



Excellence. For each and every student.

BOARD OF EDUCATION
Regular Meeting - March 12, 2024 - 7:00 PM
Creekside
16000 41st Ave N.
Plymouth, MN 55446

AGENDA

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Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Call to Order

ITEM: Roll Call Attendance

COMMENTS BY: Milind Sohoni, Board Chair

	PRESENT	ABSENT
Heidi Kader	_____	_____
Sheila Prior	_____	_____
Sarah Johansen	_____	_____
Paras Bhende	_____	_____
Valentina Eyres	_____	_____
Dan Ginestra	_____	_____
Milind Sohoni	_____	_____
Chace Anderson, ex-officio	_____	_____



Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Approval of Agenda and Consent Agenda Items

ITEM: Approval of Agenda and Consent Agenda Items

COMMENTS BY: Milind Sohoni, Board Chair

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 2.12.24
- B. Finance and Operations Recommendations
 - 1. Monthly Reports
 - i. Gifts and Bequests- February 2024
 - ii. Check Report- February 2024
 - iii. Wire, EFT & ACH Report- January 2024
 - 2. FY2025 Facility Rental Rates
- C. Human Resource Recommendations
 - 1. Monthly Recommendations

Recommended Action: Approve the full agenda as presented, and the consent agenda items.

Motion by: _____

Passed: _____

Second by: _____

Failed: _____

Abstentions: _____



Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Reports from Organizations

ITEM: Wayzata High School Student Council Representative

COMMENTS BY: Milind Sohoni, Board Chair

This section of the agenda provides an opportunity for a Wayzata High School Student Council Representative to report on information and events at Wayzata High School.

- Molly Ginther, Student Council President



BOARD OF EDUCATION
Regular Meeting – March 12, 2024

AGENDA SECTION: Administrative Reports and Recommendations

ITEM: Finance and Operations Recommendations

COMMENTS BY: Scott LeSage, Executive Director, Finance and Operations

Wayzata Cafes (Fund 02) Fiscal Year 2023-24 Budget Amendment

This is a mid-year review and revision to the FY2023-24 budget for Wayzata Cafes (Fund 02). The adjustments reflect the most recent information from operations through roughly half of the fiscal year along with continued forecasting through the end of the fiscal year.

	2023-24 Preliminary Budget	Change	2023-24 Revised Budget
Revenue			
Meal Sales	\$1,493,180	-\$195,460	\$1,297,720
Federal Aid	\$2,327,745	\$277,800	\$2,605,545
State Aid	\$5,131,050	\$618,250	\$5,749,300
Total Revenues	\$8,951,975	\$700,590	\$9,652,565
Expenditures			
Salaries and Benefits	\$3,712,836	\$49,477	\$3,762,313
Food	\$4,139,795	\$278,750	\$4,418,545
Other	\$898,726	\$85,974	\$984,700
Total Expenditures	\$8,751,357	\$414,201	\$9,165,558
Revenue over Expenditures:	\$200,618	\$286,389	\$487,007

Recommended Action: Approve the revised budget for Fund 02 for the fiscal year ending June 30, 2024.

Motion by: _____ **ROLL CALL** Passed: _____

Second by: _____ Failed: _____

Abstentions: _____



Wayzata Cafés (Fund 02)

FY2023-24 Revised Budget

School District Funds

01	General Fund	<ul style="list-style-type: none">• General School District Operations• Salaries/Benefits, Supplies, Transportation• Utilities, Equipment, LTFM < \$2.0M
02	Food Service	<ul style="list-style-type: none">• Wayzata Cafes• Salaries/Benefits, Food, Supplies, Equip• Revenue - Primarily from Meal Sales
04	Community Services	<ul style="list-style-type: none">• ECFE, ABE, Wayzata Kids, Youth Classes• Adult Classes, Preschool, Facility Rental• Revenue - Primarily from Fees
06	Construction	<ul style="list-style-type: none">• Major Building Projects• Revenue from sale of bonds• LTFM > \$2.0M
07	Debt Service	<ul style="list-style-type: none">• Account for Principal & Interest• Similar to homeowner's mortgage payments



Wayzata Cafés Summary (Fund 02)

- Minnesota Free Meals Program
- Farm to School Program
 - Produce
 - Apples, Greens, Corn, Carrots, Brussels Sprouts, Pears, Parsnips, Radishes, Tomatoes
 - Protein
 - Ground Beef, Turkey Roasts, Hamburger Patties, Meatballs, Cheese Curds
 - Other
 - Oats, Flour, Honey, Butter
- 2024-2025 School Year Planning
 - Infrastructure updates (Serving lines, ovens, bulk milk dispenser)
 - Menu focus
 - Increase vegan choices to 2-3 times per week
 - Decrease added sugar at breakfast
 - Incorporate more cultural foods onto menus
 - Increase Farm to School partnership by offering MN Thursdays
 - Farm to School grant

Wayzata Cafés (Fund 02)

2023-24 Revised Budget			
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Total Expenditures	\$8,751,357	\$414,201	\$9,165,558
Revenue over Expenditures:	\$200,618	\$286,389	\$487,007

Wayzata Cafés Revenues (Fund 02)

