

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - July 27, 2015 - 4:00 PM
District Administration Building

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
 - A. Boundary Process Review/Overview/Suggestions for Future (*Jim Westrum/Kristin Tollison 20 mins*)
 - B. Discussion about Intra-district Transfer Process for 16-17 School Year (*Jim Westrum/Kristin Tollison 15 mins*)
 - C. School Start Time Discussion (*Chace Anderson, Jill Johnson 20 mins*) 3
3. **TEACHING AND LEARNING**
 - A. Policy 527- Student Medication (*Jill Johnson 10 mins*) 8
 - B. Policy 529 - Public Complaints about Curriculum or Educational Materials (*Jill Johnson 10 mins*) 13
4. **HUMAN RESOURCES**
5. **FINANCIAL**
6. **BOARD REPORTS**
7. **SCHOOL BOARD**
 - A. Board Visits to Schools (*Linda Cohen 15 mins*) 19
8. **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 where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

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

Operational Excellence:

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

M E M O

7-24-15

To: Wayzata Public Schools Board of Education

From: Chace B. Anderson, Superintendent

Re: School Start Time Proposals

The Center for Efficient School Operations (CESO) prepared a number of scenarios regarding possibilities for school start times. I have included the original scenarios presented to me from Chuck Corliss and Rich Enga (CESO representatives).

The scenarios, in summary, include:

- Option A: Existing school start times with Meadow Ridge Elementary on the current late Elementary start time
- Option B: Elementary schools on first and second tier, middle schools on last tier
- Option C: High school later, middle schools split between 1st and 2nd tier, elementaries are on last tier
- Option D: Two tier systems/high school and middle schools followed by elementary schools (Generally considered not feasible due to many student having rides in the morning and rides in the afternoon of up to one hour.)
- Option E: Two tier systems/elementary schools followed by high school and middle schools (Generally considered not feasible due to many student having rides in the morning and rides in the afternoon of up to one hour.)

These options are presented to the school board for discussion at the 7-27-15 work session.

Option A:

Run all schools at your existing school times. If this option were chosen Meadow Ridge would run at the same time as the late running elementary schools in the district.

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	<u>High</u>	7:00	7:30	2:20	2:30	6:50
	<u>ELEMENTARIES</u>					
	Greenwood	7:35	7:45	2:25	2:30	6:40
	Oakwood	7:35	7:45	2:25	2:30	6:40
Tier 2	<u>MIDDLES</u>					
	Central MS	8:10	8:20	3:10	3:20	6:50
	East MS	8:10	8:20	3:10	3:20	6:50
	West MS	8:10	8:20	3:10	3:20	6:50
Tier 3	<u>ELEMENTARIES</u>					
		9:00	9:10	3:50	4:00	6:40

The primary concern associated with this option is that High School students start school early, and some of them need to get on the bus as early as 6:20.

Pro's

- Majority of students not affected.

Con's

- Research has shown an early high school time may not be optimal for learning.
- Elementary Schools are on two separate tiers.

OPTION B:

Elementary Schools on First and Second tier, Middle Schools on last tier.

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	Kimberly Ln	7:20	7:30	2:10	2:20	6:40
	Gleason Lake	7:20	7:30	2:10	2:20	6:40
	Plymouth CR	7:20	7:30	2:10	2:20	6:40
	Greenwood	7:20	7:30	2:10	2:20	6:40
	Oakwood	7:20	7:30	2:10	2:20	6:40
	Meadow					
	Ridge	7:20	7:30	2:10	2:20	6:40
Tier 2	HIGH	7:55	8:20	3:10	3:20	6:50
	Sunset Hill	8:10	8:20	3:00	3:10	6:40
	Birchview	8:10	8:20	3:00	3:10	6:40
Tier 3	East MS	9:00	9:10	4:00	4:10	6:50
	West MS	9:00	9:10	4:00	4:10	6:50
	Central MS	9:00	9:10	4:00	4:10	6:50

Research suggests this scenario may be best educationally for many students. In this option we were able to make the High School go later, have the Middle Schools both at a later time and operating on the same schedule. The disadvantages with this option are that the Elementary Schools would be significantly earlier than most of the community is used to, and the Middle Schools would operate at a much later time. This would mean that some Elementary students would be getting on the bus at 6:45, and some Middle school students would be on the bus after school as late as 4:55.

