

Regular Meeting

Tuesday, November 22, 2022 6:30 PM

Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082

I. Public Comment	
II. Call to Order	Speaker (s) : Ms. Alison Sherman, School Board Chair
III. Roll Call	Speaker (s) : Ms. Alison Sherman, School Board Chair
IV. Pledge of Allegiance	Speaker (s) : Ms. Alison Sherman, School Board Chair
V. Approval of Agenda	Speaker (s) : Ms. Alison Sherman, School Board Chair
VI. Student Report	Speaker (s) : Ms. Iliana Balok and Ms. Keira Jelinek, Student Representatives
VII. Superintendent Report	Speaker (s) : Dr. Mike Funk, Superintendent
VIII. Board Chair Report	Speaker (s) : Allison Sherman, Board Chair
IX. Consent Agenda	
IX.A. School Board Business Meeting Minutes - October 27, 2022	Speaker (s) : Dr. Annie Porbeni, School Board Clerk
IX.B. School Board Study Session Meeting Minutes - November 10, 2022	Speaker (s) : Dr. Annie Porbeni, Clerk
IX.C. School Board Special Meeting Minutes - November 17, 2022	
IX.D. Payment of Invoices - November 12, 2022 - November 23, 2022	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
IX.E. Accept Gifts and Donations - June, July, August and September 2022	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
IX.F. Treasurer's Report - June, July, August and September 2022	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
IX.G. Field Trip approval form for Stillwater Area High School Concert Orchestra trip to Kansas City, Missouri	Speaker (s) : Ryan Jensen- Teacher
IX.H. Field Trip approval form for Stillwater Area High School English II Newspaper to attend the National Journalism Convention in San Francisco, CA.	Speaker (s) : Ms. Rachel Steil, Advisor
IX.I. Human Resources Personnel Report	Speaker (s) : Dr. Jennifer Cherry,

Assistant
Superintendent

X. Action Item

X.A. Oak Park Learning Center

Speaker (s) : Mr. Mark Drommerhausen,
Director of Operations

X.B. 2023-2024 Calendar

Speaker (s) : Mr. Mark Drommerhausen,
Director of Operations

X.C. Approval of Policy 806 - Crisis Management

Speaker (s) : Mr. Mark Drommerhausen,
Director of Operations

XI. Reports

XI.A. Course Change Proposals for 2023-2024

Speaker (s) : Dr. Caleb Drexler Booth,
Director of Teaching and Learning

XI.B. First Reading Revised Policies; 601 - Academic Achievement Plan; 603 - Evaluation of the Instructional Program; 604 - Instructional Curriculum; 606 - Selection and Review of Instructional Resources

Speaker (s) : Dr. Caleb Drexler Booth,
Director of Teaching and Learning

XI.C. Second Reading New Policy 522 - Title IX, Policy 428 - Employee Technology and Internet Access and Acceptable Use, Policy 524 - Student Technology and Internet Access and Acceptable Use

Speaker (s) : Dr. MIke Funk, Superintendent

XII. Adjournment

Speaker (s) : Ms. Alison Sherman,
School Board Chair

XIII. Attachments

Regular Meeting
Thursday, October 27, 2022 6:30 PM Central

Oak Park Building
6355 Osman Avenue North
Stillwater, MN 55082

Katie Hockert: Present
Pete Kelzenberg: Present
Beverly Petrie: Present
Annie Porbeni: Present
Tina Riehle: Present
Alison Sherman: Present
Vivian Votava: Present
Present: 7.

I. Recognition

Seniors Jocelyn McBride and Eva Stafne have been named semifinalists in the National Merit Scholarship Program. They are among just 16,000 students from across the country to receive the honor. Semifinalists must have an outstanding academic record throughout high school, be endorsed and recommended by a high school official, write an essay and earn either an SAT or ACT score that confirms their earlier performance on the qualifying test. The two will go on to compete for 7250 scholarships worth nearly \$28 million dollars next spring.

II. Public Comment

No Speakers.

III. Call to Order

The meeting was called to order at 6:37 p.m.

IV. Roll Call

Seven Board Members present: Kaite Hockert, Pete Kelzenberg, Beverly Petrie, Annie Porbeni, Tina Riehle, Alison Sherman, Vivian Votava.

V. Pledge of Allegiance

VI. Approval of Agenda

A motion and a second to approve the meeting agenda will be requested. This motion, made by Sherman and seconded by Petrie, Carried.

Katie Hockert: Yea, Pete Kelzenberg: Yea, Beverly Petrie: Yea, Annie Porbeni: Yea, Tina Riehle: Yea, Alison Sherman: Yea, Vivian Votava: Yea
Yea: 7, Nay: 0

VII. Student Report

Keira provided a report on academics -

- Students have settled into the year both academically and emotionally.
- Many students are feeling the stress of the academic workload. They are eager to get office hours back.

Iliana provided a report on extracurricular activities -

- The girls soccer team is moving to the state semifinals against Rosemount on Wednesday, November 2 at the US Bank Stadium.
- The girls and boys cross county teams advance to the State meet on Saturday, November 4.
- The girls swim and dive team won their conference and will compete in their last dual meet on October 27.
- The volleyball team advanced to section 4 semifinals.
- The football team won the district championship and will begin section playoffs on Friday, October 28.
- The adaptive soccer team completed their regular season and will begin section playoffs.
- The dance team season begun this week.
- The student council will host a student movie night on Sunday, October 30.

VIII. Superintendent Report

Our current enrollment for Pre-K through 12 plus is 8279 students, which is up 65 students from last year.

The technology department has begun distribution of Chromebooks to students as part of the technology levy.

Dr. Funk continues to meet with students, staff and the community. He will provide an update to the school board on the perspectives of the district.

Marie Schrul will be joining us as our Executive Director of Finance. Ms. Schrul has extensive experience in school finance and was the CFO of St. Paul School District since 2014.

IX. Board Chair Report

Nothing to report.

X. Consent Agenda

A motion and a second to approve Consent Agenda Items A through J will be requested.

This motion, made by Hockert and seconded by Kelzenberg, Carried.

Katie Hockert: Yea, Pete Kelzenberg: Yea, Beverly Petrie: Yea, Annie Porbeni: Yea, Tina Riehle: Yea, Alison Sherman: Yea, Vivian Votava: Yea

Yea: 7, Nay: 0

X.A. School Board Regular Meeting Minutes for September 22, 2022

X.B. School Board Meeting - Study Session for October 13, 2022

X.C. Payment of Invoices - October 15, 2022 - October 28, 2022

X.D. District Wide Snow Removal and Pavement Treatment for 2022-2023

X.E. Huntington Learning Center Services

X.F. Field Trip Approval Form for Stillwater Area High School Softball Team to Orlando, Florida

X.G. Field Trip Approval Form for Stillwater Area High School Varsity Baseball to Port St. Lucie, Florida

X.H. Marsh & McLennan Agency - Workers' Compensation Renewal

X.I. Project Lead the Way (PLTW) Robotics Purchase

X.J. Human Resources Personnel Report

XI. Action Item

XI.A. Final Reading Policy 905 - Advertising

A motion and a second to approve Policy 905 - Advertising will be requested. This motion, made by Porbeni and seconded by Petrie, Carried.

Katie Hockert: Yea, Pete Kelzenberg: Yea, Beverly Petrie: Yea, Annie Porbeni: Yea, Tina Riehle: Yea, Alison Sherman: Yea, Vivian Votava: Yea
Yea: 7, Nay: 0

This policy has been presented to the school board for a third reading.

XII. Reports

XII.A. 2023-2024 Calendar

The school board reviewed a draft calendar for the 2023-2024 school year. The draft was modeled after the current school year, with a staggered start for students beginning on August 28, 2023. The last day of school for all students would be May 30, 2024. The school board is expected to approve a calendar at its next business meeting.

XII.B. Student Achievement Update

School board members learned about the district's efforts to improve student achievement by enhancing systems in the areas of curriculum and instructional review, professional development and interventions. The board reviewed the 10 year curriculum review cycle, learned about job-embedded professional development strategies, and examined the Multi-Tiered Systems of Support (MTSS) in place to provide interventions to students as needed.

XII.C. First Reading Policy 522 - Title IX - Sex Non Discrimination

This policy will come to the board for a second reading at a future meeting.

XII.D. First Reading Policy 428 - Employee Technology and Internet Access and Acceptable Use

This policy will come to the board for a second reading at a future meeting.

XII.E. First Reading Policy 524 - Student Technology and Internet Access and Acceptable Use

This policy will come to the board for a second reading at a future meeting.

XII.F. Second Reading Policy 806 - Crisis Management

This policy will come to the board for a final reading and approval at a future meeting.

XIII. Adjournment

The meeting adjourned at 8:06 p.m.

XIV. Attachments

Study Session

Thursday, November 10, 2022 6:30 PM

Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082

Katie Hockert: Present
Pete Kelzenberg: Present
Beverly Petrie: Present
Annie Porbeni: Present
Tina Riehle: Present
Alison Sherman: Present
Vivian Votava: Present

I. Call to Order

Discussion: The meeting was called to order at 6:35 p.m.

Speaker(s): Ms. Alison Sherman,
School Board Chair

II. Roll Call

Speaker(s): Ms. Alison Sherman,
School Board Chair

III. Pledge of Allegiance

Speaker(s): Ms. Alison Sherman,
School Board Chair

IV. Approval of Agenda

Action(s):

A motion and a second to approve the meeting agenda will be requested. This motion, made by Alison Sherman and seconded by Beverly Petrie, Carried.

Voting Detail:

Katie Hockert: Yea
Pete Kelzenberg: Yea
Beverly Petrie: Yea
Annie Porbeni: Yea
Tina Riehle: Yea

Alison Sherman: Yea
Vivian Votava: Yea

Voting Summary: Yea: 7, Nay: 0

Speaker(s): Ms. Alison Sherman,
School Board Chair

V. Consent Agenda

Action(s):

A motion and a second to approve the consent agenda A will be request. This motion, made by Alison Sherman and seconded by Katie Hockert, Carried.

Voting Detail:

Katie Hockert: Yea
Pete Kelzenberg: Yea

Kelzenberg:
Beverly
Petrie: Yea
Annie
Porbeni: Yea
Tina Riehle: Yea

Alison
Sherman: Yea
Vivian
Votava: Yea

Voting Summary: Yea: 7, Nay: 0

V.A. Payment of Invoices - October 29, 2022 -
November 11, 2022

Speaker (s): Ms. Julie
Cink, Interim
Director of Finance

VI. Study Session

VI.A. Be SMART

Discussion: The school board discussed supporting a resolution to partner with Be SMART that will be presented at a future meeting.

Speaker (s): Dr. MIke
Funk, Superintendent

VI.B. Enrollment Update

Discussion: Superintendent Funk provided an update on the official October 1st enrollment numbers, which are up by 65 students from this time last year.

Speaker (s): Dr. MIke
Funk, Superintendent

VI.C. Oak Park Learning Center

Discussion: School board members reviewed plans to remodel space in the Oak Park Building to house the St. Croix Valley Area Learning Center (ALC). The project would be funded through a combination of long-term facility maintenance and capital outlay funds and would not impact the district's general operating budget. The board is expected to vote on the proposal at its next meeting.

Speaker (s): Mr. Mark
Drommerhausen,
Director of
Operations

VII. Adjournment

Discussion: The meeting adjourned at 8:06 p.m.