- Reimbursement Rates (State and Federal)
 - Based FY24 preliminary budget on FY23 free federal reimbursement rate
 - FY24 federal free rates increased \$0.315 per lunch and \$0.17 per breakfast
- Increased Daily Participation
 - FY24 preliminary budget based on projected enrollment and anticipated participation
 - Higher actual enrollment and higher average daily participation in meals
 - Serving ~460 more lunches and ~370 more breakfasts per day than what was anticipated in FY24 preliminary budget
- Meal Sales
 - Adjusted a la carte revenue to accurately reflect average daily sales

Wayzata Cafés Expenditures (Fund 02)

- Salaries and Benefits
 - Overall salary and benefits are on track to meet the original 23-24 budget
 - Slight increase in budget was allocated to salaries for student workers and non-instructional substitutes
- Food
 - Increase to food expenditures was due to serving more meals
 - Projected food expenses through year end and increased budget accordingly
- Other
 - \$78K was allocated to other expenditures, with operating equipment making up \$40K of this amount
 - Remainder of the revisions related to repair/maintenance costs, supplies, and uniforms

Wayzata Cafés Fund Balance (Fund 02)





BOARD OF EDUCATION
Regular Meeting – March 12, 2024

AGENDA SECTION: Administrative Reports and Recommendations

ITEM: Finance and Operations Recommendations

COMMENTS BY: Scott LeSage, Executive Director, Finance and Operations

Community Education (Fund 04) Fiscal Year 2023-24 Budget Amendment

This is a mid-year review and revision to the FY2023-24 budget for Community Education (Fund 04). The adjustments reflect the most recent information from operations through roughly half of the fiscal year along with continued forecasting through the end of the fiscal year.

	2023-24 Preliminary Budget	Change	2023-24 Revised Budget
Revenue			
State Aid and Local Tax Levies	\$2,796,860	\$450,881	\$3,247,741
Fee Revenue	\$9,891,532	\$382,899	\$10,274,431
Grants	\$520,450	-\$174,344	\$346,106
Total Revenue	\$13,208,842	\$659,436	\$13,868,278
Expenditures			
Salaries and Benefits	\$11,123,509	\$319,518	\$11,443,027
Purchased Services, Supplies, Food and Educational Materials	\$1,977,721	\$25,261	\$2,002,982
Capital and Technology	\$64,400	\$11,700	\$76,100
Due and Memberships	\$5,500	\$0	\$5,500
Total Expenditures	\$13,171,130	\$356,479	\$13,527,609
Revenue over Expenditures:	\$37,712	\$302,957	\$340,669

Recommended Action: Approve the revised budget for Fund 04 for the fiscal year ending June 30, 2024.

Motion by: _____ **ROLL CALL** Passed: _____

Second by: _____ Failed: _____

Abstentions: _____



Community Services Fund (04) FY2023-24 Revised Budget

Finance Committee of the Board
March 8, 2024

School District Funds

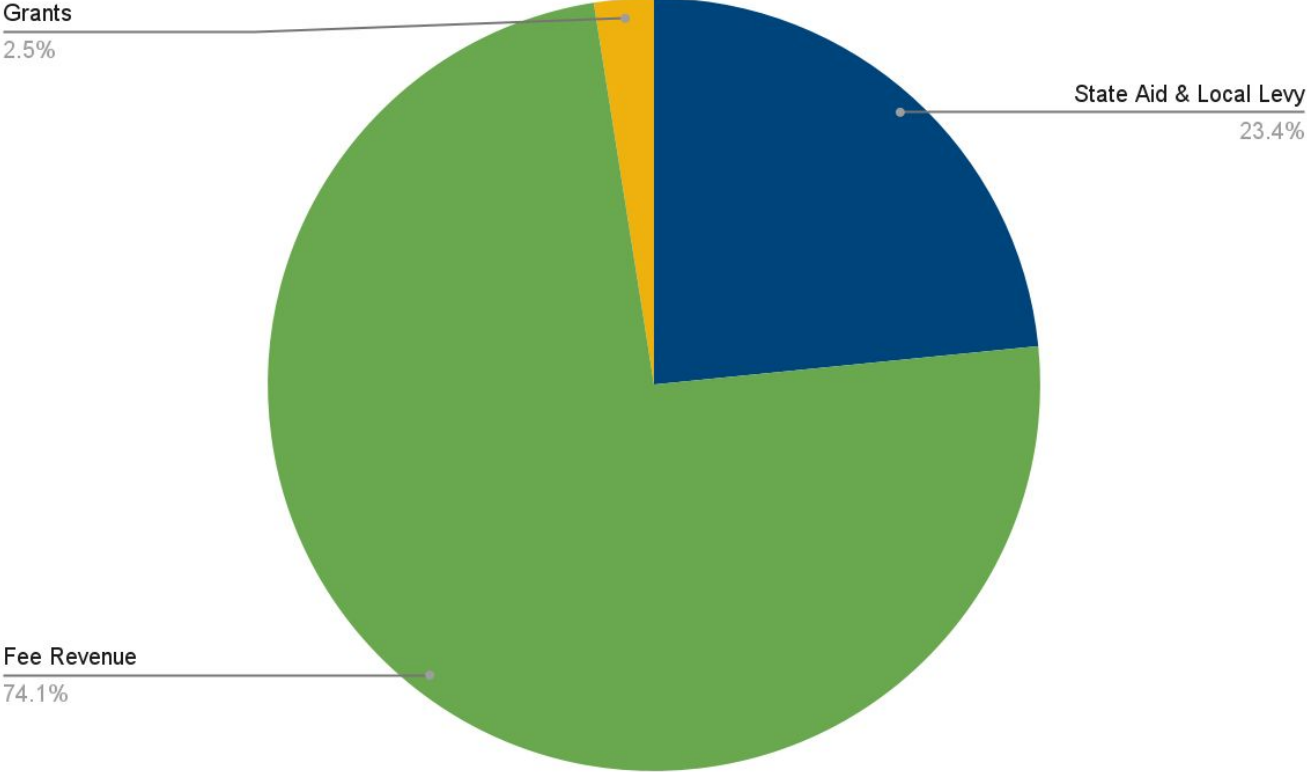
01	General Fund	<ul style="list-style-type: none">• General School District Operations• Salaries/Benefits, Supplies, Transportation• Utilities, Equipment, LTFM < \$2.0M
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06	Construction	<ul style="list-style-type: none">• Major Building Projects• Revenue from sale of bonds• LTFM > \$2.0M
07	Debt Service	<ul style="list-style-type: none">• Account for Principal & Interest• Similar to homeowner's mortgage payments