Pro's

- Research has shown that the later start time for the High School students and older Middle Schools may be more optimal for learning.
- All Middle Schools operate on the same tier.

Con's

- Majority of Elementary students would have a significantly earlier start time. Some students may experience a bus pickup time as early as 6:45am.
- Middle School Students would have a significantly later dismissal time. Some students may experience being dropped off by the bus as late as 4:55pm.

OPTION C:

High school later, Middle schools split between 1st and second tier, Elementary last.

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	High	7:30	7:55	2:45	2:55	6:50
	West MS	7:25	7:35	2:25	2:35	6:50
	EAST MS	7:25	7:35	2:25	2:35	6:50
Tier 2	Central MS	8:10	8:20	3:10	3:20	6:50
Tier 3	Elementary	9:00	9:10	3:50	4:00	6:40

This option allows the High School to operate at a time that research suggests is more appropriate than the current time. It also allows the Elementary Schools to be on the same tier. However, this change may not be considered an advantage for the elementary schools that are currently running on the early schedule. A disadvantage of this option is that the Middle Schools will not be on the same tier, and two of the Middle Schools would run at an earlier time than current schedule.

Pro's

- Research has shown that the later start time for the High School may be more optimal for learning for many students.
- Elementary Schools will operate on the same tier.

Con's

- Greenwood and Oakwood Elementary Schools would be moved to a later Start time.
- East and West Middle Schools would be moved to an earlier start time, and Central Middle School would remain at their current start time which would then be a different start time from East and West Middle Schools.

OPTION D:

2-tier. Secondary schools first followed by Elementary schools.

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	High/Middle	7:30	7:45	2:35	2:45	6:50
Tier 2	Elementary	9:00	9:10	3:50	4:00	6:40

In order to proceed with this option, we would need the ability to transport High School and Middle Schools students up to 1 hour.

We have decided the two tier option D is likely not viable for the Wayzata School District. This is due to the fact that some students would experience a bus ride as long as an hour or more.

OPTION E:

2-tier. Elementary schools first followed by Secondary schools.

	<u>SCHOOL</u>	<u>DROP</u>	<u>START</u>	<u>END</u>	<u>LEAVE</u>	<u>TIME</u>
Tier 1	Elementary	7:30	7:40	2:20	2:25	6:40
Tier 2	High/Middle	8:25	8:35	3:25	3:35	6:50

In order to proceed with this option, we would need the ability to transport Elementary Schools students up to 1 hour.

We have decided the two tier option E is likely not viable for the Wayzata School District. This is due to the fact that some students would experience a bus ride as long as an hour or more.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT MEDICATION

POLICY: 527

The ~~policy's~~ purpose of this policy is to set forth the provisions that must be followed when administering medication to students at school.

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health ~~elrk~~ paraprofessional, principal, or teacher will administer medications in accordance with law and school district procedures.

ADOPTED: March 3, 1970
AMENDED: September 10, 1973
AMENDED: February 9, 1987
AMENDED: November 8, 2004
AMENDED: December 12, 2005
DRAFT: July 13, 2015

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

STUDENT MEDICATION

REGULATIONS: 527-R

Although it is preferred that medications are given outside the regular school hours, the school district acknowledges that some students may require prescribed drugs or medication during the school day. ~~federal law dictates that the administration of medications at school is a related service. This service must be provided when students require medication during the school day in order to obtain an appropriate public education.~~ The school district's licensed nurse, trained health paraprofessional, principal, or teacher will administer prescribed medications in accordance with law. ~~These medication administration procedures are consistent with school board policy and recommendations from the Minnesota Department of Health.~~

I. PRESCRIPTION MEDICATIONS

A. Long-term medications

1. An "Authorization to Administer Medications at School" form must be completed for each medication administered at school. The form must include the student's name, medication, dosage, route, and administration time as well as the signature of the health care provider and parent/guardian. A new form must be submitted each year and any time there is a change in the order.
2. An oral request from the prescriber for administration of medication must be reduced to writing within 2 school days.
3. Prescription medication must be provided in a pharmacy labeled container with directions consistent with that on the medication authorization form.
4. The District nurse or health paraprofessional may request further information regarding the prescription, if needed, prior to administration of the medication.
5. All medication will be stored and administered in the health office, with the exception of emergency medication such as injectable emergency medications or inhalers if these have been approved for self-administration or carrying by the student.