Speaker (s): Ms.
Alison Sherman, Board
Chair

Annie Porbeni, Board Clerk

- I. Call to Order:** The meeting was called to order at 4:05 p.m.
- II. Roll Call:** Present: Katie Hockert, Pete Kelzenberg, Beverly Petrie, Tina Riehle, Alison Sherman, Vivian Votava. Not Present: Annie Porbeni
- III. Pledge of Allegiance**
- IV. Approval of Agenda:** A motion to approve the agenda made by Alison Sherman and seconded by Beverly Petrie, Carried. Yea: 6, Nay: 0, Absent: 1
- V. Action Item**
 - A. Resolution Canvassing the Results of the General Election.** Motion to approve made by Alison Sherman and seconded by Pete Kelzenberg, Carried, Yea: 6, Nay: 0, Absent: 1

RESOLUTION CANVASSING RETURNS

OF VOTES OF SCHOOL DISTRICT GENERAL ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 834, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the district held on November 8, 2022 was in all respects duly and legally called and held.
2. As specified in the attached Abstract and Return of Votes Cast, Abstract print version 39383, generated 11/15/2022 2:00:00 PM

Summary of Totals

Independent School District No. 834 (STILLWATER)
Tuesday, November 8, 2022 State General Election

Number of persons registered as of 7 a.m.	64327
Number of persons registered on Election Day	1900
Number of accepted regular, military, and overseas absentee ballots and mail ballots	13428
Number of federal office only absentee ballots	18
Number of presidential absentee ballots	0
Total number of persons voting	48268

Summary of Totals

Independent School District No. 834 (STILLWATER)
Tuesday, November 8, 2022 State General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

School Board Member at Large (ISD #834) (Elect 4)

NP	NP	NP	NP	NP
Andrew Thelander	Jessica L Johnson	Eva Lee	Philip St. Ores	Mark Bezdicek
14605	12358	13541	9393	9047

NP	NP	WI
Pete Kelzenberg	Alison Sherman	WRITE- IN 517
14979	15854	

a total of 48268 voters of the district voted at said general election for the purpose of

electing four (4) school board members for terms of four (4) years as follows:

Andrew Thelander	14605
Jessica L Johnson	12358
Eva Lee	13541
Philip St. Ores	9393
Mark Bezdicek	9047
Pete Kelzenberg	14979
Alison Sherman	15854
Write in	517

3. Candidate Thelander, Candidate Lee, Candidate Kelzenberg and Candidate Sherman, having received the highest number of votes, are elected to four year terms beginning the first Monday in January, 2023.
4. The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

B. Resolution Canvassing the Results of the Special Election. Motion to approve made by Katie Hockert and seconded by Vivian Votava, Carried. Yea: 6, Nay: 0, Absent: 1

BE IT RESOLVED by the School Board of Independent School District No. 834, as follows:

1. It is hereby found, determined and declared that the special election of the voters of the district held on November 8, 2022 was in all respects duly and legally called and held.
2. As specified in the attached Abstract and Return of Votes Cast, Abstract print version 39383, generated 11/15/2022 2:00:00 PM

Summary of Totals

Independent School District No. 834 (STILLWATER)
Tuesday, November 8, 2022 State General Election

Number of persons registered as of 7 a.m.	64327
Number of persons registered on Election Day	1900
Number of accepted regular, military, and overseas absentee ballots and mail ballots	13428
Number of federal office only absentee ballots	18
Number of presidential absentee ballots	0
Total number of persons voting	48268

Summary of Totals

Independent School District No. 834 (STILLWATER)
Tuesday, November 8, 2022 State General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

Special Election for School Board Member at Large (ISD #834)

NP	NP	WI
Beverly Petrie	Lawrence A. Becking	WRITE-IN
16350	8831	115

a total of 48268 voters of the district voted at said special election for the purpose of electing one (1) individual to

fill a vacancy in term of school board member expiring the first Monday in January, 2025 as follows:

Beverly Petrie	16350
Lawrence A. Becking	8831
Write-in	115

3. Candidate Petrie having received the highest number of votes is elected to fill the vacancy in the term of school board member expiring the first Monday in January, 2025. Said individual shall take office as soon as she qualifies.
4. The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

C. Resolution Authorizing Issuance of Certificates of the General Election and Directing School District Clerk to Perform Other Election Duties. Motion made by Vivian Votava and seconded by Beverly Petrie, Carried: Yea: 6, Nay: 0, Absent: 1

WHEREAS, the board has canvassed the general election held on November 8, 2022.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 834, State of Minnesota, as follows:

1. The board chair and clerk are hereby authorized to execute the certificate of election on behalf of the School Board of Independent School District No. 834 to Candidate Thelander, Candidate Lee, Candidate Kelzenberg, and Candidate Sherman, who have received a sufficiently large number of votes to fill the vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.
2. The certificate of election shall be in substantially the form attached hereto.
3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver a certificate to each person entitled thereto personally or by certified mail.
4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

D. Resolution Authorizing Issuance of Certificates of the Special Election and Directing the School District Clerk to Perform Other Election Duties. Motion to approve made by Alison Sherman and seconded by Beverly Petrie, Carried. Yea: 6, Nay: 0, Absent: 1

WHEREAS, the board has canvassed the special election held on November 8, 2022.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 834, State of Minnesota, as follows:

1. The board chair and clerk are hereby authorized to execute the certificate of election on behalf of the School Board of Independent School District No. 834 to Candidate Petrie who has received a sufficiently large number of votes to fill the vacancy in the term of school board member expiring the first Monday in January 2, 2025. Such individual shall take office as soon as she qualifies.
2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver a certificate to each person entitled thereto personally or by certified mail.
4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

VI. **Adjournment**

The meeting adjourned at 4:11 p.m.



Field Trip / Overnight Athletic Team Trip Pre-Approval Form

PLEASE REVIEW FIELD TRIP PROCEDURES/REQUIREMENTS ON BACK OF FORM PRIOR TO SUBMITTING FOR APPROVAL.

Teacher/Coach/Advisor: Ryan Jensen Cell Phone #: (320) 491-6758

In conjunction with (team/class/organization): Concert Orchestra

Educational/Trip Purpose: Orchestra Tour

Itinerary details must be attached

Destination: Kansas City, MO

Destination Address/Phone: Accomadations TBD
(Address, City, State) (Phone number)

Departure from school Date: 3/31 Return to school Date: 4/3

Depart from school Time: 5:00 AM Arrival to destination Time: 6:00 PM

Departure from destination Time: 9 AM Return to school Time: 6:00 PM

Number of: Students/Team Members: (Attach List) X
Directors/Coaches: 2 Names: Ryan Jensen + 1
Chaperones*: 6-10 Names: TBD

* All chaperones must have a completed and approved criminal background check.

Mode of Travel (see back for more info): Coach Bus

Lodging Information (if overnight): Hotel in Kansas City
(Hotel Name, Address, City, State) (Phone number)

Safety/Security Plans Reviewed X
(Date and manner in which information provided)

Discipline & Chemical Policy & Rules Reviewed X
(Date and manner in which information provided)

Estimated Cost \$995
Transportation \$ _____
Housing \$ _____
Fees \$ _____
Supplies \$ _____

(other)

Total Cost \$995 per _____
Student Cost \$995 per _____ District Cost \$0
Funding Source (i.e. grant, prof. dev., etc.): Students

Teacher/Coach Signature: [Signature] 10/17/22
(Date)

Department Chair/Athletic Director Approval: _____
(Date)

Building Administration Approval: [Signature] 10/19/22
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
District Administrative Approval: [Signature] 10/21/22
(Date)

Field Trip / Overnight Athletic Team Trip Pre-Approval Form



PLEASE REVIEW FIELD TRIP PROCEDURES/REQUIREMENTS ON BACK OF FORM PRIOR TO SUBMITTING FOR APPROVAL.

Teacher/Coach/Advisor: Rachel Stell Cell Phone #: (09) 339-0373

In conjunction with (team/class/organization): Engl II Newspaper

Educational/Trip Purpose: Attend National Journalism Convention

Itinerary details must be attached

Destination: San Francisco, CA Hilton Union Square

Destination Address/Phone: 330 O'Farrell St. San Francisco (Address, City, State) 414-771-1400 (Phone number)

Departure from school Date: 4/19/23 Return to school Date: 4/23/23

Depart from school Time: 11:00 a.m. Arrival to destination Time: 4:35 p.m.

Departure from destination Time: 3:46 p.m. Return to school Time: 9:15 p.m.

Number of: Students/Team Members: (Attach List) TBD by Jun. 6. 2023

Directors/Coaches: 1 Names: Rachel Stell

Chaperones*: 1 Names: Colleen Feldman

* All chaperones must have a completed and approved criminal background check.

Mode of Travel (see back for more info): Delta Airline + Shuttle

Lodging Information (if overnight): Hilton Union Sq. 330 O'Farrell St. San Francisco, CA (Hotel Name, Address, City, State) 414-771-1400 (Phone number)

Safety/Security Plans Reviewed Nov. 15, 2022 March 2023 (Date and manner in which information provided)

Discipline & Chemical Policy & Rules Reviewed Nov. 15, 2022 March 2023 (Date and manner in which information provided)

Estimated Cost \$
 Transportation \$ 1129
 Housing \$ 300 (av.)
 Fees \$ 120 (registration)
 Supplies \$ _____
Food/lytsecy \$ 240
 (other) \$ 300

Total Cost \$ <u>2009 / advisor</u>	
Student Cost \$ <u>2009/pp</u>	District Cost \$ <u>2009</u>
Funding Source (i.e. grant, prof. dev., etc.): <u>Newspaper</u>	

Teacher/Coach Signature: [Signature] 4/18/22 (Date)

Department Chair/Athletic Director Approval: [Signature] 11/10/2022 (Date)

Building Administration Approval: [Signature] 11/10/22 (Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
 District Administrative Approval: [Signature] 11-11-22 (Date)

(New Hires, Resignations, Retirements, Terminations, Leave Requests)

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Branch, Derrick	Resignation	Assistant Boys Basketball Coach Oak-Land Middle School	Co-Curricular	October 20, 2022
Cambronne, Craig	Retirement	Custodian III, 8.0 hours/day Andersen Elementary	Custodial	December 15, 2022
Donner, Emily	Resignation	Assistant Alpine Ski Coach Stillwater Area High School	Co-Curricular	November 13, 2022
Dyvig, Deborah	Resignation	Adventure Club Assistant Lake Elmo Elementary	Community Ed Leads and Asst	September 23, 2022
Felipe, Michael	Resignation	Cafeteria, 4.0 hours/day Stillwater Middle School	Cafeteria	September 30, 2022
Germain, Joseph	Resignation	Paraprofessional, 6.0 hours/day Lake Elmo Elementary	SCPA	September 16, 2022
Holiskey, Jennie	Resignation	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	Cafeteria	October 10, 2022
Kohanek, Deanna	Resignation	Paraprofessional, 6.0 hours/day Lily Lake Elementary	SCPA	October 14, 2022
Larson, Remi	Resignation	Assistant Girls LaCrosse Coach Stillwater Area High School	Co-Curricular	October 31, 2022
Lenhart, Rebekah	Resignation	Paraprofessional, 6.25 hours/day Oak-Land Middle School	SCPA	September 15, 2022
McGibbon, Jodie	Retirement	Paraprofessional, 6.5 hours/day Transition	SCPA	October 7, 2022
Moncrief, Linda	Retirement (26 years)	Administrative Assistant - Director, 8.0 hours/days Central Services	Tech Support	March 14, 2023 (revised date)
Olson, Dale	Retirement	Custodian VI, 8.0 hours/day Stillwater Middle School	Custodial	November 30, 2022
Prasad, Jazmyne	Resignation	Secretary-ECSE, 8.0 hours/day Early Childhood Family Center	Tech Support	October 24, 2022
Sawyer, Patricia	Resignation	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	Cafeteria	October 13, 2022
Wanvig, Ann	Resignation	Cafeteria Employee, 4.0 hours/day Stillwater Middle School	Cafeteria	September 23, 2022
Wazlawik, Nicholas	Resignation	Assistant Alpine Ski Coach Stillwater Area High School	Co-Curricular	November 13, 2022

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Alvarado, Violeta	Community Ed Assistant, 5.5 hours/day Floater	\$16.86/hour	2022-2023 Staffing	Community Ed Leads and Asst	October 26, 2022
Bach, Michael	Paraprofessional, 6.0 hours/day Oak-Land Middle School	\$16.86/hour	2022-2023 Staffing	SCPA	November 1, 2022
Bennett, Brittany	Winter Chevals Dance Coach Stillwater Area High School	\$4,208	Replacement	Co-Curricular	November 7, 2022
Bloch, Miki	Paraprofessional, 6.0 hours/day Lily Lake Elementary	\$17.18/hour	2022-2023 Staffing	SCPA	November 1, 2022
Buberl, Torie	Assistant Boys Swim Coach Stillwater Area High School	\$3,740	Replacement	Co-Curricular	November 28, 2022
Buersken, Kristi	Cafeteria Employee, 5.0 hours/day Stillwater Middle School	\$17.41/hour	2022-2023 Staffing	Cafeteria	November 14, 2022
Butteris, Abigail	Health Care Specialist, 6.5 hours/day District Wide	\$72,715	COVID Funding	CSS	October 27, 2022 - June 8, 2023

