

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session Meeting - October 27, 2014 - 4:05 PM  
District Administration Building, 210 County Road 101 Plymouth, MN

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. ADMINISTRATIVE 3
  - A. High School Budget Update & Design Image *S. McQueen & L. Shoen 45 minutes*
  - B. Partners in Prevention *J. Henson & R. Olson 20 minutes*
3. TEACHING AND LEARNING 4
  - A. 2013-2014 Annual Report on Teaching and Learning & Student Achievement *S. Lackner 30 mins* 5
  - B. Policies for Second Reading *J. Johnson 20 minutes*
    1. Policy 503 - Compulsory Attendance 11
    2. Policy 506 - Student Dress Code 16
    3. Policy 532 - Equal Educational Opportunity 19
    4. Weapons Policy 26
4. FINANCIAL 31
  - A. Audit Management Report from 2013-2014 *J. Westrum 20 minutes*
5. BOARD REPORTS 32
6. SCHOOL BOARD 33
7. ADJOURN

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **MISSION**

### **Our Core Purpose:**

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

## **VISION**

### **What We Intend to Create and Experience:**

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

### **Exceptional Student Learning, Experiences and Relationships:**

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

### **Community Trust, Confidence and Partnership:**

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

### **Operational Excellence:**

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.



**10.27.14 Work Session  
District Administration Building**

# **ADMINISTRATIVE**

High School Budget Update & Design Image

Partners in Prevention



**10.27.14 Work Session  
District Administration Building**

# **TEACHING AND LEARNING**

2013-2014 Annual Report on Teaching and Learning & Student Achievement

Policies for Second Reading: 503, 506, 532, Weapons Policy



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School Board Work Session Report  
October 27, 2014

## **World's Best Workforce**

### **Summary Report**

#### **Background Information:**

In accordance with 2013 Minnesota Statute section 120B.11, school districts must develop a World's Best Workforce (WBWF) Annual Report and Summary Report for the 2013-14 school year. This summary should document the WBWF student achievement goals that were established last year, the strategies and initiatives that the district engaged in to meet the goals, and the subsequent progress made on those goals by the end of the school year. Districts will post their reports on their district website and submit the summary report to MDE each year.

#### **Overview**

Two outcomes for the presentation: (1) to share with you our version of the WBWF Annual Report and Summary Report and the results that were achieved for the 2013 – 2014 school year, and (2) to obtain your feedback on the content and format of the summary form that has been created.

#### **The summary report is divided into two parts:**

- Part I: Strategies, Actions and Examples of work that were implemented during the 2013 – 2014 school year. We identified nine strategies that guide the implementation of our WBWF plan. FYI - The actions and examples that are listed are not a comprehensive list of all of the work that is actually occurring in the district. We list the more common activities to give you a sense of the work that is being implemented.
- Part II: Data summary on the six student achievement goals. FYI - You will notice that the goal section for each measure is blank. This is intentional because we are choosing to use the 2013 – 2014 school year as our baseline (starting point) year for measuring our student achievement. At the board work session I will provide you with more rationale for this decision.

#### **Presentation**

- Jill Johnson will present the WBWF Annual Report and summary report
- Stacey Lackner will present a summary of our student achievement results

**Excellence. For each and every student.**



# World's Best Workforce Scorecard - Draft 2013 - 2014

## INTRODUCTION

The intent of the World's Best Workforce (WBWF) is to ensure that every school district in the state is making strides to increase student academic performance. To achieve this goal, school districts must develop and implement a plan that addresses the following six goals: (1) Kindergarten Readiness, (2) Grade 3 Literacy, (3) MCA Proficiency, (4) Achievement Gap Reduction, (5) College and Career Readiness and (6) Graduation from High School. School districts are required to annually report progress toward achieving these goals. The purpose of this report is to provide information about the strategies that were implemented and the progress made toward achieving the goals of the WBWF.