6. The health paraprofessional will count and record all controlled medications that are received and administered. Any destroyed medication must also be documented to assure that there is an accounting for all medication.

7. Health office personnel will record all medications given on the medication form.

8. Exceptions to these guidelines
 - a. Qualified staff may administer emergency medications such as injectable emergency medications or inhalers before the above requirements are met.
However, parents should be directed to supply the necessary Information as soon as is reasonably possible.
 - b. Emergency medications may be self-administered if
 - The District has received a written authorization from the parent/guardian permitting the student to self-administer the medication.
 - The medication is properly labeled for the student.
 - There is written documentation from a prescribing professional that this student can safely possess and use this medication.

B. Short-term (2 weeks or less) prescriptions

1. Parent/guardian must provide a signed request for administration of medication at school. The request must be consistent with the label on the prescription container.

2. An oral request from the parent/guardian for administration of medication must be reduced to writing within 2 school days.

3. The prescription medication must be provided in a pharmacy labeled container that includes a start date, specific dosing amounts and times and duration of prescription.

4. The District nurse or health paraprofessional may request further information regarding the prescription, if needed, prior to administration of the medication.

5. These guidelines exclude the administration of controlled substances for which all the requirements under long-term medications apply.

6. All medication will be stored and administered in the health office.

II. NON PRESCRIPTION OR OVER-THE-COUNTER MEDICATION FOR SECONDARY STUDENTS ONLY

Minnesota state law (statute 121A.222) allows a **secondary student** to possess and self-administer nonprescription pain relief in the school setting provided that the medication is taken in a manner consistent with the labeling of the medication.

A. High School Students

1. The District must have received a written authorization from the parent/guardian and this authorization must be submitted each year.(see high school “Over-the-Counter Medication Administration Form”).
2. Non-prescription medication includes only ibuprofen (Advil, Motrin) and acetaminophen (Tylenol).
3. Medications must be stored in the original container. The District nurse or health paraprofessional may request further information regarding this medication, if needed, prior to administration.
4. The District reserves the right to revoke this privilege if it has been determined that the student is abusing this right (such as sharing medication with another student).

B. Middle School Students

1. The District must have received a written authorization from the parent/guardian and this authorization must be submitted each year (see middle school “Over-The-Counter Medication Administration Form”).
2. Non-prescription medications includes only ibuprofen (Advil, Motrin) and acetaminophen (Tylenol).
3. Medications must be provided in the original container. These medications will be stored and administered in the health office.
4. The District nurse or health paraprofessional may request further

information regarding this medication, if needed, prior to administration.

C. Exceptions to these guidelines

1. Requests for administration of over the counter medications that exceed the manufacturer’s recommended dosage or duration of use are subject to the same requirements as prescription medications.

D. Non-prescription or over-the-counter stock medications for secondary students

1. Middle and high school health offices will stock ibuprofen and acetaminophen to be provided in a manner consistent with the medication label.
2. Parents must provide written authorization on either the on-line *Student Health and Emergency Form* or on the *Over the Counter Medication Administration Form*.
3. No exception for elementary students. Stock medication is only for secondary students and is limited to Advil and Tylenol. All other medications have to have a specific doctor's order regardless of student

age.

EFFECTIVE: February 9, 1987
MODIFIED: December 12, 2005
MODIFIED: August 22, 2007
DRAFT: July 13, 2015

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**PUBLIC COMPLAINTS ABOUT
CURRICULUM OR EDUCATIONAL
MATERIALS**

POLICY: 529

The purpose of this policy is to provide a procedure for addressing an objection to the text, materials and/or content of educational materials.