Cortez, Sandy	Paraprofessional, 6.5 hours/day Stillwater Area High School	\$17.18/hour	2022-2023 Staffing	SCPA	October 31, 2022
Fisher, Elizabeth	Community Ed Assistant, 7.5/hours/week Andersen Elementary	\$17.08/hour	2022-2023 Staffing	Community Ed Leads and Asst	November 16, 2022
Kapfer, Kelsey	Community Ed Aide, 5.0 hours/week Rutherford Elementary	\$13.00/hour	2022-2023 Staffing	Community Ed Leads and Asst	November 16, 2022
O'Brien, Allison	Assistant Girls Hockey Coach Stillwater Area High School	\$6,358	Replacement	Co-Curricular	October 31, 2022
Onken, Matt	Assistant Wrestling Coach Stillwater Area High School	\$3,927	Replacement	Co-Curricular	November 9, 2022
Polakowski, Stephen	Head Wrestling Coach Stillwater Area High School	\$7,293	Replacement	Co-Curricular	October 31, 2022
Reier, Brian	Assistant Wrestling Coach Stillwater Area High School	\$5,049	Replacement	Co-Curricular	November 9, 2022
Wagner, Nathaniel	Assistant Girls Hockey Coach Stillwater Area High School	\$6,919	Replacement	Co-Curricular	November 1, 2022

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Barre, Katie	Approve	1.0 FTE English Teacher Stillwater Area High School	SCEA	November 17, 2022 - December 29,
Deitner, Deann	Approve	1.0 FTE Elementary Education Teacher Stonebridge Elementary	SCEA	October 3, 2022 - December 31, 2022
Eck, Emily	Approve	1.0 FTE Elementary Education Teacher Afton-Lakeland Elementary	SCEA	August 31, 2022 - January 2, 2023 (revised dates)
Heintz, Kristi	Approve	Cafeteria Employee, 5.5 hours/day Stillwater Middle School	Cafeteria	September 28, 2022 - November 14,
Hill, Josiah	Approve	1.0 FTE Instructional Coach Oak-Land Middle School	SCEA	January 3, 2023 - May 22, 2023
Mustar, Michael	Approve	1.0 FTE PE Teacher Brookview Elementary	SCEA	October 13, 2022 - June 8, 2023
Ouzounian, Ashley	Approve	Human Resources Supervisor Central Services	CSS	January 9, 2023 - April 3, 2023
Rose, Kathryn	Approve	1.0 FTE Science Teacher Stillwater Area High School	SCEA	January 3, 2023 - April 10, 2023

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Alfaro Carrillo, Karen	Paraprofessional, 6.0 hours/day Lake Elmo Elementary	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	2022-2023 Staffing	SCPA	November 10, 2022
Blackwell, June	Paraprofessional, 7.3 hours/day Oak-Land Middle School	Paraprofessional, 7.4 hours/day Oak-Land Middle School	2022-2023 Staffing	SCPA	October 7, 2022
Broderson-Schroeder, Alison	Information & Student Records Clerk, 7.5 hours/day Stillwater Area High School	College & Career Secretary, 7.0 hours/day Stillwater Area High School	Replacement	Tech Support	October 31, 2022
Echeverria, Dana	Cafeteria Employee, 4.5 hours/day Lake Elmo Elementary	Custodian VI, 8.0 hours/day Lily Lake Elementary	Replacement	Custodial	November 21, 2022
Eichten, Jana	Cafeteria Employee, 5.5 hours/day Stillwater Middle School	Cafeteria Assistant Manager, 6.0 hours/day Stillwater Middle School	2022-2023 Staffing	Cafeteria	November 1, 2022
Hendrickson, Junko	Cafeteria Employee, 3.0 hours/day Lake Elmo Elementary	Cafeteria Employee 4.0 hours/day Lake Elmo Elementary	2022-2023 Staffing	Cafeteria	November 11, 2022
Jacobs-Andresen, Kristen	ABE Teacher, 556.86 hours Early Childhood Family Center	ABE Teacher, 721.13 hours Early Childhood Family Center	2022-2023 Staffing	SCEA	November 1, 2022
Jewell, Brenda	Cafeteria Employee, 5.0 hours/day Stillwater Middle School	Cafeteria Employee, 5.5 hours/day Stillwater Middle School	2022-2023 Staffing	SCPA	November 11, 2022

Meyer, Sherrie	Paraprofessional, 7.0 hours/day Stillwater Area High School	Paraprofessional, 8.0/hours day Stillwater Area High School	2022-2023 Staffing	SCPA	November 2, 2022
Lockard, Leasa	Paraprofessional, 7.2 hours/day Oak-Land Middle School	Paraprofessional, 7.3/hours day Oak-Land Middle School	2022-2023 Staffing	SCPA	October 7, 2022
O'Connor, Shari	Cafeteria Employee, 5.5 hours/day Oak-Land Middle School	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	2022-2023 Staffing	Cafeteria	November 1, 2022
Roth, Jill	Paraprofessional, 8.0 hours/day Stillwater Area High School	Information & Student Records Clerk, 7.5 Stillwater Area High School	Replacement	Tech Support	October 31, 2022
Vagasky, Anna	Health Care Specialist, 4.0 hours/day SCC/Transitions	Health Care Specialist, 4.0 hours/day SCC/Transitions	2022-2023 Staffing	CSS	September 6, 2022 - December 21, (revised dates)
Wood, Sam	Custodian VI, 8.0 hours/day District Wide	Custodian VI, 8.0 hours/day Stillwater Middle School	Replacement	Custodial	November 13, 2022

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Ortmeier, Michelle	.2 FTE Math Teacher St. Croix Valley ALC	Replacement	SCEA	October 31, 2022 - January 27, 2023
Pilz, Tyler	.2 FTE Math Teacher St. Croix Valley ALC	Replacement	SCEA	October 31, 2022 - January 27, 2023



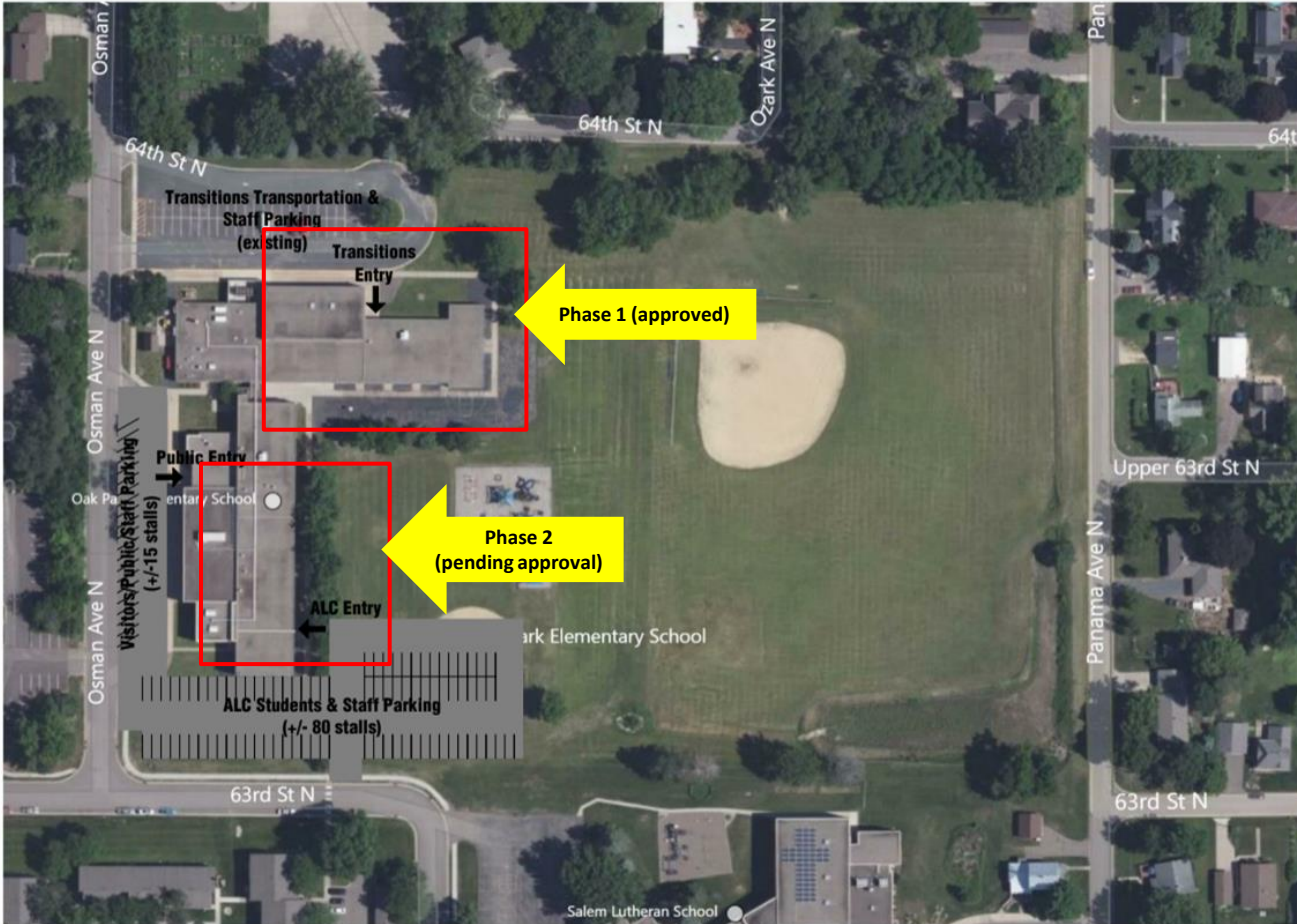
Alternative Learning Center at Oak Park

Presented to the School Board
November 10, 2022

Why Move The ALC?

Alternative location outside of high school setting:

- Welcoming space for students
- Flexible learning spaces and common area for gathering, large projects, and collaborative activities
- Outdoor spaces
- Room to expand program now and in the future

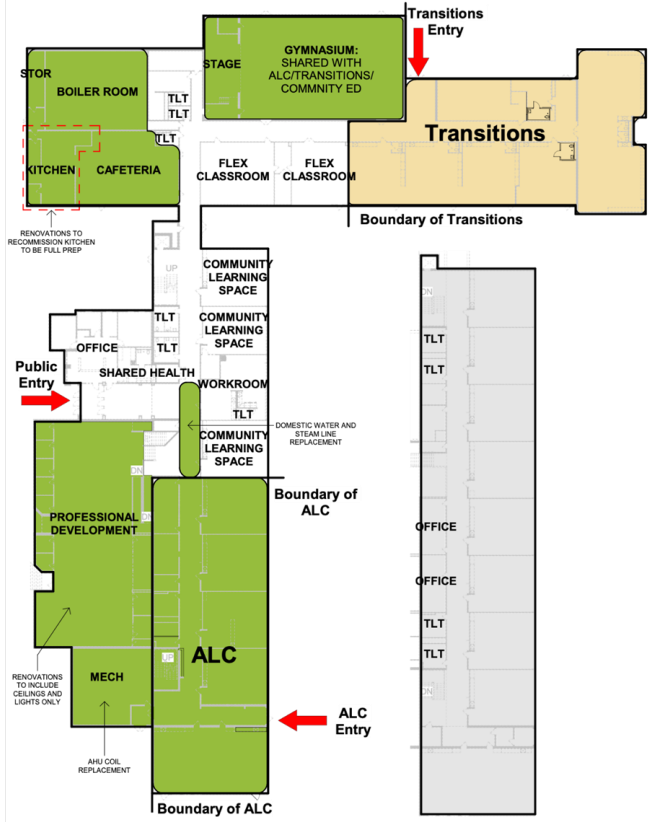
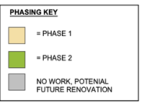


