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BOARD OF EDUCATION

Special Meeting - Monday, December 18, 2023 - 4:00 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

Minutes of Regular Meeting Meeting

A Regular Meeting Meeting of the Board of Education of Wayzata Public Schools was held Monday, December 18, 2023, beginning at 4:00 PM in the Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447.

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AGENDA SECTION: Call to Order

ITEM: Roll Call Attendance

COMMENTS BY: Sarah Johansen, Board Chair

	PRESENT	ABSENT
Milind Sohoni	_____	_____
Linda Cohen	_____	_____
Heidi Kader	_____	_____
Bonita Lucky	_____	_____
Cheryl Polzin	_____	_____
Sheila Prior	_____	_____
Sarah Johansen	_____	_____
Chace Anderson, ex-officio	_____	_____



Board of Education

Regular Meeting – December 18, 2023

AGENDA SECTION: Approval of Agenda Items

ITEM: Approval of Agenda Items

COMMENTS BY: Sarah Johansen, Board Chair

- A. Administrative Reports and Recommendations
 - 1. Superintendent
 - i. Policy Approvals

Recommended Action: Approve the full agenda as presented.

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

Second by: _____ Failed: _____

Abstentions: _____



Board of Education
Regular Meeting – December 18, 2023

AGENDA SECTION: Superintendent’s Reports and Recommendations

ITEM: Policy Approvals

COMMENTS BY: Nathan Flansburg, Associate Superintendent

Attached for review are the following policies and regulations 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.

Policies for approval:

- 602 Acceleration, Retention and Enrichment Program Design for Students
- 606 Instructional Arrangements- Class Size
- 608 Literacy and The Read Act
- 717 Expense Reimbursement
- 720 Disposal of Surplus Property
- 724 Transportation of Public School Students
- 804 Emergency School Closings
- 806 Video Surveillance, Monitoring, and Recording Other Than on Buses
- 807 Health and Safety
- 808 Energy Management and Conservation

Policies for sunseting:

- 608 Programs for Gifted Students
- 801 First Aid
- 805 School Volunteers- Buildings and Grounds
- 809 Authorized Use of District-Owned Materials and Equipment

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

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

Second by: _____ **No:** 4 **Failed:** _____

Abstentions: _____

602 ACCELERATION, RETENTION, AND ENRICHMENT PROGRAM DESIGN FOR STUDENTS

I. PURPOSE

The purpose of this policy is to provide guidance to employees, families and students regarding student acceleration, retention and gifted program design.

II. GENERAL STATEMENT OF POLICY

A. Acceleration and Retention:

- a. The School Board recognizes that in certain situations it may be desirable to accelerate or retain the placement of a student in instructional programs appropriate to the student's academic, social, and personal development levels
 - i. The school district must adopt procedures for the academic acceleration. These procedures will include how the district will:
 1. assess a student's readiness and motivation for acceleration; and
 2. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
 - ii. The school district must adopt procedures consistent with Minnesota state guidelines for early admission to kindergarten or first grade of gifted or talented learners. The procedures must be sensitive to underrepresented groups.
- b. A request for acceleration or retention should be directed to the building principal.

B. Enrichment Program Design:

- a. The School Board is committed to the development and implementation of enrichment programs that address the unique needs of students at every level.
- b. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs.
- c. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide students with challenging and appropriate educational programs and services.
- d. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota state guidelines. The guidelines should include the use of:
 - i. multiple objective criteria; and

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- ii. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to historically under-represented groups

ADOPTED: September 12, 1994

AMENDED: August 14, 1995

AMENDED: August 16, 2004

AMENDED: September 17, 2018

AMENDED: December 18, 2023

LAST REVIEWED: December 18, 2023

606 INSTRUCTIONAL ARRANGEMENTS - CLASS SIZE

I. PURPOSE

The purpose of this policy is to provide guidance regarding instructional arrangement and class size.

II. GENERAL STATEMENT OF POLICY

Within the limits of available resources the School Board is committed to maintaining professional staffing levels which provide for reasonable class sizes throughout the district. The Board expects that the administration will undertake staffing decisions with sufficient flexibility to permit a range of staff assignments dependent upon circumstances. The goal includes both sound education and cost effective instruction.

ADOPTED: December 11, 1972

AMENDED: November 11, 1985

AMENDED: July 12, 2004

AMENDED: September 17, 2018

LAST REVIEWED: December 18, 2023

608 LITERACY AND THE READ ACT

I. PURPOSE

The purpose of this policy is to align with Minnesota law established in the READ Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, encoding, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" include phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a

kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the READ Act; provide support to school-based coaches; support the implementation of structured literacy, targeted instructional matches, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals; and data is used for educational decision making.

- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.

- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

- J. "Progress monitoring" the regular and systematic collection of data about student progress. Progress monitoring, a type of formative assessment, is used to assess student academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.

- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).

- B. The school district must identify any screener it uses in the district’s annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a screener approved by MDE;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such

limited cases, the student must continue to receive progress monitoring and literacy interventions.

- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - a. a summary of the school district's efforts to screen for dyslexia;
 - b. the number of students universally screened for that reporting year;
 - c. the number of students demonstrating characteristics of dyslexia for that year; and
 - d. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or

supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the READ Act, and include the following:

- a. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
- b. a process to notify and involve parents;
- c. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
- d. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
- e. identification of staff development needs, including a plan to meet those needs;
- f. the curricula used by school site and grade level;
- g. a statement of whether the school district has adopted an MTSS framework;
- h. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - i. students in kindergarten through grade 3;
 - ii. students who demonstrate characteristics of dyslexia; and
 - iii. students in grades 4 to 12 who are identified as not reading at grade level; and
 - iv. the number of teachers and other staff that have completed training approved by the department.

B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
 1. intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. special education teachers;
 4. curriculum directors;

5. instructional support staff who provide reading instruction; and
6. employees who select literacy instructional materials for a district.

- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the READ Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
- a. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - b. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students'

- developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 - c. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 - d. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 - e. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

- A. The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:
- 1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
 - 2. evidence-based training using a training program approved by MDE;
 - 3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
 - 4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

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Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

ADOPTED: December 18, 2023

717 EXPENSE REIMBURSEMENT

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. REIMBURSEMENT

- A. Reimbursable purchases must serve a public purpose. An expenditure serves a public purpose if it benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of a private interest.
- B. Requests for reimbursement must be submitted on the official school district form.
- C. Itemized receipts for reasonable and necessary expenses must be attached to the reimbursement form.
- D. Reimbursement requests are to be submitted to the designated administrator for approval.

IV. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
 - 1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.

2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.
- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

V. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent or designee shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 15.435 (Airline Travel Credit)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

ADOPTED: June 21, 1973
AMENDED: July 21, 1975
AMENDED: September 9, 1985
AMENDED: January 13, 2003
AMENDED: February 14, 2005
AMENDED: November 13, 2006
REVIEWED: March 10, 2008
AMENDED: June 13, 2016
LAST REVIEWED: December 18, 2023

720 DISPOSAL OF SURPLUS PROPERTY

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be

rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, at the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far

as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which are surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:
 - a. another school district;
 - b. the state department of corrections;
 - c. the board of trustees of Minnesota State Colleges and Universities; or
 - d. the family of a student residing in the district whose total family income meets the federal definition of poverty.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

ADOPTED: November 13, 1978

AMENDED: November 8, 1982

AMENDED: September 9, 1985

AMENDED: November 13, 2006

REVIEWED: March 10, 2008

AMENDED: December 14, 2015

LAST REVIEWED: December 18, 2023

724 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, a physician's assistant or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.
- C. “Homeless student” means a student, including a migratory student, who lacks a fixed,

regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.

- D. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statute section 123.B92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized educational program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school.
- I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two

miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian.

- B. The school district may, at its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. At the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation.
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. WALKERS AND RIDERS

First priority in the District's establishment of bus routes and bus stops will be safety.

The following will serve as a guide in determining students' maximum walking distances to school or bus stops:

<u>Grade</u>	<u>School</u>	<u>Bus Stop</u>
Kindergarten – 5	0.5 miles	0.5 miles
6 – 12	1.0 miles	0.5 miles

Irrespective of the above distance guidelines, students will be transported if walking to school or the bus stop would require crossing dangerous highways unaided by signals, student patrols, or police officers, or if other hazards exist along the walking route. Dangerous highway crossings and other hazards will be identified by school administration and parents/guardians will be informed of available transportation service.

VI. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VII. TRANSPORTATION OF RESIDENT STUDENTS TO NON DISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VIII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, a resident student with a disability who is not yet enrolled in kindergarten, who requires special education services in a location other than the student's home, shall be provided transportation to and from the student's home at the expense of the school district and shall not be subject to any distance requirement. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including

correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.

- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statute Ch. 125A.

IX. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked.
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter

location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.

4. A homeless nonresident student enrolled under Minnesota Statute section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

X. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, at the discretion of the school district, on staff development days.

XI. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XII. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.

XIII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive

fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statute section 190.05.

- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)

42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)

42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

ADOPTED: October 8, 1973

AMENDED: October 17, 1978

AMENDED: September 8, 1986

AMENDED: August 11, 1997

AMENDED: September 8, 1997

AMENDED: April 9, 2007

REVIEWED: March 10, 2008

AMENDED: March 14, 2016

LAST REVIEWED: December 18, 2023

804 EMERGENCY SCHOOL CLOSINGS

I. PURPOSE

The purpose of this policy is to set expectations for administrative guidelines and procedures for early school closings in the event of extreme weather or other emergency conditions.

II. GENERAL STATEMENT OF POLICY

- A. The Superintendent or designee may close school, delay the start of school, or dismiss school early because of extreme weather conditions or other emergency conditions.
- B. Procedures for notifying the community of these actions shall be annually reviewed and publicized by the superintendent.
- C. The superintendent shall also develop, annually review, and distribute the guidelines for staff attendance on days school is closed.

ADOPTED: March 9, 1970

AMENDED: April 11, 1983

AMENDED: December 9, 1985

AMENDED: November 8, 2004

AMENDED: February 9, 2015

AMENDED: December 18, 2023

LAST REVIEWED: December 18, 2023

806 VIDEO SURVEILLANCE, MONITORING, AND RECORDING OTHER THAN ON BUSES

I. PURPOSE

The purpose of this policy is to maintain the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video/electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district buildings and grounds may be equipped with video cameras and recording equipment.
2. Video surveillance and recording may occur in any school district building or on any school district property.

B. Use of Video Recordings

1. Video recordings may be viewed by District personnel on a random basis or when problems have been brought to the attention of the District.
2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.
3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and the rules and/or regulations promulgated thereunder.

A video recording will be retained for a period of at least 30 days before re-using the recording medium.

D. Release of Video Recording

Video recordings will be released only in conformance with the Minnesota Government Data Practices Act, and the Federal Family Educational Rights and Privacy Act.

ADOPTED: May 14, 2007

AMENDED: March 13, 2017

LAST REVIEWED: December 18, 2023

807 HEALTH AND SAFETY

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with health and safety, environmental, and occupational health laws, rules, and regulations.

- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district will form a Health and Safety Committee. The Health and Safety Committee will be composed of employees and other individuals with specific knowledge of related issues. The committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation.

III. PROCEDURES

- A. Based upon recommendations from the Health and Safety Committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an

addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
 - 1. Aerial Lift Program
 - 2. Asbestos Management Plans
 - 3. Bloodborne Pathogens and Infectious Agents Exposure Control Plan
 - 4. Bloodborne Pathogens Program for ECFS
 - 5. Chemical Hygiene Plan
 - 6. Confined Space Entry Program
 - 7. Ergonomic and Back Safety
 - 8. Fall Protection/Ladders/Scaffold Safety
 - 9. Fire Safety Program
 - 10. First Aid Program
 - 11. Gas Cylinders and Compressed Gas Program
 - 12. Hazard Communication-Employee Right to Know Act
 - 13. Hazard Communication-Community Right to Know Act
 - 14. Hearing Conservation
 - 15. Hoist Use and Inspection Policy
 - 16. Indoor Air Quality Management Plan
 - 17. Industrial Trucks/Forklift Safety Program
 - 18. Lockout/Tagout Electrical Safety Program
 - 19. Offensive Behavior, Sexual Harassment, and Violence Prevention
 - 20. Personal Protective Equipment (PPE)
 - 21. Radon Management Plan
 - 22. Respiratory Protection Program

23. Welding Safety Program

Other safety issues being addressed include:

- 24. Machine Guarding
- 25. Mercury
- 26. Playground Safety
- 27. Underground and Above Ground Storage Tanks
- 28. Chlorine
- 29. Other topics or areas determined by the health and safety committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent or such other school official as designated by the

superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district’s health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

V. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district’s health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees’ job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

- Legal References:**
- Minnesota Stat. §123B.56 (Health, Safety, and Environmental Management)
 - Minnesota Stat. §123B.57 (Capital Expenditure; Health and Safety)
 - Minnesota Stat. §182.675 (Safety Committees)

- Cross References:**
- MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
 - MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
 - MSBA/MASA Model Policy 806 (Crisis Management Policy)

ADOPTED: July 9, 2012

AMENDED: June 8, 2015

AMENDED: December 18, 2023

LAST REVIEWED: December 18, 2023

808 ENERGY MANAGEMENT AND CONSERVATION

I. PURPOSE

The purpose of this policy is to set forth the School Board expectation that energy management and resource conservation is important to the district, and the administration and Superintendent should foster awareness and conservation throughout the district.