The School Board is ~~concerned~~ believes that classroom and media center educational materials be selected with sensitivity to both the learning needs and maturity levels of students. Consequently, it looks to professional staff responsible for that selection to exercise sound judgment and to generally follow guidelines established by such organizations as the American Library Association, and the various teacher and subject matter associations which serve professional staff.

The School Board endorses the principles of open intellectual inquiry set forth in such statements as the LIBRARY BILL OF RIGHTS (American Library Association) ~~and FREEDOM TO TEACH, TO LEARN AND TO EXPRESS IDEAS IN PUBLIC SCHOOLS~~ (Minnesota Department of Children, Families, and Learning). However, it also recognizes the right of parents and other citizens to question the appropriateness of specific educational materials used in District 284 schools. It therefore directs the Administration to develop a procedure through which such materials may be challenged in a manner which is fair to all concerned.

ADOPTED: October 12, 1987
AMENDED: March 13, 2006
DRAFT: July 13, 2015

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

**PUBLIC COMPLAINTS ABOUT
CURRICULUM OR EDUCATIONAL
MATERIALS**

REGULATIONS: 529-R

INITIAL PROCEDURE

Consistent with the applicable Board policy, any resident, employee or parent of a child in School District 284 may present concerns about educational materials in the District's schools.

In such cases an informal resolution should first be sought between the questioner and the professional staff involved.

If this is unsuccessful, the following steps should be taken:

- A. The concern shall be directed to the building principal. Within three working days, the principal will contact the questioner, provide the questioner with a copy of these policies and procedures, and arrange a meeting with the questioner and appropriate professional staff.
- B. The principal and appropriate professional staff shall:
 1. Listen to questioner's comments.
 2. Explain the school's related policies and procedures and the criteria used for the selection of resources.
 3. Explain the place of the questioned resource in the educational program and its intended educational use.
 4. Undertake to resolve the questioner's concern.
- C. If the questioner still wishes to file a formal challenge, ~~the use of~~ he/she must complete the Statement of Concern about Educational Resources form ~~shall be explained and the questioner invited to complete the form~~ and return it to the principal executive director of teaching and learning.

FORMAL REVIEW

- A. Upon receipt of a signed Statement of Concern about Educational Resources, ~~the principal~~ executive director of teaching and learning shall within five (5) school days refer it to the Educational Resource Review Committee chair ~~Executive Director of Teaching and Learning~~ shall convene the educational resource review committee in a timely manner for review of the resource.
 1. Educational Resource Review Committee
The executive director will chair the educational resources review committee and will identify committee members. The committee shall be identified and convened on an as-needed basis. Each member shall serve on the committee for the duration of the review.

Representatives shall be selected or based on the nature of the complaint.

- a. one district administrator
- b. one building principal
- c. one elementary teacher
- d. one secondary teacher
- e. one media specialist
- f. one parent with elementary school-aged children
- g. one parent with secondary school-aged children
- h. one community member
- i. one student...?

Staff involved in the complaint may testify but should not participate as a member of the reevaluation committee.

- ~~a. Members will be identified on the initiative of the media specialist chair Executive Director of Teaching and Learning. Members of the committee shall be representatives of and elected/selected by the following groups:~~

~~Three Teachers — one elementary and one middle and one high school teachers will be elected/selected by each building. Three teachers will be selected from this pool of names when needed.~~

~~One Media Specialist — elected/selected by the professional media staff of the District. If a complaint involves this media specialist personally, s/he may request to be replaced by another media specialist until the review is over.~~

~~One Administrator - named by the Superintendent.~~

~~Three Community Persons — each site council will elect/select a parent willing to serve on this committee. Three parents from this pool of names will be asked to serve on a given committee. One Student — elected/selected by the high school student government.~~

- ~~b. Terms: Committee participants will serve in the pool of members until the challenge process is complete.~~

- ~~2. Upon receipt of a Statement of Concern about Educational Resources form, the committee chair will convene the committee. Meetings will be called as needed.~~

B. Resolution

1. Upon completion of the review process, the chair of the Educational Resource Review Committee shall, within five school days, file the Report of the Educational Resource Review Committee with the Superintendent and provide copies to all appropriate individuals. ~~questioner, principal, teacher and/or media specialist.~~ A copy of the written report, signed by all members of the committee, accompanied by any written materials used during the proceedings and minority reports, will be the official record of the case.
2. The decision of the Educational Resource Review Committee shall be clearly stated.