Phase 1:

- Approved by school board 1/6/22
- Completion end of March

Phase 2

- Pending board approval
- Work would begin Fall 2023



1 MAIN LEVEL PHASING PLAN
1/32" = 1'-0"

2 SECOND LEVEL PHASING PLAN
1/32" = 1'-0"

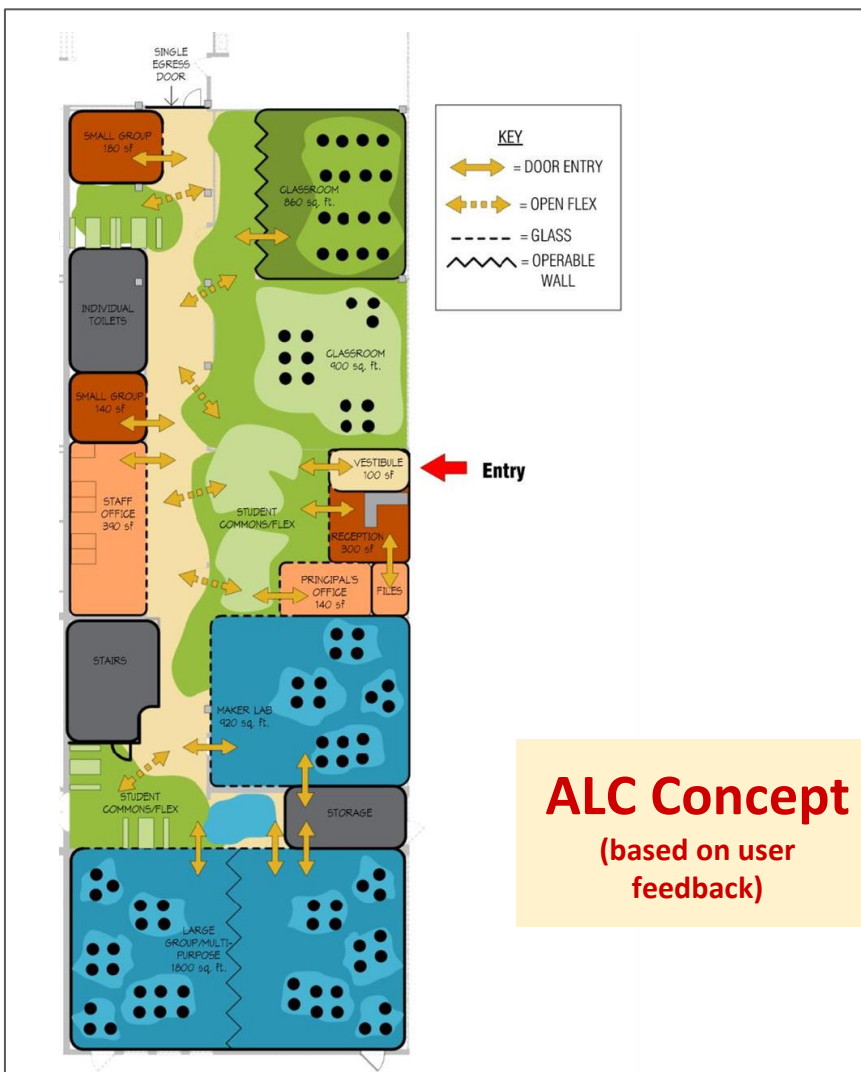
OVERALL PHASING PLAN



Stillwater
AREA PUBLIC SCHOOLS

Phase 1 (Fall 2022) : Transitions

Phase 2 (Fall 2023): ALC/Shared Spaces



ALC Concept
 (based on user
 feedback)

Project Costs: ALC and shared spaces (including kitchen/cafeteria and site work)

Funding Source	Cost
Capital budget	\$2.38 million
Long Term Facilities Maintenance (LTFM)	\$4.42 million
Total	\$6.8 million

Other projects in this bid package:

Water/Boiler = \$3 million

*Board approved June 2022 as part
of LTFM budget*

Project Timeline and Bid Packages

Bid Package #1 (Site Work and outside Mechanical Room MEP)

- Design: November 2022 to January 2023
- Bid: February 2023
- Award Bid: March 2023
- Construction: June to August 2023

Bid Package #2

(Mechanical Room MEP, Water, PD Room Ceiling and Lights, Replacement, ALC, and Kitchen)

- Design: December 2022 to April 2023
- Bid: May 2023
- Award Bid: June 2023
- Construction: September 2023 to February 2024



Questions



2023-2024 Staff Calendar

- Aug 15-17 New Teachers Workshop
- Aug 21-24 Professional Development Day
- Aug 25 Teacher Non-Duty Day (no school)
- Aug 28 First day of school Gr 6 & 9**
- Aug 28-31 Ready Set Go conferences K-5
- Aug 29 First day of school Gr 7-8 & 10-12**
- Sept 1 Teacher Non-Duty Day (no school)
- Sept 4 Holiday (no school)
- Sept 5 First day of school Gr K-5**
- Sept 29 Professional Development Day (no school)
- Oct 19-20 MEA - Teacher Non-Duty Day (no school)
- Oct 23 Conference Planning Day (no school)
- Nov 3 End of quarter 1
- Nov 6 Teacher Workshop/Grading (no school)
- Nov 22 Professional Development Day (no school)
- Nov 23 Holiday (no school)
- Nov 24 Teacher Conference Comp (no school)
- Dec 25 Holiday (no school)
- Dec 26-29 Teacher Non-Duty Day (no school)
- Jan 1 Holiday (no school)
- Jan 15 Teacher Conference Comp (no school)
- Jan 19 End of quarter 2/semester 1
- Jan 22 Teacher Workshop/Grading (no school)
- Feb 16 Professional Development Day (no school)
- Feb 19 Conference Planning Day (no school)
- Mar 21 End of quarter 3
- Mar 22 Teacher Workshop/Grading (no school)
- Mar 25-29 Teacher Non-Duty Day (no school)
- May 27 Holiday (no school)
- May 30 Last day of school/End of semester 2
- May 31 Teacher Workshop/Grading (no school)
- June 1 Graduation

August 2023

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023

M	T	W	Th	F
		1	2	3*
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19*
22	23	24	25	26
29	30	31		

February 2024

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21*	22
25	26	27	28	29

April 2024

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30*	31

June 2024

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

- New Teachers Workshop (3)
- Professional Development Day (7)
- Holiday Days (5)
- Teacher Conference Comp (2)
- Teacher Workshop/Grading (4)
- Conference Planning Day (2)
- No School/Teacher Non-Duty day
- End of Quarter/Semester

Quarter 1 = 44	Quarter 2 = 44	Semester 1 = 88	Quarter 3 = 41	Quarter 4 = 43	Semester 2 = 84
Student Contact Days = 172		Teacher Contract Days = 192		New Teacher Contract Days = 195	

Buildings and Sites

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Crisis Management	806	Adopted: 6-29-2000 Renumbered: 3-11-2021 Revised:	Annual

~~It is the policy of I.S.D. 834 to provide a safe and healthy work environment for its staff and students. The Superintendent/designee is directed to develop and implement procedures for responding to a wide range of natural and man-made crisis situations. Such plans shall include roles for I.S.D. 834 administrators, staff, community/county agencies in addressing emergencies. The Emergency Procedures Handbook will be maintained in the office of the Coordinator of Communications and Community Relations.~~

~~Review of policy, procedures and attendant documents will be conducted in accordance with applicable laws.~~

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school and building administrators, employees, students, and community members to address a wide range of potential emergency situations in the school district. Each building in the district shall develop site-specific emergency management plans based on building needs. The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific emergency management plan to meet that building's specific situation and needs. The school district will ensure that relevant first responders in the community have access to their building-specific emergency management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

B. Elements of the District Crisis Management Policy

1. General Emergency Procedures

The Emergency Management Plan includes procedures for hold, secure, lock-down, evacuation and shelter. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures shall be included in building-specific crisis management plans. Building administrators may include additional crisis management procedures to fit the context of the school facility and population. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to

convey contact information to the appropriate staff persons. Crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a) Hold Procedures. Hold procedures will be used in situations that require students to remain in their classroom or area and clear the halls, such as an altercation in the hallway, medical issue that needs attention, or unfinished maintenance operation in a common area during class changes. Students and staff are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.
- b) Secure Procedures. Secure procedures will be used in situations when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection. School activities continue inside as scheduled.
- c) Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down.
- d) Evacuation Procedures. Evacuation procedures will be used in situations where people need to be moved from one location to another, such as a fire, heating/ventilation system failure, nearby gas leak, or bomb threat. Classroom and building evacuations shall be implemented at the discretion of the building administrator or designee. Campus evacuations shall be implemented at the discretion of the superintendent or designee.
- e) Sheltering Procedures. Sheltering procedures will be used in situations that require refuge for students, staff, and visitors within the school building such as tornadoes or other severe weather events. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system.

2. School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community, and will discuss the factors to be considered in closing and reopening a school or building.

3. Emergency Management Teams

- a) Composition. The building administrator in each school building will select a building safety committee that will be trained to respond in an emergency. Team members should be trained to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas.

- b) Leaders. The building administrator or designee serves as the leader of the building safety committee and the primary contact for emergency response officials. The designee list should include more than one alternative designee and may include members of the emergency response team.

4. Communication

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure.

- a) Employees. All employees shall be aware of the school district's Crisis Management Policy and their own site-specific emergency management plan. Employees shall receive periodic training on plan implementation.
- b) Students. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.
- c) Media. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure.

5. Facility Diagrams

All school and district buildings will include a facility diagram in their site plan. Facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel, as needed.

6. Emergency Contacts

Each building will maintain a current list of emergency telephone numbers of local, county, and state personnel who may be involved in a crisis situation. The list will include local police, fire, ambulance, hospital, poison control, county and state emergency management agencies, local public works departments, local utility companies, public health, mental health/suicide hotlines, and the county welfare agency.

7. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

ADMINISTRATIVE PROCEDURES AND REGULATIONS

~~An Emergency Procedures Handbook and an Emergency Action Procedures flip chart have been developed and will be reviewed annually, as will this policy, with assistance from school administrators, and local emergency response agencies, and in accordance to Minnesota Statute 121A.57 (Minn. Laws 1999, Ch. 241, Art. 9, Sec. 6). District 834 employees will be trained to address crisis situations on a building-level and district-level as required by State regulation, district policy, and the district's Emergency Procedures Handbook.~~



Curriculum and Instruction

School Board Meeting
November 22, 2022

Increase Academic Achievement for ALL students

2021-2022 Board Goal

Strategy:

Policies concerning achievement are current and aligned to best practices

How We Will Measure Success/ Progress:

Review and update 600 Series Education Program Policies (Curriculum and Instruction)



MN Statute §123B.09

Boards of Independent School Districts

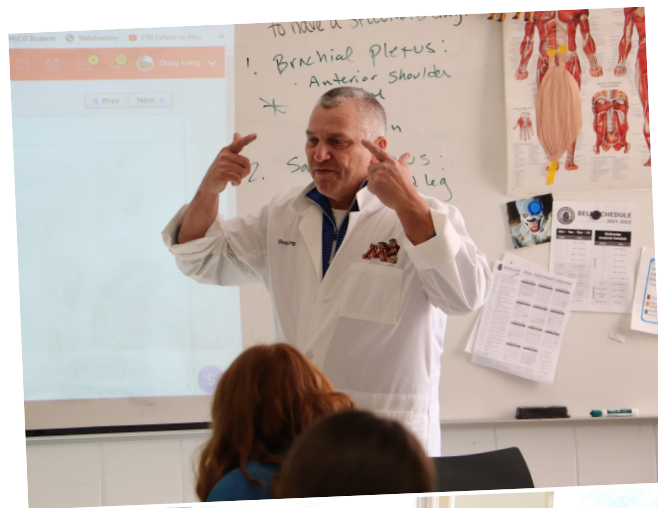
Subd. 8.Duties.

The board must superintend and manage the schools of the district; **adopt rules** for their organization, government, and **instruction**; keep registers; and **prescribe textbooks and courses of study**.

