

**INDEPENDENT SCHOOL DISTRICT NO. 283**

6311 Wayzata Blvd  
St. Louis Park, Minnesota  
Monday, March 8, 2021 6:30 PM  
Online Meeting

***AGENDA***

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **SUPERINTENDENT'S REPORT**
4. **DISCUSSION ITEMS**
  - A. **Restorative Practices** 2
  - B. **Land Acknowledgement** 18
  - C. **Safe Learning Plan Update** 26
  - D. **Policy Development - First Reading Policies 514 Bullying Prohibition and 524 Internet Acceptable Use and Safety** 32
5. **CONSENT AGENDA**
  - A. **Business**
    - 1) Minutes 51
6. **ACTION AGENDA**
  - A. **Safe Learning Plan Approval**
  - B. **2020-2025 Strategic Plan for Racial Equity Transformation Approval** 66
7. **COMMUNICATIONS AND TRANSMITTALS**
8. **ADJOURNMENT**



# St. Louis Park Restorative Practices

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St. Louis Park  
Public Schools

# What is Restorative Practices?

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Restorative Practices is a way of being for schools, not a program to implement. It has history in many Indigenous/People of Color cultures and communities throughout the world. Through community-building we will create more pathways to prioritize relationships, navigate conflict, restore community, and repair harm.

# Restorative Practices vs Restorative Justice

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**Restorative Justice-** focus is on alternative consequences for behavior.

**Restorative Practices-** prioritizes the building of relationships and elevation of community.

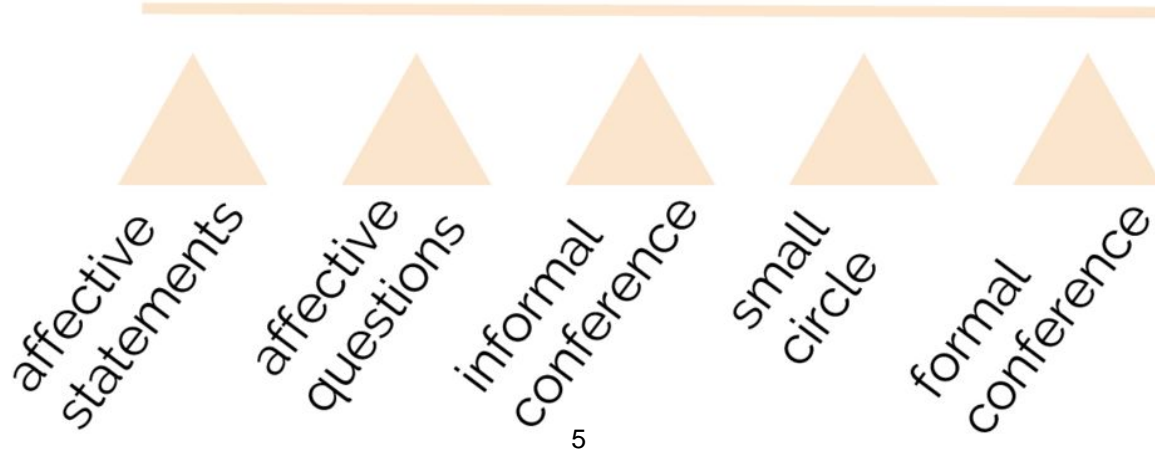
- This creates spaces to navigate conflict, restore community, and repair harm

# What is Restorative Practices?

## *Restorative Practices Continuum*

Informal

Formal



5

# District-Wide Restorative Practices Goals

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- Build relationships
  - Student-Student, Student-Adult, Adult-Adult
- Social Emotional Learning for all students
- Seek student voices
- Navigate conflict
- Repair harm
- Build and strengthen community

