participate in school activities or receive school benefits, service, or privileges. (See Board Policy 528)

If you or someone you know has experienced discrimination, harassment, violence or bullying at school or any school-related event for any reason, you may make a report to have the incident investigated by the District. Any student, parent/guardian, or district employee may complete this form and return it to the building principal or administrator. Any district employee who received a completed form or any other written or verbal report will immediately notify the school principal, program administrator, or the District Human Rights Officer of the report, who will designate the person to investigate and resolve the report pursuant to the District’s policies and federal and state laws.

The District will not disclose the identity of any individual making a report, except to the District personnel designated to investigate the report, to the extent necessary to conduct a thorough investigation, or as required by law. Retaliation against any individual who makes a report or who participates or assists in an investigation of discrimination or harassment is strictly prohibited.

*Please provide as much information as possible. Please continue on additional sheets if necessary.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_ Email: \_\_\_\_\_

Status (check all that apply)     Employee     Student     Parent     Other

Complaint Against:

Name: \_\_\_\_\_

Location: \_\_\_\_\_

Date of most recent incident: \_\_\_\_\_

Report provided to:     Principal/Assistant Principal             Human Rights Officer             Other

Please provide the name(s) of all persons (including yourself if applicable) who were targets of the discrimination, harassment, or bullying:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please provide the names(s) and/or descriptions of all individuals (students, school employees, school visitors, other) who engaged in or participated in the alleged discrimination, harassment, or bullying:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where did the incident occur: \_\_\_\_\_

Description of the incident(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please provide the name(s) and/or descriptions of all individuals (students, school employees, or others) who witnessed the alleged discrimination, harassment, or bullying:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you believe the incident was based on your protected class status or the protected class status of the target, please indicate below which protected class category was the basis of the reported behavior:

Race/Color/National Origin                       Religion/Creed                       Disability

Sex/Sexual Orientation/Gender Identity       Other: \_\_\_\_\_

Why: \_\_\_\_\_

Is there any additional information that may be of assistance to someone investigating the incident (i.e. Do you ride the same bus? Do you have classes together? Do you have a relationship outside of school? Is this happening to someone else?

---

---

---

*For more information or questions about making a report, contact the Wayzata Public Schools Human Rights Officer at 763-745-5014.*



# Keep technology strong in our schools

Technology levy renewal  
Vote November 7, 2023

## What is a technology levy?

A technology levy, also known as a capital projects levy, is a locally-approved source of funding. These funds must be dedicated for technology-related needs, including:

- Student iPads and staff computers
- Educational software and interactive classroom equipment
- District communication tools and security systems
- Essential technology training and support for students and staff

The State of Minnesota does not dedicate funds for technology in our schools. Districts must rely on voter-approved levies. Thanks to strong community support, Wayzata Public Schools currently has two technology levies in place.

## Why do we have to renew one of the levies now?

We have two tech levies in place. One expires with taxes payable in 2025 and one expires with taxes payable in 2029. School districts can put a levy request on the ballot up to five years before it goes into effect.

We want to ensure that we are able to maintain our current level of funding, so we are asking voters to renew the tech levy that expires after taxes payable in 2025 now.

## What is the ballot request?

The request is for a 10-year technology levy of \$5.7 million per year. Approval of the levy will allow the district to:

- Replace aging classroom technology equipment and student and staff devices
- Maintain school safety and security systems
- Maintain essential technology support for students and staff

## What is the tax impact?

- There is **no tax increase** if voters approve the levy because it is a renewal of an existing locally-approved levy.

## What if the request is not approved by voters?

We will not be able to:

- Replace aging classroom technology equipment and student devices.
- Maintain the technology support that staff and students rely on every day in our schools.

## How is technology used in our schools?

Technology is essential to each and every student. It allows students to learn at their own pace and enables teachers to personalize learning for students.



### Teaching and learning

- Up-to-date technology devices for all students and staff
- Instructional software and online resources
- Interactive classroom equipment
- Tools for communicating with students and families



### Safety and security

- School safety and security systems
- Cybersecurity and student data privacy



### Support

- Staff training, troubleshooting and repairs
- Network infrastructure and reliable internet environment

Continued on back

# Community survey reveals strong support

Results of a recent survey of Wayzata Public Schools' residents indicate broad support for technology and the district.

97%

say our schools are **good value** for their investment

95%

say the quality of our schools is **excellent** or good

92%

say the **quality of our** schools increases home values

86%

say **technology** for students is **essential** or very important

**Wayzata Public Schools has the highest possible bond rating (Aaa) from Moody's Investors Service**

## Vote November 7

### Vote early by mail

To vote by mail, apply to have an absentee ballot mailed to you.

For more information, visit [mnvotes.org](http://mnvotes.org).

### Vote early in person

Creekside Building  
16000 41st Avenue North, Plymouth

**September 22 - November 6 (M-F)**  
Hours 7:30 a.m. to 4 p.m.

**Saturday, November 4**  
Hours 8 a.m. to 3 p.m.

City of Minnetonka voters have different hours and locations. Visit the city's website.

### Vote on election day

**Tuesday, November 7**  
7 a.m. to 8 p.m.

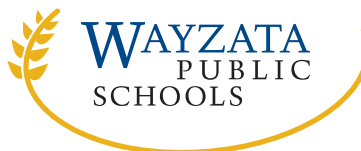
Find your polling location at [mnvotes.org](http://mnvotes.org)

## Learn more

Visit [wayzataschools.info/tech-levy](http://wayzataschools.info/tech-levy)

Email [techlevy@wayzataschools.org](mailto:techlevy@wayzataschools.org)

Call 763-745-5005



Excellence. For each and every student.