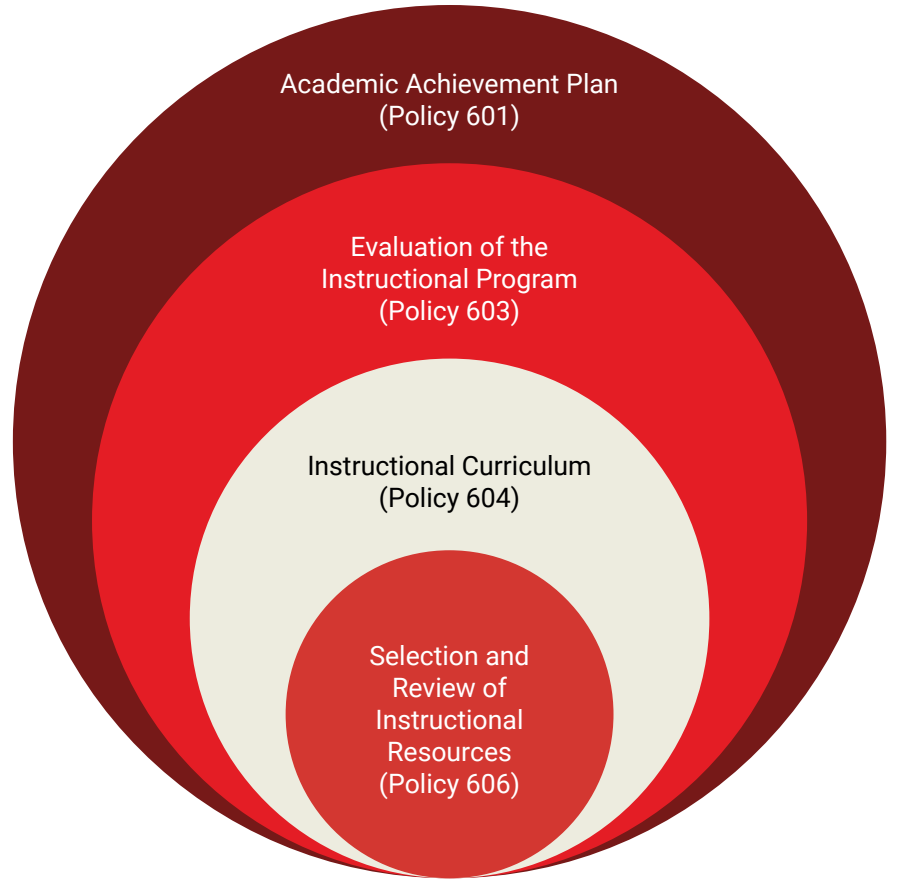
Curriculum is...

The dynamic interplay of mission, standards, resources, instruction, and assessment contextualized by the student experience.

***MN Statute 120B.11** "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.*

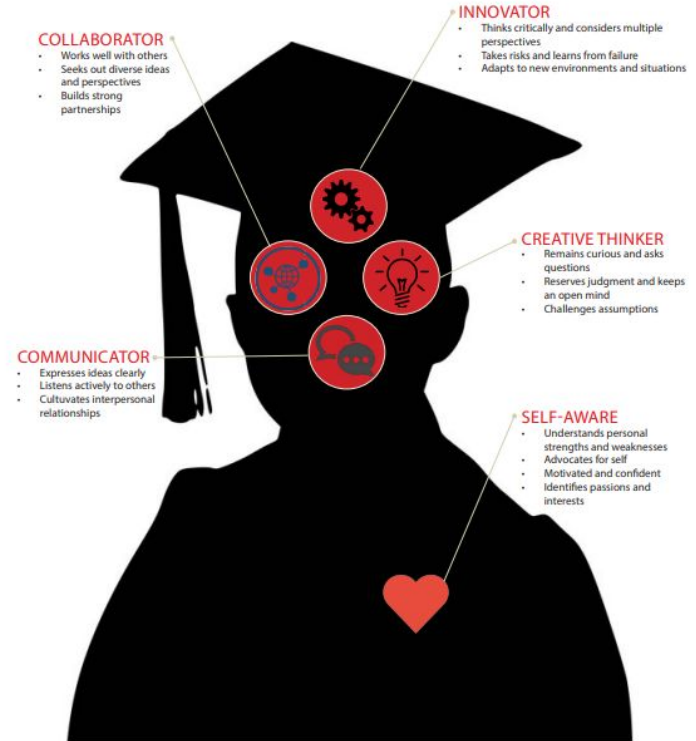


School District Policies



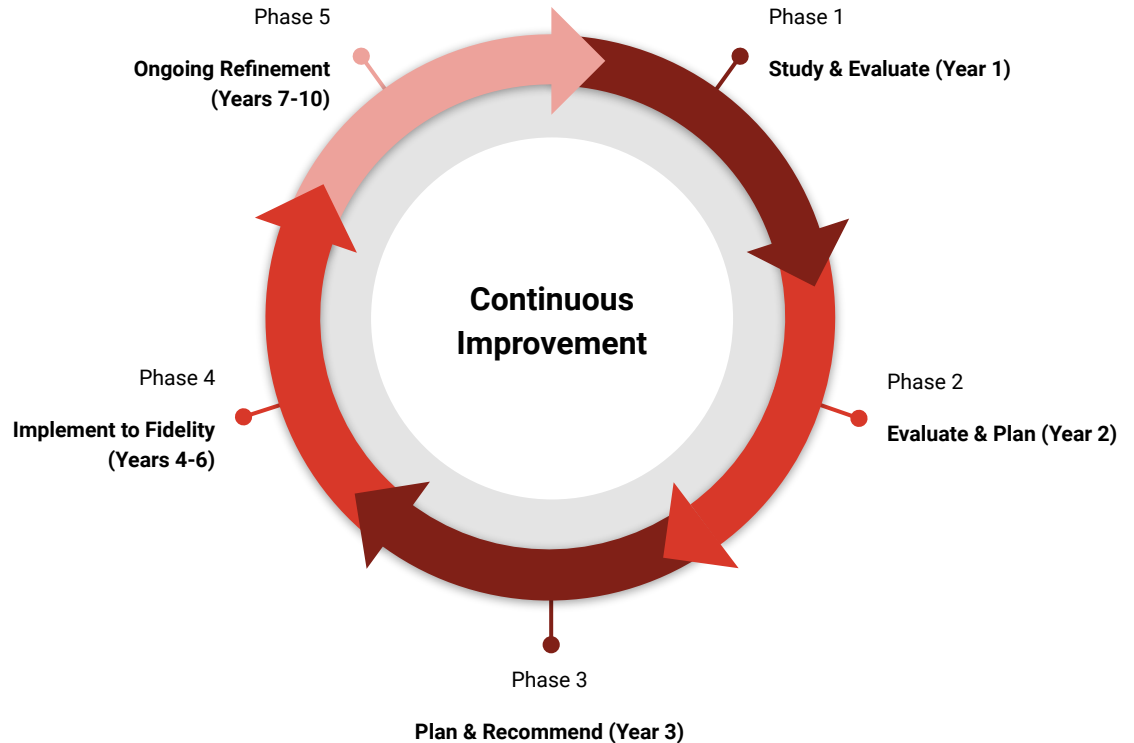
Policy 601 Academic Achievement Plan

The purpose of this policy is to establish broad curriculum parameters for the school district that encompasses the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.



Policy 603 Evaluation of the Instructional Program

The purpose of this policy is to provide direction for continuous review and improvement of the instructional program.





Policy 604 Instructional Curriculum

The purpose of this policy is to provide for the development of PK-12 course offerings for students aligned to standards.

Policy 606 Selection and Review of Instructional Resources

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.



Stillwater
AREA PUBLIC SCHOOLS

Selection of Core Instructional Resources

1. Follow the long-range curriculum development and ongoing continuous improvement process.
2. Use curriculum advisory committee to collaborate and to assist with core instructional resource selection, MN Stat. § 120B.11.
3. Any proposed lease, purchase, or contract for instructional materials in excess of Board limits under MN Stat. § 123B.52, Subd.2 and MN Stat. § 471.345, Subd. 3 must be specifically authorized by the Board.

Selection of Supporting Instructional Resources

1. Teachers select supporting instructional resources that will increase effectiveness in meeting curriculum objectives.
2. The teacher recognizes the responsibility to use good judgment. The teacher who is in doubt concerning the advisability of using resources which may be controversial will consult with the building principal and determine a next course of action.

Options may include:

- a. Parental notification
- b. Opportunity to review the material and arrange for alternative instruction

Policies to Revoke (included/implied in 606)

606.1 Resource Selection & Use

It is the policy of I.S.D. 834 that the I.S.D. 834 Board of Education will allocate resources (human, physical and fiscal) that support the attainment of Board of Education directives for which the Superintendent is accountable.

606.2 Sanctioned Risk

It is the policy of I.S.D. 834 that the I.S.D. 834 Board of Education encourages staff to innovate and test effective strategies that are designed to enhance student achievement. This includes use of curriculum enhancements and methodologies that result in higher academic success for all students.

Q & A

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Academic Achievement Plan	601	Adopted: 8-09-2001 Renumbered: 3-11-2021 Revised: _____	3 Years

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world’s best workforce.

II. GENERAL STATEMENT OF POLICY

Students’ academic success and learning in Stillwater Area Public Schools is based on effective implementation of the interrelated components of standards, assessment, curricula, and instruction. Successful implementation of these systems results in a continuous improvement cycle of instruction, assessment of clearly defined learning objectives, and equity of access and opportunity for each and every student.

~~It is the policy of I.S.D. 834 that~~

Strategic and operational plans that provide for the focused delivery of learning will be developed and regularly made available to the community with the intent of ongoing dialogue to support improvement and student achievement.

~~Rationale: Plans are developed to provide for: the development of all students; guarding the public welfare; definition of the work and focus of the organization; accountability to community standards; and to demonstrate alignment of curriculum with the directives, values and mission of the district.~~

III. DEFINITIONS

A. “Academic standard” defines expectations for the educational achievement of public school students across the state in grades K-12. Standards and benchmarks are important because they:

1. identify the knowledge and skills that all students must achieve by the end of a grade level or grade band;
2. help define the course credit requirements for graduation; and

3. serve as a guide for the local adoption and design of curricula.
- B. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills.
- C. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- D. “World’s best workforce” under Minn. Stat. § 120B.11 means striving to accomplish the following goals:
1. all children are ready for school;
 2. all third-grade students achieve grade-level literacy;
 3. all racial and economic achievement gaps between students are closed;
 4. all students are ready for career and college; and
 5. all students graduate from high school.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals for instruction and student achievement;
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards;
 3. a system to periodically review and evaluate the effectiveness of all curriculum and instruction;
 4. strategies for improving curriculum, instruction, and student achievement;
 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and Black, Indigenous, and children of color are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan.

B. School district and school site goals shall include the following:

1. All students will be prepared to effectively participate in lifelong learning. Each student will have the opportunity and will be expected to develop and apply essential knowledge that aligns with the district's Profile of a Graduate. A Stillwater Area Public Schools student will be an effective:

- a. Communicator: Can express themselves effectively in both written and oral communications. Listens actively to others and treats them with kindness and respect. Shows cultural understanding and global awareness when engaging with others.
- b. Collaborator: Builds strong relationships and works effectively and respectfully with diverse teams. Seeks out diverse ideas and perspectives. Values the individual contributions made by each team member.
- c. Critical Thinker: Shows empathy for others. Can solve complex problems and is able to discern accurate and relevant information. Reasons effectively to make sound judgments and decisions.
- d. Creator: Is courageous, takes risks and learns from failure. Is open-minded and responsive to new and diverse perspectives. Is flexible and can adapt to new environments and situations. Carefully considers ideas in order to improve and maximize creative efforts.
- e. Self-Advocate: Remains curious and loves to learn new things. Understands personal strengths and weaknesses and is motivated and confident. Follows their passions and interests.