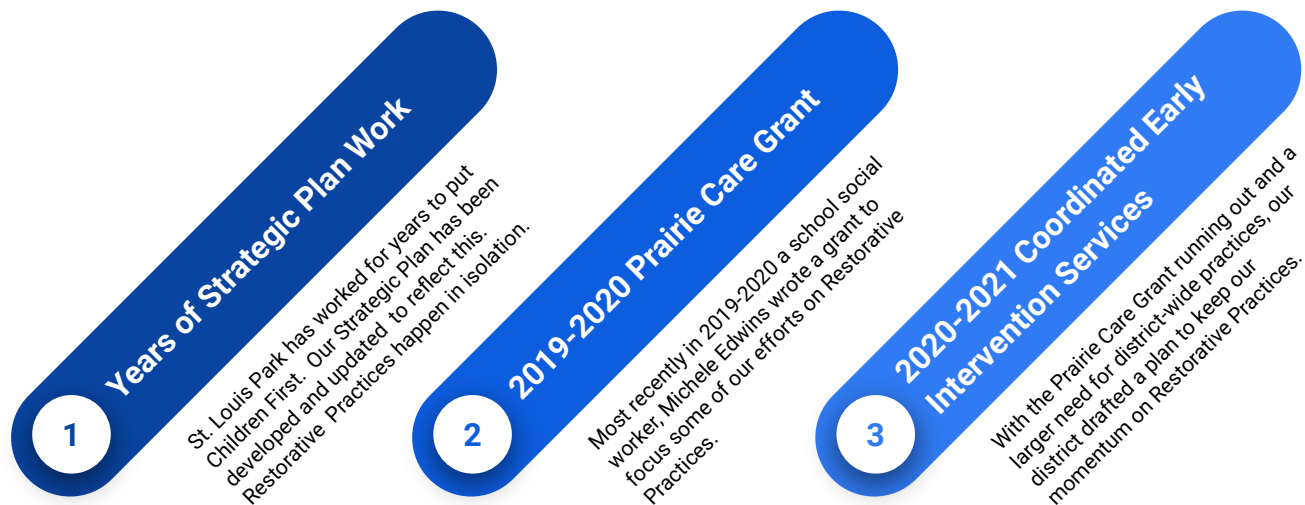
**Provide a safe and nurturing environment that energizes and enhances the spirit.**

**Core Values:**

- Everyone has equal intrinsic worth
- Everyone has the capacity and responsibility to contribute to the wellbeing of others
- Respect of self and others is fundamental to a strong healthy community
- Embracing individual differences enriches a community
- Hopes and Dreams inspire and motivate people to invest in themselves and their community



# Restorative Practices Timeline





# Community- Our SLP Restorative Practices Team

**District Coordinator-** Scott Meyers

**District Consultant-** Stephanie Autumn

**District Leads- Elementary/Early Childhood-** Michele Edwins

**Secondary (Co-Leads)-** Theresa Weber-Sexton (MS) and Lauren Buxton (HS)



# Community- Our SLP Restorative Practices Team

## Site Leads-

**EC-** Jenny Mekosch

**AQ-** Dana Baumeister, Rachel Nelson, Merry Hummel

**PH-** Cristina Silva Gleason, Kelson Mackenzie

**PSI-** Jennifer Gregor, Anne Moore, Deb Probst

**SL-** Michelle Bryant, Murna Rome



# Community- Our SLP Restorative Practices Team

## Site Leads-

**MS-** Kristen Engen-Routzohn

**HS-** Greg Whittle

## Tier 3 Practices

Circles to repair harm  
or process in small  
groups

3

## Tier 2 Practices

Classroom circle to  
build community,  
establish  
agreements

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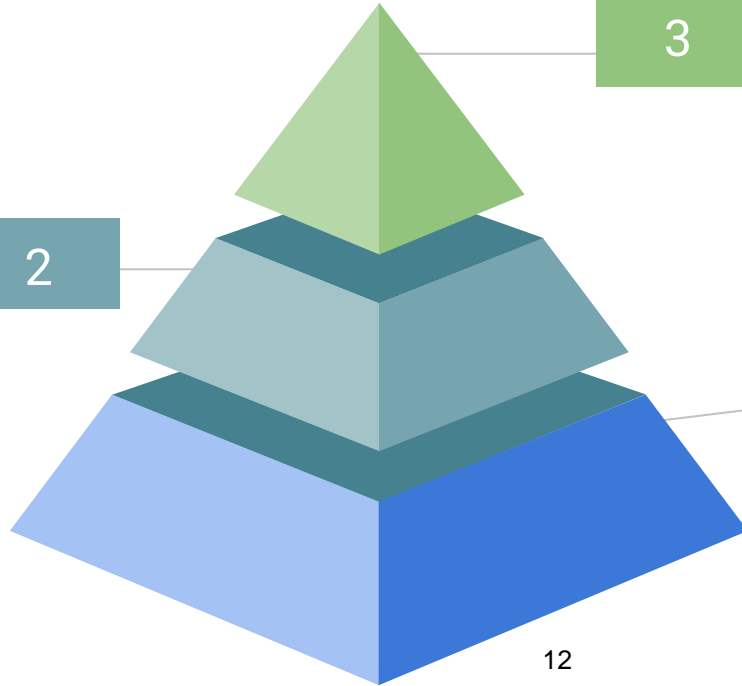
Classroom circle to  
repair harm

## Tier 1 Practices

Everyday classroom  
routines to build  
community, and  
establish  
relationships