Community Ed Programs



Fund 04 Revenue Sources: 2023-24 Revised Budget



2023-24 Community Ed Budget (Fund 04)

2023-24 Revised Budget			
	2023-24 Preliminary Budget	Change	2023-24 Revised Budget
Revenue			
State Aid and Local Tax Levies	\$2,796,860	\$450,881	\$3,247,741
Fee Revenue	\$9,891,532	\$382,899	\$10,274,431
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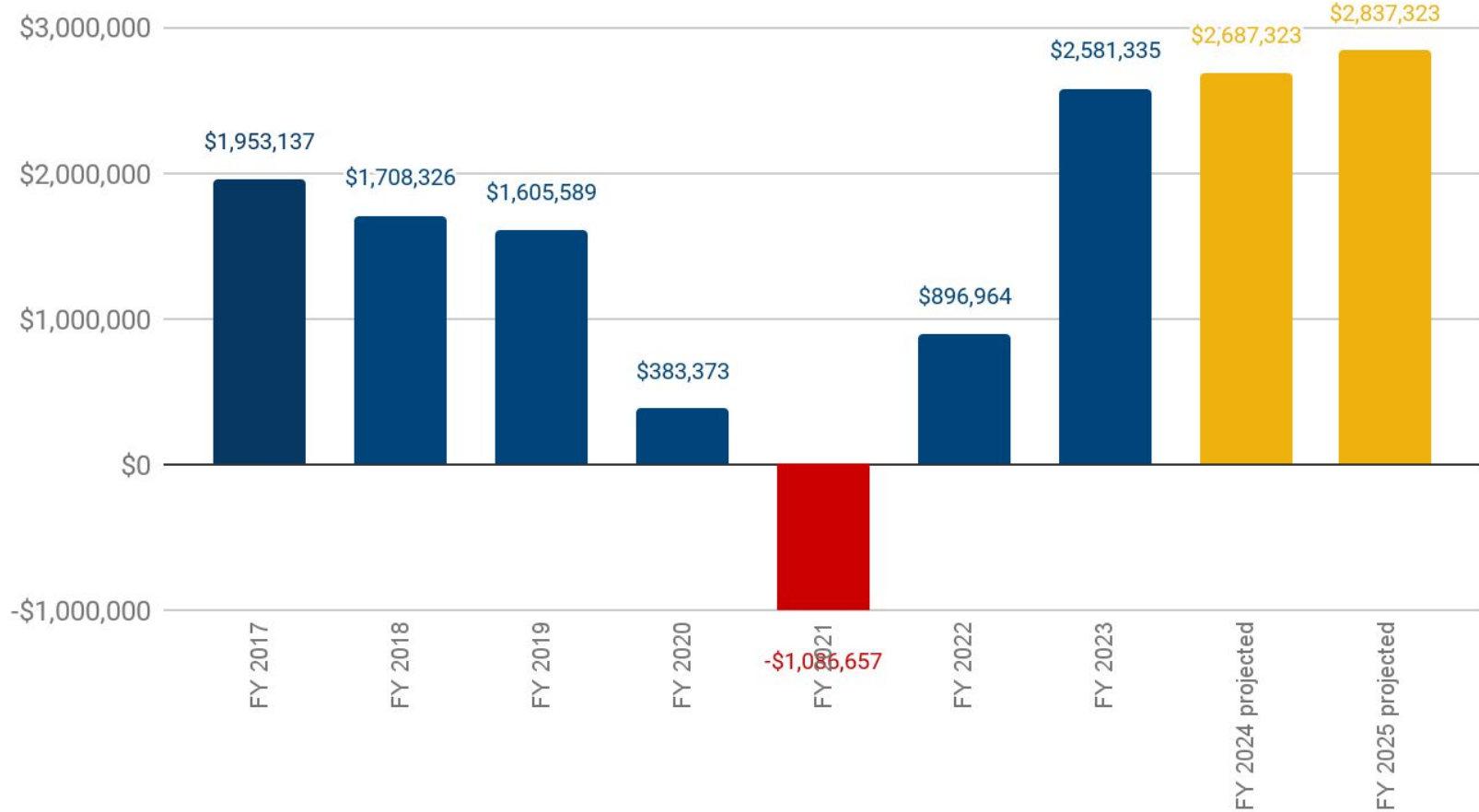
Community Ed Revenues (Fund 04)