## PART I: Strategies for Student Achievement: Strategies, actions and examples to create the world's best work force.


Strategies	Actions	Examples
<b>1. Create a culture of positive relationships with clear and transparent expectations, while recognizing the diverse talents, backgrounds, culture and viewpoints of others.</b>	1. Provide opportunities for our students to better know themselves, their peers and their surroundings.	1. Student orientations, Link Crew, Student Advisory
	2. Provide opportunities for our principals, teachers and instructional support staff to better understand themselves, their colleagues and our students and their families.	2. Intercultural and Intergenerational awareness training
	3. Create opportunities for families to be more involved in their child's education.	3. Electronic reporting and communicating, open house, orientations, P/T conferences, newsletters
	4. Establish student management beliefs and practices that reflect a strengths-base and growth mindset and that supports managing students without coercion.	4. PBIS
<b>2. Maintain welcoming and safe schools.</b>	1. Establish a culture among staff, students and families that supports the sharing of information regarding unsafe behaviors and safety concerns.	1. Created reporting procedures
	2. Establish a culture where everyone sees it as their responsibility to be welcoming and helpful.	2. Secretary – customer service training
	3. Implement the District's comprehensive safety and crisis management plans. [Plans, Procedures and Practices.]	3. Secure entrances. Practice safety drills – Code Red, Yellow, severe weather, fire
	4. Create aesthetically pleasing buildings that reflect the lives and work of our students.	4. Student art displayed in classrooms and throughout buildings

<b>3. Increase pathways to graduation and post-secondary education and strengthen student awareness and involvement in planning process.</b>	1. College planning and entrance assessments. 2. Career Exploration	1. Explore, Plan, ACT assessments, Naviance – college planning
<b>4. Create the conditions so that teachers are prepared to deliver quality first-time instruction that meets the learning needs of each and every student.</b>	<b>1.</b> Deepen principal and teacher use of the district’s core processes of teaching and learning.  <b>2:</b> Deepen principal, teacher and instructional support staff’s use of the resources and tools that support teaching and learning	1. Teacher Development and Evaluation Plan  2. Professional Learning Communities, Collaborative Inquiry, Use of Data for Instruction, Technology – Smart Boards, Turning Tech, iPads
<b>5. Refine our approach to intervention by creating a tiered and integrated system of supports to respond to student learning and behavior needs.</b>	1. Develop and implement a district-wide Multi-Tiered System of Supports (MTSS).	1. Intervention Teachers; Programs (Reading Recovery, Read 180)
<b>6. Maintain, expand learning opportunities for student identified as being gifted and talented.</b>	1. Vision 21 Program	1. Established identification process and criteria; Identified program objectives and defined program model
<b>7. Expand opportunities for student served through special services so that they may be fully engaged in the learning program.</b>	1. Special Services Programming and IEP Process	
<b>8. Use the curriculum review process to align the curriculum with district expectations, state standards, national standards and Best Practice recommendations to ensure a content rich and rigorous learning experience.</b>	1. Curriculum Review Phase 1 – Envision and Assess World Languages, Math, Phy. Ed/Health	1. Completed Phase of the review 2014 – 15 Phase II: Plan and Develop
	2. Program Review Phase 1 – Envision and Assess Middle School	2. Complete Phase I of Middle School Review. Recommendation: Implement – Cluster Groups in LA, Grading for Learning Initiative. 2014 – 15 Phase II: Plan and Develop
<b>9. Use technology and emerging resources to personalize the learning experience.</b>	1. Provide principals, teachers and students with an electronic tablet and resources (APPS)	1. iPads, Apps – e.g. Notability, Explain Everything, iMovie, Garage Band
	2. Use a Learning Management System as a tool for instruction and student work.	2. Moodle
	3. Use technology to collect real time assessment data and for disaggregation and triangulation	3. Turning Technologies and Performance Matters

**PART II: Achievement Data Summary - Progress toward achieving the world's best work force outcome.**


**I. Goal:** To make yearly growth consistent with our district trends, while being consistent with comparable school districts.

**- Kindergarten Readiness -**

Measurement	Goal	Result	Achieved	Trend
ISEL		74.22%		




Comments:

**- Third Grade Literacy -**

Measurement	Goal	Result	Achieved	Trend
MCA Reading		76%		

Comments:

**- MCA Proficiency -**

Measurement	Goal	Result	Achieved	Trend
MCA Reading		80%		
MCA Math		82%		
MCA Science		78%		




Comments:

**- Achievement Gap -**

Measurement	Goal	Result	Achieved	Trend
MMR Focus Rating (FR)		4 of 5 Reward Eligible Schools Received Reward Designation		


Comments:

**- College and Career Readiness -  
Composite Score**

Measurement	Goal	Result	Achieved	Trend
EXPLORE		18.4		
PLAN		21.5		
ACT		26.1		

Comments:

**- Graduation -**

Measurement	Goal	Result	Achieved	Trend
Graduation		91.3%		

Comments:



# District Program Overview

<b>PROGRAM NAME</b>	Achievement and Integration Plan			
<b>PROGRAM MANAGER</b>	Karla Thompson	<b>PROGRAM BUDGET 2014-2015:</b> \$1,637,549,00		
<p><b>PURPOSE:</b> 124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA. Subdivision 1 - Program to close the academic achievement and opportunity gap; revenue uses. The "Achievement and Integration for Minnesota" program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.</p>				
<p><b>TARGETED POPULATION:</b> African-American, Hispanic, FRP students not yet proficient on state MCA reading.</p>				
<p><b>RESTRICTIONS:</b> All Achievement and Integration dollars must be used to support the Achievement and Integration Plan. Dollar allocations must be 80% or greater for direct student contact, Professional Development may be 0 - 20% of the total budget and Administration may not exceed 10% of the total budget.</p>				
<p><b>GOALS:</b></p> <ol style="list-style-type: none"> <li>1. The proficiency Gap between the white students enrolled for the full academic year for all grades tested within Wayzata on all state MCA tests will decrease by increasing the proficiency of Black, Hispanic, and FRP student groups</li> <li>2. Increase the percent of targeted parents attending conferences, family events, and the Parent Academy from baseline data collected in 2014-15 to an additional 10% by 2016-17.</li> <li>3. 80% of stall will participated in intercultural PD by 2016-17.</li> <li>4. Increase targeted student enrollment in advanced courses by 10% from 2014-15 to 2016-17.</li> <li>5. Increase the percent of targeted students successfully reaching intervention goals by 10% from 2014-15 - 2016-17.</li> <li>6. Increase the level of communication and school satisfaction among participating families in WMEP and former choice is yours enrollment options by 10% from 2014-15 - 2016-17.</li> <li>7. Increase the percent of intervention staff implementing differentiated activities as designed in "Plan" b 10% from 2014-15-2016-17.</li> </ol>				
<b>Budget Allocation</b>	<b>Direct Student Services</b>	<b>Professional Development</b>	<b>Administration</b>	
\$1,637,549,00	\$1,310,040.00	\$163,755.00	\$163,753.00	
	Reading and Math Interventionists	WMEP	Director	
	Primary Project	Academy	Secretary	
	Liaison / Outreach	Conferences / Workshops	Literacy Volunteer Coordinator	
	Family Engagement		Materials, supplies, printing, postage	

<b>ACTIONS</b>
Direct Reading Instruction outlined in K-3 Literacy Plan including Reading Recovery, Read 180 and Reciprocal Teaching strategies
Professional Development for all employee groups
College and Career readiness support plans including HS coursed, college entrance exams, and college options
Parent Engagement in collaboration with IOCP
School -based Family Events for targeted students
Participation in WMEP and FAIR school enrollment options
Survey parents of students enrolled in FAIR schools and Wayzata student families from the former CIY program



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**Board Policy and Regulations: 503 – Compulsory Attendance**

**Mandatory:** No

**Purpose:**

The purpose of this policy is to encourage regular school attendance.

**Policy Background Information:**

Policy was compared to the MSBA model policy, reviewed by policy users (e.g. principals) and reviewed by the Policy Committee of the School Board at the August and September Policy Committee Meetings.

**Policy Committee Recommendation:**

Changes are highlighted with either a strike-through or an underline.

Change in school age attendance to reflect statute

The addition of the purpose statement. The addition of a purpose statement to make policy researching more effective and efficient.

**Regulations:**

No Changes

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**COMPULSORY ATTENDANCE**

**POLICY: 503**

The purpose of this policy is to encourage regular school attendance.

Every child between seven and ~~sixteen (16)~~ 17 years of age shall ~~attend a public or a private school, during the entire time that school is in session during any school year.~~ must receive instruction during the school year unless the child has graduated.

Minnesota statute requires that any student ~~between sixteen (16) and eighteen (18)~~ who is at least 17 years of age who seeks to withdraw from school together with parent/guardian must:

- attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities; and
- sign a written election to withdraw from school

Once a pupil under the age of seven is enrolled in kindergarten or a higher grade in a public school, the pupil is subject to compulsory attendance.

The parent, guardian, or any other individual having charge of any person that is of compulsory age must send such person to school unless he/she meets the legitimate exemptions as defined in statute.