C. Multiple performance measures will be utilized to determine progress in striving to create the world's best workforce and must include at least the following:

1. rigorous course taking, including college-level advanced placement, postsecondary enrollment options, concurrent enrollment, industry certification courses or programs, and other enrichment experiences;
2. student performance on the Minnesota Comprehensive Assessments;
3. high school graduation rates; and
4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

Each measure will include analysis of all students as well as by subgroup to identify achievement gaps and inform continuous improvement efforts.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Evaluation of the Instructional Program	604 603	Adopted: 1-17-1972 Reviewed: 5-08-1985 Renumbered: 3-11-2021 Revised: _____	3 Years

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the instructional program.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district. ~~It is the policy of I.S.D. 834 that the Board of Education expects~~ Faculty and administration ~~to~~ shall regularly evaluate the educational program as a means to improve opportunities for students. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

~~Rationale: — Continuous evaluation and reflection are components of the highest quality processes for improvement.~~

III. RESPONSIBILITY

A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area. ~~The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.~~

B. The school district shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. The advisory committee membership shall be a reflection of the school community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable, per Minn. Stat. § 120B.11 Subd. 3.

C. Within the ongoing continuous improvement process of curriculum development, the

following needs shall be addressed:

1. Provide for the articulation of courses of study from pre-kindergarten through grade twelve.
 2. Identify minimum objectives for each course and at each grade level.
 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 4. Provide a program for ongoing monitoring of student progress.
 5. Provide resources for specific and special needs of all members of the student community.
 6. Develop a local literacy plan that is comprehensive, scientifically-based and consistent with law to have every student, including English Learners, reading at grade level.
 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical

Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Instructional Curriculum	603 604	Adopted: 12-13-2001 Revised: 5-22-2008 Renumbered: 3-11-2021 Revised: _____	3 Years

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

~~It is the policy of I.S.D. 834 that it shall develop and maintain~~ An articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations shall be developed and maintained.

III. CURRICULUM REQUIREMENTS

- A. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas.
- B. Instruction must be provided in at least the following subject areas:
 1. Language arts and basic communication skills, including reading and writing, literature, and fine arts;
 2. Mathematics, including algebra, geometry, statistics and probability;
 3. Science, including biology, chemistry, and physics;
 4. Social studies, including history, geography, economics, government, and citizenship that includes civics;
 5. Health and physical education;
 6. The arts, including dance, media arts, music, theater, and visual arts;
 7. Career and technical education; and

8. World languages.

- C. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- D. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- E. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- F. Teachers will provide comprehensive, scientifically based reading instruction so that every child may be expected to achieve grade-level benchmarks. The program or collection of practices must include:
 - 1. comprehensive instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension);
 - 2. instructional strategies for continuously assessing and evaluating reading progress (including screening for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified)
 - 3. process to communicate the student's reading progress and needs; and
 - 4. alternate instructional strategies under Minn. Stat. § 125A.56, Subd. 1. A, while the student is in the regular classroom, when a student is identified as having a reading difficulty.

For each student who is not reading at or above grade level, 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. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide scientifically based reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, 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, or extended day programs.

- G. The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- H. The school district will provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- I. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 - 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 - 5. help students access education and career options;
 - 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 - 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship; and
 - 8. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.

- J. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- K. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Selection and Review of Instructional Resources	606	Policy Adopted: 3-29-79 Amended: 5-08-85 Amended: 7-27-95 Amended: 6-24-99 Amended: 8-07-03 Renumbered: 3-11-2021 Revised:	3 Years

~~It is the policy of I.S.D. 834 that it recognizes the need for providing quality instructional resources which support I.S.D. 834's Mission, Core Values, and instructional program.~~

~~The I.S.D. 834 Board of Education is legally responsible for the operation of the schools. Resources selected shall be consistent with I.S.D. 834's Mission and Core Values and contribute to the instructional program for which they will be used.~~

~~The I.S.D. 834 Board of Education directs the Superintendent/designee to implement rules and procedures which provide for:~~

~~Definition of instructional resources:~~

~~Materials to support the instructional process (Rule I)~~

~~Responsibility for selection:~~

~~Delegated to certified teaching personnel by the school board (Rule II)~~

~~Criteria for selection:~~

~~Resources selected based on specific criteria (Rule III)~~

~~Procedures for selection/use/retention (Rule IV)~~

~~Instructional Resources Review and Request for Alternative Instruction~~

~~Opportunity for curriculum review and request for alternative instruction~~

~~Challenge procedure (Rule VI)~~

~~**Process to challenge selected resources**~~

~~Guidelines pertaining to overdue, damaged, or lost materials (Rule VII)~~

.....
~~ADMINISTRATIVE PROCEDURES AND REGULATIONS~~

~~Adopted: 7-27-95~~

~~Amended: 6-24-99~~

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

District 834 encourages staff to innovate and test effective strategies that are designed to enhance student achievement. This includes use of curriculum enhancements and methodologies that result in higher academic success for all students.

Resources shall enhance learning and critical thinking and promote ~~tolerance,~~ respect, and understanding of all individuals and groups. Resources shall be selected to bring connection, articulation, and focus to the teaching process.

III. DEFINITIONS ~~of Instructional Resources:~~

A. Instructional Resources

Instructional resources are defined as anything ~~which~~ that is read, listened to, manipulated, observed or used by students as part of the instructional process in classrooms and ~~in~~ school-sponsored activities. Instructional resources include, but are not limited, to the following: books; periodicals; manipulatives; textbooks; audio and visual recordings; online databases; ~~films/ videos,~~ Internet sites; device apps and web-based applications; ~~television programs~~ and other print, non-print, and electronic resources, field trips, and speakers.

B. Core Instructional Resources

Core resources are instructional resources that comprise the standard learning experience of a course and are consistently utilized across all sections. Core resources are maintained throughout the span of a review cycle. Examples of core resources may include textbooks, whole-class novels, and lab kits.

C. Supporting Instructional Resources

Supporting resources are instructional resources that are provisionally selected in order to complement core resources on a given topic. Usage of supporting resources may vary by student, section, and teacher and are implemented over a short instructional period. Examples of supporting resources may include current event articles, internet resources, student-selected materials.

IV. RESPONSIBILITY FOR SELECTION

A. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

~~The responsibility for the selection of instructional resources is delegated to certified teaching personnel. Responsibility for coordinating and recommending selection and procurement of textbooks and other instructional resources rests with the appropriate teacher(s), library media specialist, department chairperson, curriculum committees, and the district Director of Curriculum and Instruction. The school board of Independent School District 834 recognizes that the freedom to choose from a wide range of instructional resources is an integral part of a free society. Teachers, by virtue of their training and experience, are best qualified to select instructional resources for use with their students. Teachers will select instructional resources for use with their students as defined by criteria for selection/use/retention in Rule III.~~

~~All certificated personnel in the district will follow the procedures for selection of resources as set forth in this policy. School district support is assured to the extent that the rules and procedures stated in this policy are followed.~~

V. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS ~~Criteria for Selection/Use/Retention:~~

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials for purchase after completion of the review process as outlined in this policy.

~~Resources which are selected/used/retained will:~~

- C. Consistent with District 834's mission and core values, professional staff shall use the following criteria for the selection, use, and retention of instructional materials. The materials shall:
 - 1. ~~be~~ be quality materials, appropriate to the level of instruction, and support the goals and objectives of the education programs ~~pertinent to curriculum~~
 - 2. be appropriate to the age, social development and maturity of the users
 - 3. be judged in total rather than in part
 - 4. represent a diversity of views and expression in order to promote learning, critical thinking and objective evaluation
 - 5. promote ~~tolerance~~, respect and understanding of individuals and groups to foster appreciation for cultural diversity and varied opinion
 - 6. reflect the history, culture and contributions of members of a diverse society
 - 7. be used in a manner that enables students to recognize potential bias
 - 8. provide a background of information designed to motivate students to:
 - a) examine their own attitudes and behaviors

- b) comprehend their duties, responsibilities, rights and privileges in a democratic society
- 9. permit grade-level instruction for students to read and study documents that contributed to the foundation or maintenance of the United States' representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism
- 10. not censor or restrain instruction in United States or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

~~In addition, resources used in the classroom which contain gratuitous acts of violence, explicit sexual acts, and/or obscene language may be considered controversial and may be introduced into the classroom after consultation with the building principal and parental notification (see Rule V). Films and videos and television will be selected/used for their educational value rather than solely for entertainment purposes within the instructional day.~~

D. ~~IV~~ Procedures for Selection/Use/Retention:

~~The teacher has the right to select resources that he or she believes will increase effectiveness in meeting curriculum objectives. The teacher recognizes the responsibility to use good judgment in the selection/use/retention of resources. The teacher who is in doubt concerning the advisability of using certain resources which may be controversial in the classroom will consult with the building principal or designee and determine a next course of action. This may include parental notification so that the parents or guardians may have the opportunity to review the material and arrange for alternative instruction (see Rule V).~~

~~Gift resources will be judged by the criteria for selection/use/retention and should be accepted or rejected on that basis. (see Rule III).~~

1. In selecting/using/retaining resources for instructional programs, professional personnel will, when applicable:
 - a) assess curricular needs
 - b) evaluate the existing resources for educational suitability
 - c) preview or examine the potential resources ~~(whenever possible)~~
 - d) select, use and retain resources according to criteria ~~(see Rule III)~~
 - e) collaborate, ~~when where~~ possible, with other agencies such as other professional organizations, libraries, and electronic databases
 - f) refer to reputable, professionally prepared reviews ~~use curriculum advisory committee and/or departments to collaborate and to assist with major instructional resource selection~~
 - g) remove resources no longer of educational value
 - h) view films/videos in their entirety before use to determine if they meet criteria ~~(see Rule III)~~
2. Additionally, the following procedures will apply to specific types of resources.

a) Core Instructional Resources

- (1) Selection of core instructional resources must follow the long-range curriculum development and ongoing continuous improvement process.
- (2) The curriculum advisory committee should be used to collaborate and to assist with core instructional resource selection.
- (3) Any proposed lease, purchase, or contract for instructional materials in excess of Board limits under MN Stat. § 123B.52, Subd.2 and MN Stat. § 471.345, Subd. 3 must be specifically authorized by the Board.

b) Supporting Instructional Resources

The teacher may select supporting instructional resources that will increase effectiveness in meeting curriculum objectives. The teacher recognizes the responsibility to use good judgment in the selection, use, and retention of resources. The teacher who is in doubt concerning the advisability of using certain resources that may be controversial in the classroom will consult with the building principal or designee and determine a next course of action.

- c) Gift resources will be judged by the criteria for selection, use, and retention as stated above and should be accepted or rejected on that basis.
- d) Instructional resources that contain material known to be controversial, ~~which is relevant to the course content~~, such as gratuitous acts of violence, explicit sexual acts, and/or obscene language may be introduced into the classroom ~~presentations and discussions~~ after consultations with and approval by the building principal and parental notification. Parents or guardians shall have the opportunity to review the material and arrange for alternative instruction.

VI. ~~INSTRUCTIONAL RESOURCES REVIEW AND REQUEST FOR ALTERNATIVE INSTRUCTION~~

- A. Parents, guardians or adult students, 18 years of age or older, can review the content of instructional resources used in the classroom. Arrangements to review resources can be made with school personnel at any time. ~~School personnel will notify parents regarding the use of instructional resources known to be controversial. This notification will be sent in a timely manner, so that parents have the opportunity to review the resource and/or select alternative instruction prior to its use in the classroom.~~
- B. If the parent, guardian or adult student objects to the content of the instructional materials, alternative instruction may be requested.
- C. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student.
- D. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian or adult student.

- E. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction. School personnel may evaluate and assess the quality of the student's work.

VII. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

~~VI. Challenge Procedure:~~

A. Statement of Procedure and To Whom It Applies

~~Administrative rules and regulations attendant to~~ This policy provides procedures by which students, parents, guardians or employees may request reconsideration of instructional resources. In the event that resources are challenged ~~on these grounds~~, the First Amendment Rights of the Constitution of the United States of America are of primary importance. These rights are further delineated in the Library Bill of Rights of the American Library Association and in the Minnesota Board of Education's Policy on the Freedom to Teach, to Learn, and to Express Ideas in the Public Schools.