C. Appeal

The questioner shall have the right to appeal any decision of the Educational Resource Review Committee to the Board of Education.

GUIDING PRINCIPLES

- A. Any resident, employee, or parent of a child of the School District may raise objections to resources used in the educational program even though the individuals selecting such resources were duly qualified to make the selection, followed the proper procedures for selection, and observed the criteria for selecting resources.
- B. The principal of each school shall remind the staff annually that the right to request a review of resources is one granted through policies adopted by the Board of Education.
- C. No parents have the right to determine the reading, viewing or listening resources for students other than their own children.
- D. School District 284 supports the principles of Freedom of Speech and the Right to Redress of Grievances inherent in the First Amendment of the Constitution, and expressed in the Liberty Library Bill of Rights, Students Right to Read, Freedom to Read, Freedom to View, Statement of Intellectual Freedom, and Freedom to Teach, to Learn, and to Express Ideas in the Public Schools statements (q.v.).
- E. Access to challenged resources shall not be restricted during the review process.
- F. The major criterion for the selection and use of the resource is the appropriateness of the resource for its intended educational use.
- G. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the resource.

- H. Professional personnel shall not be punished or have their employment affected by decisions reached by the Educational Resource Review Committee.

EFFECTIVE: October 12, 1987
MODIFIED: January 30, 1998
MODIFIED: November 13, 2003
MODIFIED: March 13, 2006
DRAFT: July 13, 2015

Wayzata Public Schools

Educational Resource Review Form

Request Initiated By: _____

Please Check: Representing Self Organization
(Name of Organization) _____

Address: _____

City: _____ State: _____ Zip _____

Telephone: _____ Email: _____

School: _____

Please check type of material: Book Periodical Film Video
 Web-based Materials

Title: _____

Author: _____

Publisher or Producer: _____ Copyright Date: _____

To what in the material do you object? Please comment on the resource as a whole as well as being specific on those matters which concern you. (Please be specific, cite pages, film sequences, video, etc.)

Signature of the Complainant

Date

Please return completed form to the executive director of teaching and learning.

Board Visits to Schools

Draft Proposal: June 24, 2015

Background:

Increasing opportunities for Board members to connect, and interact, with students was brought up at the Board self-assessment earlier in the year. It was identified that the Board has access to student information and data- which can tell us about our students but this process does not allow a chance for dialog or interaction. Although the Student Council reports at the Board meetings are valuable, they once again, do not provide opportunities for dialog and only allow interaction with one student.

Multiple learning opportunities at the NSBA conference in Nashville underscored the importance of Board/Student engagement.

It was determined that the Stakeholders committee was a logical starting point for further exploration of strategies to increase interactions with students.

Goal:

To increase opportunities for Board members to connect and interact with students in ways that are meaningful and appropriate.

Additional benefits could also include:

- Opportunities for students to learn about governance and the role of the Board
- Increased opportunities for Board members to get to know the buildings- and be visible

Visits to the schools could include:

1. a "Board Table" at lunch time where students are invited to have lunch with a Board member and talk about what's happening in their school
2. A Board member visits or attends a student council meeting
3. Other appropriate opportunities, as determined by the principal

Connection to Mission, Vision & Strategic Directions:

Exceptional Student Learning, Experiences and Relationships

Strategic Directions: Personalization & Health & Well Being

The Process:

- The Goal is to schedule at least one visit to each school over the 2015-16 academic year, with maybe 2 at the high school or middle schools.
- Board members will be invited to participate, but not required.
- Pre-organization would include first reaching out to Board members to see which buildings they are interested in visiting and which months would be better.
- Coordination would then occur with the principals to determine the best use of, and time for, the visit.
- Final dates would be set in a sign-up genius so everyone knows the calendar.
- Board members would determine an appropriate way to report on/check in regarding their visits (i.e. at work sessions, board reports at meetings, or not regularly).