***Legal References:*** Minn. Stat. § 120A.05 (Definitions)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
Minn. Stat. § 120A.28 (School Boards and Teachers, Duties)  
Minn. Stat. § 120A.30 (Attendance Officers)  
Minn. Stat. § 120A.34 (Violations; Penalties)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 260A.02 (Definitions)  
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is Continuing Truant)  
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)  
Minn. Stat. § 260C.201 (Disposition; Children in Need of Protection or Services or Neglected and in Foster Care)  
*Goss v. Lopez*, 419 U.S. 565, 95 S.Ct. 729 (1975)  
*Slocum v. Holton Board of Education*, 429 N.W.2d 607 (Mich. App. Ct. 1988)

*Campbell v. Board of Education of New Milford*, 475 A.2d 289 (Conn. 1984)  
*Hamer v. Board of Education of Township High School District No. 113*, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)  
*Gutierrez v. School District R-1*, 585 P.2d 935 (Co. Ct. App. 1978)  
*Knight v. Board of Education*, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)  
*Dorsey v. Bale*, 521 S.W.2d 76 (Ky. 1975)

ADOPTED: September 8, 1986  
AMENDED: August 16, 2004  
REVIEWED: December 12, 2005  
REVIEWED: October 13, 2008  
**PROPOSED: October 13, 2014**

**WAYZATA PUBLIC SCHOOLS**  
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**Wayzata, Minnesota**

**COMPULSORY ATTENDANCE**

**REGULATIONS: 503-R**

Regular attendance is consistent with the provisions of the compulsory school attendance law. It is expected that students and their parents will abide by the provisions of that law. Parents/guardians are to call the school on the day of absence. Parents need to be aware that if students are absent 15 or more consecutive days, students must be withdrawn from school.

**Excused Absences:**

1. Illness
2. Serious illness in the student's immediate family
3. Funerals
4. Religious instruction not to exceed three hours a week
5. Catastrophes, such as fire
6. Official school field trip or other school-sponsored outing
7. Pre-approved vacations or family trips
8. Medical or dental appointments
9. Religious holidays
10. Suspensions

**Unexcused Absences:**

An unexcused absence is an absence that is not acceptable to school authorities. These absences may occur with or without the knowledge of the student's parent or guardian.

**Truancy:**

Any student who is absent from school without the knowledge or permission of his/her parents/guardians is truant. Habitual truants may be referred for intervention.

**Elementary**

Parent-approved absences that are excessive and/or interfere with the student's educational program may be interpreted as truancy and follow-up procedures will be implemented. Habitual tardiness may also be considered as truancy. A student is tardy if he/she is not at school at the official start time. If a student arrives by mid-day he/she will be considered tardy. Five (5) unexcused tardies constitute one unexcused absence. After three (3) unexcused absences parent/guardian will be notified. After five (5) unexcused absences a conference with the parent shall be held to formulate a plan to improve attendance. After eight (8) unexcused absences or trancies the principal shall initiate a truancy referral to the court system.

**Secondary**

Absences can be excused/verified or unexcused/unverified. Students are allowed to make up work when the absence is excused or verified. Students may not be able to receive credit for class work if the absence is unexcused or unverified.

**Tardies:** Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness. Tardies may be excused or unexcused. An unexcused tardy is the failure to be in an assigned area at the designated time without a valid excuse. If the tardy is excused, students are allowed to make up assignments/tests.

EFFECTIVE: October 11, 1994  
MODIFIED: August 16, 2004  
REVIEWED: December 12, 2005  
REVIEWED: October 13, 2008  
**PROPOSED: October 13, 2014**



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**Board Policy and Regulations: 506 – Student Dress Code**

**Mandatory:** No

**Purpose:** The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

**Policy Background Information:**

Policy was compared to the MSBA model policy, reviewed by policy users (e.g. principals) and reviewed by the Policy Committee of the School Board at the August and September Policy Committee Meetings.

**Policy Committee Recommendation:**

Changes are highlighted with either a strike-through or an underline.  
The addition of a purpose statement to make policy researching more effective and efficient

**Regulations:**

Changes are highlighted with either a strike-through or an underline.  
No significant changes

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**STUDENT DRESS CODE**

**POLICY: 506**

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

It is the policy of this school district to encourage students to be dressed appropriately for school and school activities. This is a joint responsibility of the student and the student's parents(s) or guardian(s). It is the policy of the School Board to permit principals and staff to make and enforce reasonable rules for their building, and review them annually.