B. Origin of Challenge

A challenge is defined as a written or verbal statement of opposition to a resource requesting that it be excluded, included, or restricted. A challenger must be a parent, guardian, adult student ~~of~~ or employee of the school district who objects to the inclusion or exclusion of instructional resource(s) in the district's educational program. Only a challenger may issue a challenge.

C. Step by Step Procedure When a Challenge Occurs

1. The challenger will be directed and assisted in meeting with the appropriate teacher(s), library media specialist(s) or instructor(s) for an informational meeting regarding the use of the resource in question. The staff member will immediately advise the school principal or designee of the challenge and then attempt to resolve the issue informally in a respectful manner.
2. After reading or viewing the challenged material in its entirety, the challenger will be given a copy of this policy and may submit a "Statement of Concern About Instructional Resources" form to the principal of the school involved. The certified personnel involved will submit to the principal a "Staff Response to Challenged Resources" form within five (5) working days of receipt of the "Statement of Concern About Instructional Resources." The principal will inform the superintendent and other appropriate personnel of the challenge. A complete copy of the "Staff Response to Challenged Resources" will be provided to the challenger.
3. Upon receipt of the completed forms, ~~the principal will request review of the challenged material by~~ a Resource Review Committee ~~will convene~~ within fifteen (15) working days. It will be up to the discretion of the ~~involved principal~~ superintendent or designee whether or not the challenged resource be used during the reconsideration process. The membership of the committee will be composed of ~~the superintendent or designee~~, the principal, ~~the~~ a library/media specialist, two parents, students where appropriate, and three teachers ~~appointed by the principal~~. No committee member will be a party to the challenged resource's request for reconsideration.

4. ~~Upon receipt of the completed forms,~~ The Resource Review Committee will take the following steps:
 - a) Read, view or listen to the resource in its entirety.
 - b) Invite the challenger and certified staff to the meetings of the committee as observers if they wish to be present for purposes of clarification.
 - c) Check general acceptance of the resource by reading reviews and consulting recommended lists.
 - d) Determine the extent to which the resource supports the curriculum and meets the selection/use/retention criteria (~~see Rule III~~).
 - e) Review the “Statement of Concern” and “Staff Response to Challenged Resources” in the presence of the certified staff and challenger if they wish to be present to observe the proceedings.
 - f) Complete the “Resource Review Committee Response” form, judging the material for its strength and value as a whole and not in part.
 - g) Present a written decision to the challenger within twenty (20) working days of the ~~principal’s receipt of the “Statement of Concern About Instructional Resources” form following~~ the initial Resources Review Committee meeting.
5. If either party is not satisfied with the decision of the Resource Review Committee, the decision may be appealed to the school board through the superintendent. The school board shall notify the challenger when the challenge will be considered by the board. Any decision made by the school board will be final.

VIII. GUIDELINES PERTAINING TO OVERDUE, DAMAGED OR LOST INSTRUCTIONAL RESOURCES

Instructional resources or media center materials issued to students become the responsibility of the student. Loss or unreasonable wear and tear will result in the student being appropriately assessed for the resource. Consequences may result from failure to compensate the school district for lost or damaged textbooks or library materials.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Title IX - Sex Non-Discrimination	522	Adopted:	Annual

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator is:

Assistant Superintendent
1875 South Greeley Street
Stillwater, MN 55082
651-351-8391
titleixcoordinator@stillwaterschools.org

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

III. DEFINITIONS

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

physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as

defined in the Violence Against Women Act, 34 United States Code section 12291).

- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker

may be a school district employee, or a third party designated by the school district.

The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

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

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.
3. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

C. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual

who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

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

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

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

E. Notice

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

F. Consolidation

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

G. Evidence

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

H. Burden of Proof

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

I. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

J. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

V. REPORTING PROHIBITED CONDUCT

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

alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

1. The school district undertakes an individualized safety and risk analysis;
2. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
3. The school district determines the student-respondent poses such a threat, it will notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

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

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of

the right to a formal investigation and adjudication of formal complaints of sexual harassment.

- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

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

X. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

XI. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the

appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing

regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

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

STUDENTS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Technology and Internet Access and Acceptable Use	524	Adopted: 12-18-2014 Reviewed: 04-25-2019 Revised: 06-11-2020 Reviewed: 11-04-2021 Revised:	Annually

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

~~The School Board believes that students should have an opportunity to access the Internet to facilitate learning, and for educational and personal growth in the use of technology, resource sharing, information gathering and communication skills. The use of the District technology system and access to use of the Internet is a privilege, not a right.~~

II. GENERAL STATEMENT OF POLICY

Access to District technology systems and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other global resources while exchanging messages with people around the world. The District expects that staff will blend thoughtful use of the school District technology system and the Internet throughout the curriculum and will educate students **in their use.** ~~about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as bullying awareness and response.~~

The value of access to information and interaction on the Internet far outweighs the risk that users may procure material that is inconsistent with the educational goals of the District.

Students are expected to use Internet access through the District technology systems to further educational and personal goals consistent with the mission and policies of the District. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network.

III. NOTIFICATION / DISCLAIMER

A. Students will use the District technology systems, resources and accounts to access the Internet.

- B. The District makes no warranties, expressed or implied, for the Internet access it is providing. The system is provided on an “as is, as available” basis.
- C. The District will not be responsible for any damages users experience, including but not limited to, damage, loss or unavailability of data stored on or accessed through the district technology system or for delays or interruptions in service or misdeliveries or non-deliveries of information. Additionally, the District will not be responsible for the accuracy, nature or quality of information stored or gathered on the District technology system.
- D. The District will not be responsible for personal property used to access the District technology system or networks.
- E. The District will not be responsible for the setup or maintenance of personal property used for remote access to District technology devices, networks, or District provided Internet access.
- F. The collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, are governed by the Minnesota Data Practices law and District policy Data Privacy Protection and Privacy of Pupil Specific Data Policy.
- G. District policy and all its provisions and rules are subordinate to local, state and federal statutes.
- H. The District will not be responsible for financial obligations incurred by users through district technology systems or the Internet. Parents/guardians must be aware that it is possible to purchase goods and services via the Internet.

IV. FILTERING TECHNOLOGY

Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children’s Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials.

- A. The District will use various means to limit student access to the Internet; however, these limits do not provide a foolproof means for enforcing the provisions of District policy and rules.
- B. Filtering technology will be narrowly tailored and will not discriminate based on viewpoint.
- C. The District will monitor online activities and employ technology protection measures during use of such technology devices by all users on the network. The

technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.
The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - a. taken as a whole and with respect to minors, appeals to an indecent interest in nudity, sex, or excretion; or
 - b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual or perverted act or sexual contact, or a lewd exhibition of the genitals; or
 - c. taken as whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. Technology protection measures may be disabled by authorized personnel, to enable access for bona fide research or other lawful purposes.

V. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

VI. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in section VI paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by section VI paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;
 - 3. the school district is notified or becomes aware that the device is missing or stolen;
 - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

VII. ACCEPTABLE USE AND RESPONSIBILITY

- A. Stillwater Area Public Schools assigns technology devices to students in order to support their learning and perform standardized assessments. Students are expected to maintain their assigned device and keep it in working order through responsible care and use of the device.
- B. Guidelines for technology device use
1. Devices will be assigned in working condition. When a device is damaged, lost, stolen, or is otherwise unusable for its intended educational purposes, it must be reported to the school.
 - a. Accidental damage, as determined by The District, will be billed per the Device Fee Schedule found in the Parent Student Handbook.
 - b. Intentional damage, as determined by The District, will be billed per the actual cost of repair incurred by The District.
 - c. Lost or stolen devices will be assessed and billed per the Device Fee Schedule found in the Parent Student Handbook.
 - d. All repairs must be completed by ISD#834 or an agent of ISD#834. Students are not allowed to perform their own repairs.
 2. Student devices must be properly cared for and kept in a secure location. Students are responsible for ensuring that their assigned device is safe from theft and/or damage.
 3. Student assigned devices may only be used by the assigned student or parents of the assigned student.
 4. Students must either keep their device at school in a secure charging location or bring their device each day in a fully charged state.
 5. Students unable to take their assigned device home will be provided with a secure storage location on campus.

6. Student assigned devices and their use are subject to all district policies, as applicable, regardless of device location.
 7. Student devices may not be used to record others without their permission.
- C. Users exercising their privilege to use the Internet as a resource must take responsibility for their choices in accessing and viewing information, and creating and publishing content.
- D. Guidelines for Internet and District Technology System Use
1. It is impossible to assure that District staff can continually monitor each learner; therefore, it is important to emphasize the need for each student's cooperation to act responsibly. With Internet access, users join a community of millions of people who share a world of information resources. Since this community is not ruled by laws in the traditional sense, users of the district technology system and the Internet must abide by the following rules:
 2. Users will be courteous and respectful in their messages to others, using appropriate language. Language that is knowingly false, defamatory, harassing, assaultive, bullying, discriminatory, obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit is prohibited.
 3. Users will not use the District technology system to engage in any illegal act or violate any local, state or federal ordinance or law.
 4. Users will respect legal protection provided by copyright laws, software licensing and trademarks.
 5. The District-provided Internet access will not be used for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district, nor will it be used for political fundraising and lobbying, or religious proselytizing.
 6. Users are prohibited from attempting unauthorized access to the District technology system, attempting to log in through another person's account, or using computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the District technology system may not be encrypted without the permission of appropriate school authorities.
 7. By authorizing use of the District technology system, the District does not relinquish control over materials on the system or contained in files on the system. Users must be aware that they must expect only limited privacy in the contents of personal files on the District technology system. The District retains the right at any time to investigate or review the contents of any files and e-mail files. In addition, data and other materials in files maintained on the District technology system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13.
 8. Users will not use the District technology system or Internet to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;

- b. materials or information that includes language or images that are inappropriate in or disruptive to the education setting;
 - c. materials that use language or images that advocate violence;
 - d. materials that may constitute bullying, harassment or discrimination.
9. Users will not use the District technology system or Internet to:
- a. vandalize, damage, or disable property of another person or organization
 - b. Degrade or disrupt equipment, software, or system performance by spreading computer viruses or by other means;
 - c. Tamper with, modify or change the District technology system software, hardware, or wiring;
 - d. Take any action to violate the District's technology security system, or use the system in such a way as to disrupt the use of other users.
10. Students may use the District technology system for educational purposes consistent with the educational mission of the District.
11. For their safety, students will not send personal information about self or others, including but not limited to, home or school address, phone or credit card numbers or other personally identifiable information over the Internet.
12. Students who inadvertently access unacceptable material or an unacceptable Internet site should immediately report the situation to their classroom teacher or the building principal.

VII. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

IX. PARENT/GUARDIAN RIGHTS/RESPONSIBILITIES

- A. The proper use of the District technology system and the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians and employees of the District. Outside of school, parents/guardians are responsible for monitoring their student's use of the District technology system and of the Internet if the student is accessing the District technology system from home or a remote location.
- B. Parents/guardians have the right at any time to investigate or review the contents of their child's files and e-mail files and to request the termination of their child's individual account at any time.

- C. Parents/guardians are responsible for ensuring that their students use all devices responsibly, per this policy. This includes financial responsibility for when a device is damaged, lost, or stolen. Repair or replacement costs will be assessed by The District per the Device Fee Schedule found in the Parent Student Handbook.

X. CONSEQUENCES OF DISTRICT TECHNOLOGY ~~SYSTEM/INTERNET~~ MISUSE

- A. Inappropriate or offensive content distributed electronically or posted to social media, regardless of whether it was done using the district technology system, may be investigated by school and District officials and, if warranted, may result in disciplinary action.
- B. Students engaging in unacceptable use of the Internet when off school District premises may be in violation of this policy as well as other District policies. If the District receives a report of unacceptable use originating from a non-district technology device or resource, the District may investigate such reports to the best of its ability. Students may be subject to disciplinary action for such conduct.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or District policy or rules.
- D. Evidence of illegal or prohibited activities may be disclosed to law enforcement authorities and civil or criminal liability under applicable laws may result. The District will cooperate fully with local, state or federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with District policies conducted through the District technology system.
 - 1. Inappropriate use may result in termination of the student's access privileges and other consequences as described in the District's Discipline Policy, including, but not limited to, payments for unauthorized financial obligations, damages or repairs.
 - 2. Obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians. Inappropriate use may also result in suspension, expulsion or exclusion from school.
 - 3. Student use of Internet capabilities in a manner which violates any other school policy or procedure will be subject to additional consequences pursuant to the District and building disciplinary rules.