- Revenue remains strong and growing across all program areas
- State Aid
 - Increase is due to change in Childcare Stabilization Grant Funds to Great Start Grant
- Added new programs
 - Middle school after-school classes and summer camps
 - Rising Ks summer full-day preschool
- New grant funding
 - Partners for Healthy Kids

Community Ed Expenditures (Fund 04)

- Salary and Benefits
 - Increased hourly staffing to meet continued increase demand
 - Added Auditorium Specialist position due to WHS staff reduction
 - Added Wayzata Kids Manager position that was eliminated in FY21
 - Added ELS Manager to support new programming
- Purchased Services, Supplies, Food and Educational Materials
 - Increase expenses related to program expansion

Community Ed Fund Balance Reserves at Fiscal Year End



*Excludes Non-Public, Screening, ECFE, School Readiness & ABE



Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Recognitions

ITEM: Dance Team- Jazz State Champions

COMMENTS BY: Chace B. Anderson, Superintendent

WHS Jazz Dance Team

Wayzata High School's dance team celebrated a triumphant return to the top of the Class 3A jazz division at the state tournament on Friday, February 16, 2024 at Target Center. The Trojans, led by Coach Alyse Eichorst, delivered a captivating performance, earning them their seventh state jazz title and 12th overall. This victory marks a significant comeback for the program, reclaiming the championship title for the first time since 2019.

Despite facing strong competition from defending champions Maple Grove and perennial contenders Eastview, the Wayzata dancers displayed exceptional talent and teamwork. Their well-executed choreography and energetic performance resonated with the judges, ultimately leading them to victory.

Congratulations to the Wayzata High School Jazz Dance Team on their incredible performance!



Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Recognitions

ITEM: Employee of the Month

COMMENTS BY: Chace B. Anderson, Superintendent

Wayzata Public Schools
March 2024 Employees of the Month
Plymouth Creek Elementary Resource Team

Lori Shoultz
Megan Torfin
Christina McNeill-Tum
Megan Wroblewski

Plymouth Creek Elementary is honored to have the opportunity to share about four individuals who are dedicated to supporting students at Plymouth Creek. They embody the true meaning of *Each and Every*, and model excellence at every opportunity. We couldn't be more excited about celebrating them as individuals, as a team, and as servant leaders.

The special education resource team at Plymouth Creek is a true vision of *collective efficacy*. They have built a level of trust in one another that extends how they support our unique learners from day to day. They seek to understand every child's needs, desires, behaviors, and potential, and they use that knowledge to plan and execute targeted instruction, meaningful social-emotional support, empathetic co-regulation, and, most importantly, create a safe and welcoming place where students feel *loved*.

Lori Shoultz has been the school Social Worker at Plymouth Creek for the last 17 years. Her genuine warmth and immense knowledge of systems, cultures, brain development, and resources have served our building in immeasurable ways. From providing small group support to 1:1 interventions to mental health advocacy, Lori is an integral part of the day for *many* of our students. Kids are often seen lining up outside of her office in the mornings, during lunch, and after recess, to score one of her warm hugs and to share something personal with her. She is highly trusted by students, staff, and families.

Megan Torfin began at Plymouth Creek in 2015 and is our resource teacher for students in Kindergarten through 2nd grade. She is a steady and consistent educator who provides individualized

instruction to help her students meet their goals. She can manage *many* situations at once - it isn't uncommon for her to have several students taking breaks in her space while she leads a group, provides direction to our paraprofessionals, and co-regulates with a child. Some of our paraprofessionals shared the following about Megan: *"Megan T is a wizard at finding ways to help kids be successful. She always knows what to say to help a kid understand what the problem is and [to find] a resolution. She's willing to do what it takes (especially flexible!) to help staff and students be successful. She provides a safe and supportive environment for all kids. And what a mentor she is for me!"*

Christina McNeill-Tum began at Plymouth Creek in 2018 and is our resource teacher for students in grades 3 through 5. Her optimism and bright smile serve as means of making connections with students and staff. Her previous experience as a classroom teacher has shown through in the ways she supports the academic and social needs of our students. She is solutions-oriented and helps students understand the power of a growth mindset. Our intermediate students leave the building set up for maximum success in middle school, thanks to Christina's organization, communication, and goal-setting. Our paraprofessionals shared, *"Christina...listened to my needs to support the students and helped bring about the supports I needed. I enjoy connecting with her and feel her genuine kindness."*

Megan Wroblewski has been supporting Plymouth Creek for the last two years as our Speech-Language Pathologist. She holds extensive knowledge and brings the capital F FUN to speech services. In addition to creating an engaging environment for students, Megan is a team player who jumps in to support our paraprofessionals, resource teachers, and social worker without question when a student is in crisis. Megan holds the line of confidentiality and professionalism while making sure our students have their needs met - even if they aren't "her" students. She aids parents and caregivers in understanding how speech services can benefit their children. Students who do not qualify for speech services wish they could go to her classroom. One of our paraprofessionals shared, *"Megan W is a team player. Several times when things have gone haywire, Megan has stepped up to say how can I help - it sure makes me feel supported!"*

If you can't tell, we are beyond fortunate to have such a powerhouse team in our building. Those of us who are lucky enough to spend time with them leave the conversation a better person with more knowledge and strategies, a better mindset, and the confidence to serve our students the way they deserve to be served.