**Legal References:** U. S. Const., amend. I  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)  
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)  
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C.1999)  
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

ADOPTED: March 9, 1970  
AMENDED: January 12, 1987  
AMENDED: March 15, 2004  
REVIEWED: December 12, 2005  
AMENDED: November 11, 2008  
**PROPOSED: OCTOBER 13, 2014**

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
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**STUDENT DRESS CODE**

**REGULATIONS: 506-R**

Appropriate clothing includes, but is not limited to, the following:

1. Clothing appropriate for the weather.
2. Clothing does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e. physical education)

Inappropriate clothing includes, but is not limited to, the following:

1. Short shorts and skirts
2. Tank tops with spaghetti straps, tube tops, tops that expose bare midriffs and tops that expose cleavage
3. Clothing that show undergarments
4. Apparel promoting products or activities that are illegal for use by minor
5. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
6. Head gear of any kind (i.e. hats, bandanas, etc) (except for medical or religious reasons)

It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, and profane and do not advocate illegal behaviors or products (tobacco, alcohol, drugs, etc), violence or harassment against others.

EFFECTIVE: November 11, 2008  
**PROPOSED: OCTOBER 13, 2014**



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**Board Policy and Regulations:** 532 – Equal Educational Opportunity

**Mandatory:** Yes

**Purpose:**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

**Policy Background Information:**

This is a new policy created to better align with the recommendations from MSBA.

Policy was developed using the MSBA model policy.

The recommended new policy was reviewed by the Policy Committee of the School Board at the August and September Policy Committee Meetings.

**Policy Committee Recommendation:**

The policy content is underlined and reflects the model policy from MSBA.

**Regulations:**

Reflects our current practice as described in similar policies (e.g. 510 Student Sex Nondiscrimination)

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**EQUAL EDUCATIONAL OPPORTUNITY**

**POLICY: 532**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also make reasonable accommodations for disabled students.

The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.

This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.

It is the responsibility of every school district employee to comply with this policy conscientiously.

Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

**PROPOSED: October 13, 2014**

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**Equal Educational Opportunity**

**REGULATIONS: 532**

**1. REPORTING PROCEDURES**

- A. The Executive Director of Human Resources is the School District human rights officer to receive reports, complaints or reports of unlawful discrimination toward a student.
- B. Any student who believes he or she has been the victim of unlawful discrimination by a teacher, administrator or other School District personnel, or any person with knowledge or belief of conduct which may constitute unlawful discrimination toward a student should report the alleged acts immediately to an appropriate School District official designated by these regulations or may file a report. The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful discrimination toward a student directly to a School District human rights officer or to the Superintendent.
- C. The building principal is the person responsible for receiving oral or written reports of unlawful discrimination toward a student at the building level. Any adult School District personnel who receive a report of unlawful discrimination toward a student shall inform the building principal immediately.
- D. Upon receipt of a report, the principal must notify the School District human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District human rights officer by the reporting party or complainant. If the complaint involves a human rights officer, the complaint shall be filed directly with the Superintendent.
- E. The School Board hereby designates the Executive Director of Human Resources as the School District human rights officer to receive reports, complaints or grievances of unlawful discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the Superintendent.

- F. The School District shall conspicuously post the name of the human rights officer, including office mailing addresses and telephone numbers.
- G. Submission of a good faith complaint or report of unlawful discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- H. Use of formal reporting forms is not mandatory.
- I. The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

### **3. INVESTIGATION**

- A. By authority of the School District, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the School District may take immediate steps, its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The School District human rights officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

#### **4. SCHOOL DISTRICT ACTION**

- A. Upon conclusion of the investigation and receipt of a report, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.
- B. The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

#### **5. REPRISAL**

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

#### **6. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

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

#### **7. COMMUNICATION OF POLICY AND EVALUATION**

- A. This policy shall be made available, on website or up on request, to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

***PROPOSED: October 13, 2014***

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**WEAPONS**

**POLICY:**

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

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.

***PROPOSED: SEPTEMBER 24, 2014***

**WAYZATA PUBLIC SCHOOLS**  
**Independent School District 284**  
**Wayzata, Minnesota**

**WEAPONS**

**Regulations:**

**I. DEFINITIONS**

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

**II. EXCEPTIONS**

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she

immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;
2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
  - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
  - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district takes a firm “Zero Tolerance” position on the possession, use or distribution of weapons by students, and a similar position with regard to nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

**III. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION**

A. The school district takes a position of “Zero Tolerance” in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district takes a “Zero Tolerance” position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

IV. **CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS**

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

**PROPOSED: SEPTEMBER 24, 2014**



**10.27.14 Work Session  
District Administration Building**

# **FINANCE AND BUSINESS**

Audit Management Report from 2013-2014



**10.27.14 Work Session  
District Administration Building**

## **BOARD REPORTS**



**10.27.14 Work Session  
District Administration Building**

## **SCHOOL BOARD**

**CALL FOR ADDITIONS TO BOARD AGENDA 11.10.14**