XI. DISTRIBUTION AND ACKNOWLEDGEMENT OF POLICY TERMS AND CONDITIONS

- A. Notification of this policy and the requirements herein will be provided to parents/guardians and students as part of the annual district handbook and on the District's web page.

- B. User agreement and acceptance of the terms and conditions of this policy will be accomplished through parental/guardian electronic acknowledgement via the District's online registration process at the beginning of each school year.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
~~*Doninger v. Niehoff*, 527 F.3d 41 (2nd Cir. 2008)~~
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
~~*Kowalski v. Berkeley County Sch.*, 652 F.3d 565 (4th Cir. 2011)~~
~~*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3rd Cir. 2011)~~
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

PERSONNEL

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Employee Technology and Internet Access and Acceptable Use	428	Adopted: 6/11/2020	Annually

I. PURPOSE

The School Board recognizes that technological resources can enhance employee performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, students, and the community, supporting district and school operations, and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.

Employees shall be responsible for the appropriate use of technology and shall use the district's technological resources primarily for purposes related to their employment. Employees may have limited personal use of technology that is confined to break-times and does not negatively impact the technology, the employee's job performance, or their work environment, as long as all other policies and regulations are being adhered to.

II. NOTICE TO EMPLOYEES

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all employees who use the district's technological resources. Employees shall be required to acknowledge that they have read and understood the district's policies related to technology.

III. CONTENT FILTERING FOR EMPLOYEES

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

IV. PRIVACY STATEMENT

To ensure proper use, the Superintendent or designee may monitor employee usage of technological resources, including all network traffic, email, and stored files. Monitoring may occur at any time without advance notice or consent.

Employees shall be notified that computer files and electronic communications, including email and voicemail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. When authorized, any electronic transmission of confidential information must be clearly noted as such in the header, subject line, or footer.

V. **PUBLISHING STUDENT WORK**

The board recognizes that staff want to celebrate student achievement and work by publishing their accomplishments online. The Board expects staff to acquire prior approval from a student's parent/guardian prior to publishing any student images or work as needed. (public publishing)

VI. **ELECTRONIC COMMUNICATION WITH STUDENTS**

Employees shall communicate electronically (2-Way communication) only with students through their District approved technology resources. Violation of this article will result in disciplinary action, and/or legal action in accordance with law, Board policy, and administrative procedures.

A. Texting Exception

1. Staff may use text-based messaging with any student with whom they share a familial relationship without conditions.
2. Staff may use text-based messaging with students under the following conditions:
 - a. Proper notice has been provided to parents regarding the use of text-based messaging, including the person(s), purpose(s), and time frame(s) during which such communications will take place.
 - b. The content and context of the text-based messages directly relate to the academic, athletic, or club to which the staff and student need text-based communication to support.
 - c. Parents and students are provided an opportunity to opt-out of text-based communications between a staff and student.

VII. **USE OF INTERNET-BASED RESOURCES**

The Board recognizes that employees require the use of Internet-based resources beyond the scope of what has been officially adopted by the District. Employees must notify their site Principal or Superintendent of any Internet-based resources which they control that directly relate to their employment with the District. Employees must also remove any content immediately upon the request of their site Principal, Superintendent or direct supervisor. Employees must take offline and stop using any Internet-based services upon the request of their site Principal, Superintendent or direct supervisor.

[Any district staff member who uses an Internet based resource with students is responsible for ensuring that parents/guardians are informed of the tool being used and the student data](#)

being shared with or created on the tool. This information must be present in the syllabus and must be proactively sent to parents/guardians at the beginning of the term, before the tool is used.

Employees using Internet-based resources to publish information to web sites, blogs, forums, or other online communications representing the school or district shall do so unidirectionally; whereby information is only provided via One-way Communication*. These resources must be set up in such a way that they cannot be used as two-way communication platforms. Such resources shall be subject to rules and guidelines established for district online publishing activities including, but not limited to, copyright laws, privacy rights, and prohibitions against obscene, libelous, and slanderous content. The District retains the right to delete material on any such online resource and employees must comply with the District request to do so.

VIII. EMPLOYEE USE OF TECHNOLOGY RULES AND RESPONSIBILITIES

- A. Employees are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, including the user obligations and responsibilities specified below.
1. The employee in whose name an online services account is issued is responsible for its proper use at all times. Employees shall keep account information private. Each employee shall only use the account(s) to which they have been assigned. Under no circumstance shall employees reveal their passwords to anyone.
 2. Employees shall use computer systems and the Internet safely, responsibly, and primarily for work-related purposes.
 3. Employees shall not access, post, submit, publish, or display harmful or inappropriate ~~manner~~ material. Employee shall not post information that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, age, disability, religion, or political beliefs.
 4. Employees shall not use the district computer systems or the Internet to promote unethical practices or any activity prohibited by law, Board policy, or administrative procedure.
 5. Employees shall not use district computer systems or the Internet to engage in commercial or other for-profit activities without permission of the Superintendent or designee.
 6. Copyrighted material shall be posted online only in accordance with applicable copyright laws.
 7. Employees shall not engage in computer **hacking**; broadly **defined** as intentionally accessing a computer, computer system, network, network system, or user account without authorization or exceeding one's authorized access.

8. Users shall report any security problem or misuse of the services to the Superintendent or designee.
9. When using email to discuss issues and data surrounding individual students, staff is required to indicate that the email contains confidential information by including the word “confidential” in either the email’s subject or main message area.
10. When using email to transfer one or more sets of student data (i.e. an excel document of student names and addresses), staff are required to secure the email’s attachment(s) using encryption.
11. Unless authorized by an employee’s supervisor, staff are only to use District email groups to which they are a member or are inclusive of the building that they work in. Wider message distribution must occur in cooperation with Building or District leadership.

IX. DEFINITIONS

“One-way Communication” is defined as any Internet, app, or cellular based communication where a message is sent or posted with no continuing dialogue. An example would be a staff member using an internet based texting service to notify the class of an upcoming test, where that service is one-way and doesn’t facilitate the recipient’s action to reply.

“Two-way Communication” is defined as any Internet, app, or cellular based conversation where there is a message, a response, and a response to the response. For instance, a staff member could post a notice on Facebook (message), and people could comment on that post (a response) without this being considered two-way communication. When the teacher responds with a comment (a response to a response), there is now a two-way communication and therefore a conversation is taking place.

“Text Messaging” is defined as any communication platform that is enabled from a cellular phone, tablet device, or messaging application that facilitates private communication between two parties via text, videos, or images being sent and received. This includes standard cellular text messaging, sms and mms protocols, and any apps that perform similar functions such as, but not limited to, WhatsApp, Snapchat, Signal, Facebook Messenger, etc.

“District authorized Internet-based resources” are any communication platform adopted and/or paid for by the school district including but not limited to district email, gradebook software, student information system(s), learning management systems, etc.

Legal References:

17 U.S.C. § 101 *et seq.* (Copyrights)

47 C.F.R. § 54.520 (FCC rules implementing CIPA)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)



Stillwater School Board
Finance & Operations Meeting Notes
Nov. 2, 2022

Attendees: Mark Drommerhausen, Jennifer Cherry, Linda Moncrief, Beverly Petrie, Pete Kelzenberg, Alison Sherman, Joan Hurley, John Huenink

I. Alternative Learning Center at the Oak Park facility

M. Drommerhausen previewed a presentation to be given to the full board on Nov.10 that details the proposed project to remodel part of the Oak Park facility to provide a new space for the Alternative Learning Center, currently housed at the high school. The ALC would co-exist on the main floor with the Transitions program for 18-21-year-old students. Administration will be seeking approval for the project from the full board. Work would start in 2023 and is scheduled to be completed in early 2024. The cost is estimated to be \$6.8 million.

Respectfully submitted by Beverly Petrie



Stillwater School Board
Policy Meeting Notes
November 2, 2022

Present: Katie Hockert, Bev Petrie, Jennifer Cherry, Joan Hurley, Annie Porbeni, Caleb Drexler Booth

Agenda

- Review comments from first reading of 428, 526 & 522
- Review comments from second reading of 806
- Preview 600 series introductory presentation
- Review 601, 603, 604, 606

Highlights of Discussion

- There were no comments from the board or community after the first reading and no changes made to Policy 428: Employee Tech Use, 526: Student Tech Use, 522: Title IX or 806: Crisis Management
 - Policy 806 moves for action on Nov 22
 - Policy 428, 526, and 522 move to a second reading on Nov 22
- Caleb previewed the Curriculum and Instruction 600 series policy presentation on Nov 22, 2022
- Discussed Policy 601: Academic Achievement Plan
 - Ready for first reading on Nov 22
- Discussed Policy 604: Instructional Curriculum
 - Ready for first reading on Nov 22

What's next

- Continue review of 603: Evaluation of Instructional Program and 606: Selection and Review of Instructional Resources
- Next under review: Policy 501: School Weapons, 502: Search of Student Lockers, Desks, Personal Possessions, and Student's Person, 532: Use of Peace Officers and Crisis Teams to remove students with IEPs from school grounds

Respectfully submitted by: Katie Hockert

Submission date: 11/2/22

Next Meeting of Policy Committee: 11/16/22



Stillwater School Board
Policy Meeting Notes
November 16, 2022

Present: Katie Hockert, Bev Petrie, Jennifer Cherry, Joan Hurley, Caleb Drexler Booth, Mike Funk
Absent: Annie Porbeni

Agenda

- Review 603, 606
- Discuss next policy priorities

Highlights of Discussion

- Reviewed Policy 603: Evaluation of Instructional Program
 - Ready for first reading at the November 22 board meeting
- Reviewed Policy 606: Selection and Review of Instructional Resources
 - Ready for first reading at the November 22 board meeting

What's next

- Integrate second reading board feedback for policies 522, 524, and 428
- Integrate first reading board feedback for policies 601, 604, 603 & 606
- Next up to review: Policy 501: School Weapons, 502: Search of Student Lockers, Desks, Personal Possessions, and Student's Person, 532: Use of Peace Officers and Crisis Teams to remove students with IEPs from school grounds

Respectfully submitted by: Katie Hockert

Submission date: 11/16/22

Next Meeting of Policy Committee: 11/30/22



TO: Northeast Metro 916 Board of Education
FROM: Val Rae Boe
DATE: November 8, 2022
RE: November 2 Board of Education Meeting Talking Points

Members present: Knisely-12, Palmer-13, Starck- 14, Forsberg-16, Oksnevad-282, Westerman-621, Yener-622, Clark-623, Daniels- 624, Keto-831, Donovan-832, and Hockert-834.

Members absent: Dols-833.

- **School Board Self-Evaluation:** A School Board self-evaluation assessment was created and sent to the School Board Members. This assessment is shorter and more applicable than the MSBA assessment that had been suggested previously as a possibility. School Board members will have until December 9th to complete the assessment. Results will be compiled and the results will plan to be shared at the March board meeting. This information could then be used by the Board Goals Committee to determine Board goals and evaluate those goals in future years.
- **School Board National Conference:** In previous years, 916 has budgeted to send two School Board Members to the National School Board Association conference held in the Spring. Because NSBA is no longer a part of MSBA, the Executive Committee met to determine which conference would be appropriate to send members to this year. NSBA, COSSBA and AESA were all options discussed. Further conversations will be held and Board members were asked to email Chair Forsberg if you have information from your district that would help in the decision-making process.
- **First Reading of Board Policy 806: Crisis Management:** The School Board was given Policy 806 Crisis Management as a first reading. Language changes were made to reflect the language being used in Standard Response Protocol, as well as minor changes suggested by MSBA.
- **Approval of Policy 416: Drug and Alcohol:** The School Board approved Policy 416 which was presented as a first reading in October.
- **Committee Assignments:** The School Board approved committee assignments for the 2022-23 school year. This year, a Board Self-Evaluation Committee and a Board Goals Committee were added.