Congratulations to Lori Shoultz, Megan Torfin, Christina McNeill-Tum, and Megan Wroblewski for being recognized as the Wayzata Public Schools Employees of the Month for March 2024.



Board of Education

Regular Meeting – March 12, 2024

AGENDA SECTION: Recognitions

ITEM: Retiree Recognitions

COMMENTS BY: Chace B. Anderson, Superintendent

Tonight we would like to recognize the following employees who announced their retirement in 2023-2024. We would like to thank them for their years of service to Wayzata Public Schools and wish them well in their future endeavors.

<u>Name</u>	<u>Position</u>	<u>Years of Service</u>
Alene Corken	Paraprofessional, Greenwood	21 Years
Fern DeRubeis	Paraprofessional, East Middle	15 Years
Debby Kwong	Administrative Professional, North Woods	5 Years
Jane Talbott	Paraprofessional, Oakwood	22 Years
Sue Winderl	Paraprofessional, Oakwood	16 Years
Cynthia Windsor	Purchasing Manager, District Service Center	28 Years
Ellen Deutscher	EL Teacher, Gleason Lake & Oakwood	10 Years



Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: School Spotlight Presentation

ITEM: School Spotlight Presentation

COMMENTS BY: Dana Miller, Executive Director of Teaching & Learning

Welcome to the exciting world of the Panther Press, where creativity, curiosity, and collaboration come together to create a vibrant newsletter crafted by students, for students! As aspiring journalists, these Plymouth Creek students are dedicated to delivering compelling stories, insightful perspectives, and engaging content that resonates with our diverse school community. From covering campus to exploring sharing entertaining features, the Panther Press is your go-to source for all things noteworthy and newsworthy. Join me in welcoming principal Ashley Paul and her students as they embark on a literary adventure like no other with the Panther Press!



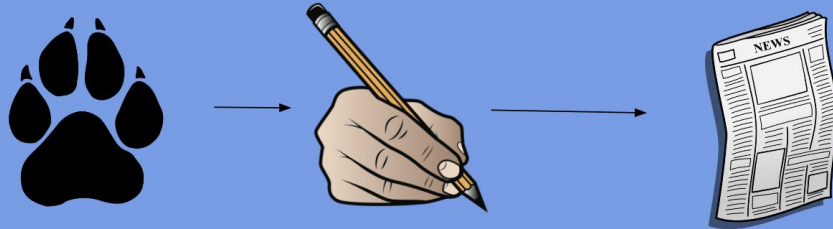
The Panther Press

Plymouth Creek School Spotlight
March 12, 2024

The *Panther Press*

What is the "Panther Press?"

The Panther Press is Plymouth Creek's Newspaper Club. We will write about what is happening at Plymouth Creek. It would consist of about ten students, each writing their own articles.



The Panther Press

How will the Panther Press work?

Each panther will write their own article on paper, and then show it to everybody else, and then type it, and send it to Mrs. Paul.

1.



2.



The Panther Press

ATTENTION ALL 5TH GRADERS!

The Panther Press is here!

Be an editor, **writer**, or photographer!

Participants can write, edit or photograph for the Press! You can write about the following topics:

- Teacher Feature
- Holidays
- Themes
- Upcoming Events
- Book Reviews
- Activities



Participants will meet once a week at lunch and possibly after school!

How to get involved:
Check your email, fill out a form, and you're in!

The Panther Press is a digital, school-wide newspaper. It is open to any 5th grader who wants to be involved.

30

Questions Responses **72** Settings

Section 1 of 4

Panther Press Interest Form

Form description

This form is automatically collecting emails from all respondents. [Change settings](#)


Are you interested in being part of a new school-wide newspaper?

ATTENTION ALL 5TH GRADERS!

The Panther Press is here!

Be an editor, **writer**, or **photographer!**

Participants can write, edit or photograph for the Press! You can write about the following topics:



Participants will meet once a week at lunch and possibly after school!

The *Panther Press*

Article Ideas

- Teacher Feature
- Book Reviews
- Upcoming Events
- Holidays
- Birthdays
- And other Things

We can brainstorm for more ideas for articles later!

The *Panther Press*

Teamwork is...

- Showing kindness
- Showing Love
- Showing Belonging
- Having fun
- Working Together



The Panther Press



Panther Press

Plymouth Creek Elementary's Newspaper

1st Edition
March 2024

EVENTS

I Love to Read Month 2024

Many classes did flashlight reading. Classes have made campfires on their doors with marshmallows that have their favorite books on them! We also had an author visit from John Schu. He has made many picture books that lower grades enjoyed! If you had a favorite book what would it be? We are having a March Madness book contest to see which book is the favorite book in our school!

When you were little did you have different favorite books than you have now? Lower grades have different books and higher grades have different books, and the lower grades vote on their favorite books while the higher grades have their own. Last year, *Dory Fantasmagory* won for the lower grades and *Fuzzy Mud* won for the higher grades.

One of our favorite parts of I Love to Read month is the Book Fair. Each class visited the Book Fair and had a chance to buy books. And that is all the events this month





Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Audience Opportunity to Address the Board

ITEM: Audience Opportunity to Address the Board

COMMENTS BY: Milind Sohoni, Board Chair

This section of the agenda provides an opportunity for members of the audience to address the School Board. Speakers will be allotted approximately three minutes.

Please note that this time is provided for citizens to address the Board; this is not an appropriate venue for a discussion or debate. If the speaker would like follow-up contact from the Board of Education, they may leave their contact information with the administrative assistant.



Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Superintendent’s Reports and Recommendations

ITEM: Policy Approvals

COMMENTS BY: Nathan Flansburg, Associate Superintendent

Attached for review are the following policies for your consideration.

The policies and regulations were reviewed as part of the regular review cycle and using the Minnesota School Board Association Model Policy (where available), by District Administration and other district stakeholders, where necessary. A final review was completed by the Policy Committee of the School Board.

Policy Approvals:

- 510 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
- 515 Search of Student Lockers, Personal Possessions, and Student’s Person
- 517 Student Chemical Dependency and Chemical Health Programs
- 519 Weapons
- 521 Immunization of Students

RECOMMENDED ACTION: Approve the above policies as presented in the attachments.

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Abstentions: _____

510 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. PURPOSE

The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex. 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.

II. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator is:

Stacie Vos, Executive, Director of Human Resources, 763-745-5014, 210 County Road 101 North, Wayzata, MN 55391, Stacie.Vos@wayzataschools.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

III. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings

or property, and other similar measures.

- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
 5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor

of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the

superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student- respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

V. REPORTING PROHIBITED CONDUCT

- a. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- b. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- c. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- d. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint .
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district’s ability to provide

the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 - 6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

- A. Emergency Removal of a Student
 - 1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or

safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

- c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district’s education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

X. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party’s participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date,

time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

XI. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint

- through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker 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 incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or

bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district’s education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district’s website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

ADOPTED: November 8, 2004

AMENDED: October 13, 2014

AMENDED: December 12, 2016

AMENDED: September 14, 2020

LAST REVIEWED: December 8, 20

515 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide a safe and healthy educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. This policy applies to all lockers issued to students throughout the school year, including athletic lockers. As soon as practical after the search of a student's locker and personal possessions, the school official must provide notice of the search to students whose locker and personal possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks and Personal Possessions Within a Desk

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. Contraband

It is a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband on their person or in their personal possessions.

WAYZATA PUBLIC SCHOOLS

Independent School district 284

Wayzata, Minnesota

ADOPTED: August 16, 2004

AMENDED: March 9, 2015

AMENDED: January 13, 2020

AMENDED: March 12, 2024

LAST REVIEWED: March 12, 2024

517 STUDENT CHEMICAL DEPENDENCY AND CHEMICAL HEALTH PROGRAMS

I. PURPOSE

The purpose of this policy is to develop, implement, and maintain programming for students which addresses the issues of chemical dependency and chemical health.

II. GENERAL STATEMENT OF POLICY

The Board recognizes that chemical use and abuse affects the lives of the young and that the effects can be counterproductive to the educational mission of this public institution. The Board further recognizes that chemical dependency is treatable and believes that its prevention through education must be a priority of the district. To this end the Board shall encourage and support a program of prevention, early identification of chemical dependency, and appropriate intervention, referral, and aftercare.

ADOPTED: April 11, 1983

AMENDED: August 11, 1986

AMENDED: August 16, 2004

AMENDED: March 9, 2015

AMENDED: March 9, 2020

AMENDED: March 12, 2024

LAST REVIEWED: March 12, 2024

519 WEAPONS

I. PURPOSE

The purpose of this policy is to ensure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

- A. No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location, at school activities or on school buses except as provided in the policy and regulations. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, Subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
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)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

ADOPTED: October 13, 2014
AMENDED: March 12, 2024
LAST REVIEWED: March 12, 2024

521 IMMUNIZATION OF STUDENTS

I. PURPOSE

The purpose of this policy is to ensure the health and safety of all students by requiring that all students receive proper immunizations as mandated by law.

II. GENERAL STATEMENT OF POLICY

- A. The Board of Education of the Wayzata Public Schools supports the prevention of disease through immunization of children as required by law. Accordingly, the School Board authorizes the Superintendent of Schools or designee to develop appropriate regulations to comply with the School Immunization Law.
- B. The School Immunization Law requires students enrolling or attending public schools to provide documentation of immunizations required by the Minnesota Department of Public Health. No student will be allowed to enroll or attend the Wayzata Public Schools without first having presented evidence of compliance with the statute that requires immunization or documented exemptions for medical or conscientiously held beliefs of his/her parent or guardian.
- C. The Superintendent of Schools or designee is hereby authorized to exclude any pupil from school attendance for noncompliance with immunization requirements. The student shall remain excluded from attendance until the student has complied with statutorily required immunizations.

ADOPTED: December 13, 1999

AMENDED: August 16, 2004

AMENDED: July 13, 2015

AMENDED: March 12, 2024

LAST REVIEWED: March 12, 2024

2023-24 School Year Financial Report Analysis



Excellence. For each and every student.

For the Month Ended January 31, 2024

Statement of Revenues Analysis

This analysis reflects revenue received by the month end noted above. These numbers are representative of the first seven fiscal months of the FY 2023-24 and are based on the recently Revised FY2023-24 Budget for the General Fund. Property Tax revenue is right in line with prior years and State Aid revenues continue to be slightly up from prior years but are in line with expectations. Deviations in revenue from prior years continue with Federal Aids due to a some variables that include when these funds are drawn during the fiscal year, a change in the system MDE utilizes to do the draws, along with a change in how these dollars are recorded as it relates to FY23 accruals. Additionally, as a reminder, the district still has CARES Act dollars that were allowed to carry over to the current fiscal year. Miscellaneous Local Revenue can vary year to year and are also impacted by many variables including interest income, gate fees, etc but are closer in line with the prior fiscal year.