II. GENERAL STATEMENT OF POLICY

The School Board bears the responsibility for the best use of tax dollars and believes that in the area of energy management every effort should be made to conserve energy and natural resources. The School Board further believes that public education can provide leadership in developing an energy conservation ethic and awareness of energy needs and costs.

Therefore, the School Board directs the Superintendent to develop strategies in the areas of facilities management and curriculum development dealing with energy awareness and conservation. The implementation of these strategies shall be the joint responsibility of the administration, staff, and students, and its success is based on cooperation at all levels.

The District will maintain accurate records of energy consumption and cost and provide progress reports on the goals of the energy conservation program to the School Board and the community upon request.

ADOPTED: April 8, 2002

AMENDED: June 12, 2007

AMENDED: March 13, 2017

LAST REVIEWED: December 18, 2023

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

608 PROGRAMS FOR GIFTED STUDENTS

I. PURPOSE

The purpose of this policy is to provide guidance for programming for gifted students.

II. GENERAL STATEMENT OF POLICY

The School Board is committed to the development and support of programs that address the unique needs of gifted and talented students in the district. The schools should provide appropriately stimulating and effective learning opportunities for students who demonstrate superior achievement in academics or whose intellectual aptitude, creativity, or leadership potential place them significantly above average. Programs should recognize emotional as well as intellectual needs.

ADOPTED: July 13, 1987

AMENDED: July 12, 2004

AMENDED: March 12, 2007

AMENDED: March 12, 2018

LAST REVIEWED: December 18, 2023

SUNSETTED: December 18, 2023

Page 1 of 1

801 FIRST AID

I. PURPOSE

The purpose of this policy is to set forth the process used when an accident and/or injury occurs on district property, and to record any first aid provided to students, employees, and members of the public.

II. GENERAL STATEMENT OF POLICY

In case of an accident, first aid should be given by any qualified person available. The building health paraprofessional, district nurse or, if not available, the building principal must be notified immediately. The health paraprofessional with support of the building principal should direct all proceedings when an accident occurs. Parents will be contacted as soon as possible. The health paraprofessional, district nurse or building principal will determine whether the accident victim is to be taken home or whether to activate the Medical Emergency System by dialing 911.

School employees witnessing an accident should report all details to the health paraprofessional or to the principal as soon as possible. All accident reports are kept in the school health office and are to be considered privileged information. The school nurse will separate reports by students, employees, and members of the public. All requests for details concerning an accident should be referred to the building principal.

ADOPTED: March 9, 1970

AMENDED: July 13, 1987

AMENDED: August 16, 2004

AMENDED: March 13, 2017

LAST REVIEWED: December 18, 2023

SUNSETTED: December 18, 2023

805 SCHOOL VOLUNTEERS - BUILDINGS AND GROUNDS

I. PURPOSE

The purpose of this policy is to set forth the expectation that all buildings and grounds projects must follow School Board approved schematics, plans or activities.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes the willingness of groups or individuals to volunteer assistance to improve buildings and grounds of the District. The School Board encourages voluntary assistance with the provision that anticipated work follow School Board approved schematics, plans or other systematically documented activities. Such plans would need to be presented in advance to the Superintendent for review and approval.

Supervision of these projects will be the responsibility of the Superintendent or the Superintendent's designee.

ADOPTED: April 11, 1983

AMENDED: July 13, 1987

AMENDED: August 16, 2004

AMENDED: March 13, 2017

LAST REVIEWED: December 18, 2023

SUNSETTED: December 18, 2023

809 AUTHORIZED USE OF DISTRICT-OWNED MATERIALS AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment, in conjunction with School Board Policy 920: Use of School District Facilities and Equipment. This policy provides the authorization for staff to enact the regulations within Policy 920.

II. GENERAL STATEMENT OF POLICY

- A. Building principals and community education coordinators, by Superintendent designation, may authorize the use of district equipment by non-school agencies/groups/persons.
- B. District equipment may be loaned to staff members when such use is related to their employment; and to students when the equipment is to be used in connection with their studies or extracurricular activities.
- C. Persons or groups using space in District buildings may use equipment located in and associated with appropriate use of that space.
- D. Principals and community education coordinators will establish proper controls to assure the borrower's responsibility for the safe return of all equipment.
- E. As appropriate, rental fees may be charged.

ADOPTED: April 14, 1986

AMENDED: November 13, 2006

AMENDED: October 9, 2017

LAST REVIEWED: December 18, 2023

SUNSETTED: December 18, 2023



Board of Education
Regular Meeting – December 18, 2023

AGENDA SECTION: Adjourn

ITEM: Adjourn

COMMENTS BY: Sarah Johansen, 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: _____ 47