Food Service revenue is now getting much closer in line with prior years due to continued payments received from MDE. As a reminder, legislation was passed to provide free meals which is funded by the state and flows through MDE to the district. This change now makes it so the state aid through MDE is the primary revenue source for Food Service. Community Education revenue continues to be slightly up from the prior fiscal year. The expectation is that the district will continue to see more pre-COVID numbers as it relates to fees the district collects for sports along with Community Education and Food Service. The Construction Fund revenue exceeds the preliminary FY2023-24 budgeted amount due to bond proceeds being received by the district.

Statement of Expenditures Analysis

This analysis reflects actual expenditures and does not include outstanding encumbrances along with representing seven months of the FY 2023-24 and are based on the recently Revised FY2023-24 Budget for the General Fund. Overall expenditures are relatively similar to prior years listed in the report. Salaries are in line with the prior two fiscal years and benefits are below prior years percentages but still in line with expectations based on the FY2023-24 Revised Budget. Purchased Services are again up considerably due to ongoing budgeted district projects related to LTFM. As is usually always the case, variations compared to prior years are primarily driven by the timing of payments, timing of projects (as just described), timing of purchases of supplies, materials, and capital expenditures along with the timing of payments for purchased services. Construction Fund expenditures exceed the preliminary budgeted amount which is due to the planned purchased of the District Service Center.

2023-24 School Year Statement of Revenues

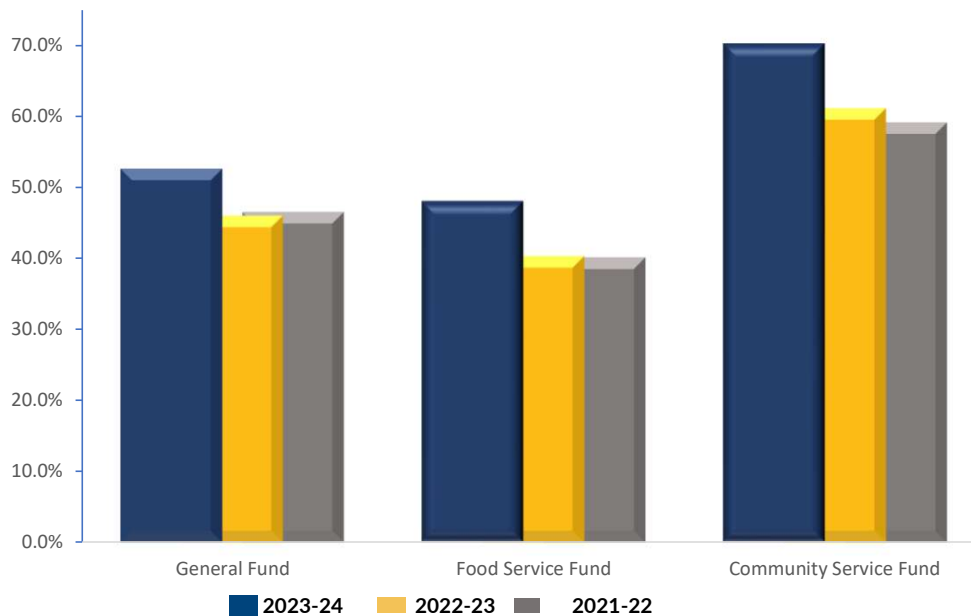
For the Month Ended January 3rd 2024



Excellence. For each and every student.

Fund	2023-24		Year-to-Date % of Budget		
	Budget	Actuals	2023-24	2022-23	2021-22
General Fund					
Property Taxes	\$ 69,973,663	\$ 69,569,573	99.4%	99.0%	101.1%
State Aids	128,359,088	36,916,910	28.8%	25.3%	26.3%
Federal Aids	5,651,010	-	0.0%	34.8%	14.0%
Miscellaneous Local Revenue	6,702,130	4,268,572	63.7%	62.4%	38.9%
Other Financing Sources	-	-	-	-	-
Total General Fund Revenue	\$ 210,685,891	\$ 110,755,054	52.6%	52.5%	52.2%
Food Service Fund	8,951,975	4,303,923	48.1%	48.3%	53.9%
Community Service Fund	13,208,842	9,276,589	70.2%	68.8%	68.5%
Debt Service Fund	15,977,503	15,768,074	98.7%	99.4%	102.4%
Construction Fund	291,000	3,610,252	-	-	-
Total Revenue All Funds	\$ 249,115,211	\$ 143,713,891	57.7%	56.7%	56.8%

Percent Comparison
Year-To-Date to Total Budget



2023-24 School Year Statement of Expenditures

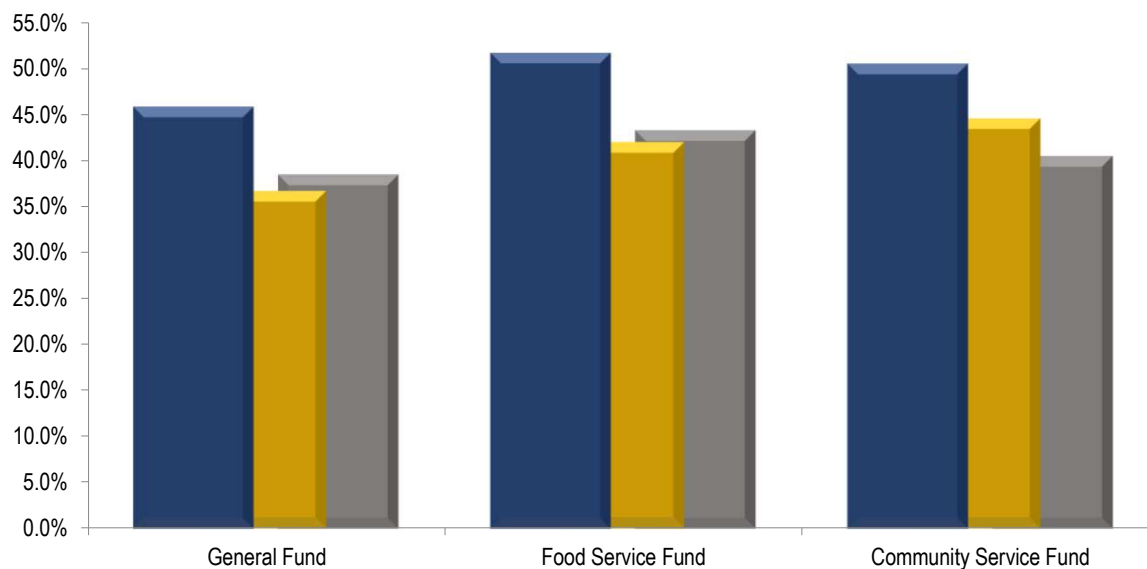
For the Month Ended January 31, 2024



Excellence. For each and every student.

Fund	2023-24		Year-to-Date % of Budget		
	Budget	Actuals	2023-24	2022-23	2021-22
General Fund					
Salaries	\$ 109,157,714	\$ 48,616,704	44.5%	45.0%	45.5%
Benefits	39,813,792	18,137,202	45.6%	55.6%	51.5%
Purchased Services	32,952,095	17,954,483	54.5%	41.4%	27.0%
Supplies & Materials	7,091,634	3,776,265	53.2%	56.1%	50.0%
Capital Expenditures	18,430,349	6,846,146	37.1%	29.9%	98.9%
Other Expenditures	1,036,534	209,667	20.2%	30.6%	33.5%
Total General Fund Expenditures	\$ 208,482,118	\$ 95,540,467	45.8%	45.1%	45.5%
Food Service Fund	8,751,357	4,525,120	51.7%	50.6%	56.9%
Community Service Fund	13,171,130	6,654,597	50.5%	51.5%	50.9%
Debt Service Fund	16,530,175	16,528,938	100.0%	100.0%	100.0%
Construction Fund	4,193,482	7,130,152	-	-	-
Total Expenditures All Funds	\$ 251,128,262	\$ 130,379,275	51.9%	50.0%	53.8%

Percent Comparison
Year-To-Date to Total Budget



■ 2023-24 ■ 2022-23 ■ 2021-22

2023-24 School Year Investment Summary



For the Month Ended January 31, 2024

Excellence. For each and every student.

General Fund:

Investment Held At	Type of Investment	Purchase Date	Maturity Date	Investment Cost	Maturity Amount	Interest Earned	Yield
PMA/MN Trust	Money Market	N/A	NOW	N/A	\$ 110,239	N/A	5.27%
MSDLAF+ Liquid	Money Market	N/A	NOW	N/A	5,385,802	N/A	5.28%
MSDLAF+ Max	Money Market	N/A	NOW	N/A	24,703,498	N/A	5.37%
Total General Fund				<u>-</u>	<u>\$ 30,199,539</u>	<u>\$ -</u>	

Alternative Facilities Bonds:

Investment Held At	Type of Investment	Purchase Date	Maturity Date	Investment Cost	Maturity Amount	Interest Earned	Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	N/A	\$ 838,049	N/A	5.28%
MSDLAF+ Max	Money Market	N/A	NOW	N/A	5,408,396	N/A	5.37%
Total Alternative Facilities Bonds				<u>\$ -</u>	<u>\$ 6,246,444</u>	<u>\$ -</u>	

2014 General Obligation School Building Bonds:

Investment Held At	Type of Investment	Purchase Date	Maturity Date	Investment Cost	Maturity Amount	Interest Earned	Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	N/A	\$ -	N/A	5.28%
MSDLAF+ Max	Money Market	N/A	NOW	N/A	13	N/A	5.37%
Total 2014 General Obligation School Building Bonds				<u>\$ -</u>	<u>\$ 13</u>	<u>\$ -</u>	

2018 General Obligation School Building Bonds:

Investment Held At	Type of Investment	Purchase Date	Maturity Date	Investment Cost	Maturity Amount	Interest Earned	Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	N/A	\$ 5	N/A	5.28%
MSDLAF+ Max	Money Market	N/A	NOW	N/A	17	N/A	5.37%
Total 2018 General Obligation School Building Bonds				<u>\$ -</u>	<u>\$ 22</u>	<u>\$ -</u>	



Board of Education
Regular Meeting – March 12, 2024

AGENDA SECTION: Adjourn

ITEM: Adjourn

COMMENTS BY: Milind Sohoni, Board Chair

This agenda item brings closure to the School Board meeting.

Recommended Action: Call the meeting to a close.

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Time of Adjournment: _____