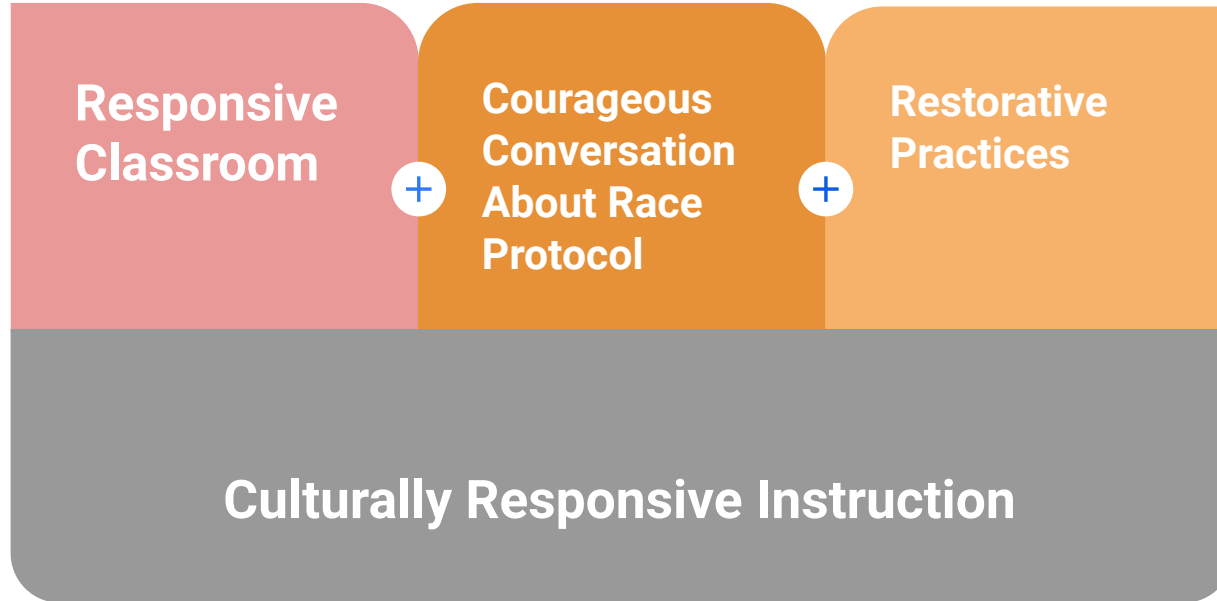
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Social Emotional  
Lessons for all  
students



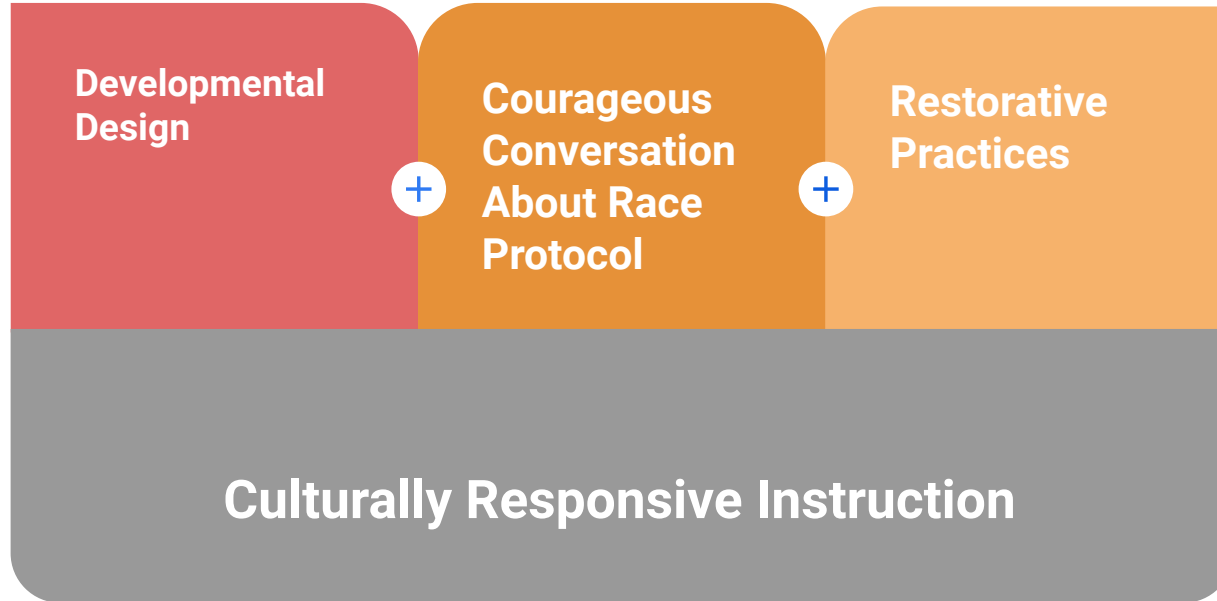
# Restorative Practices in Elementary Schools

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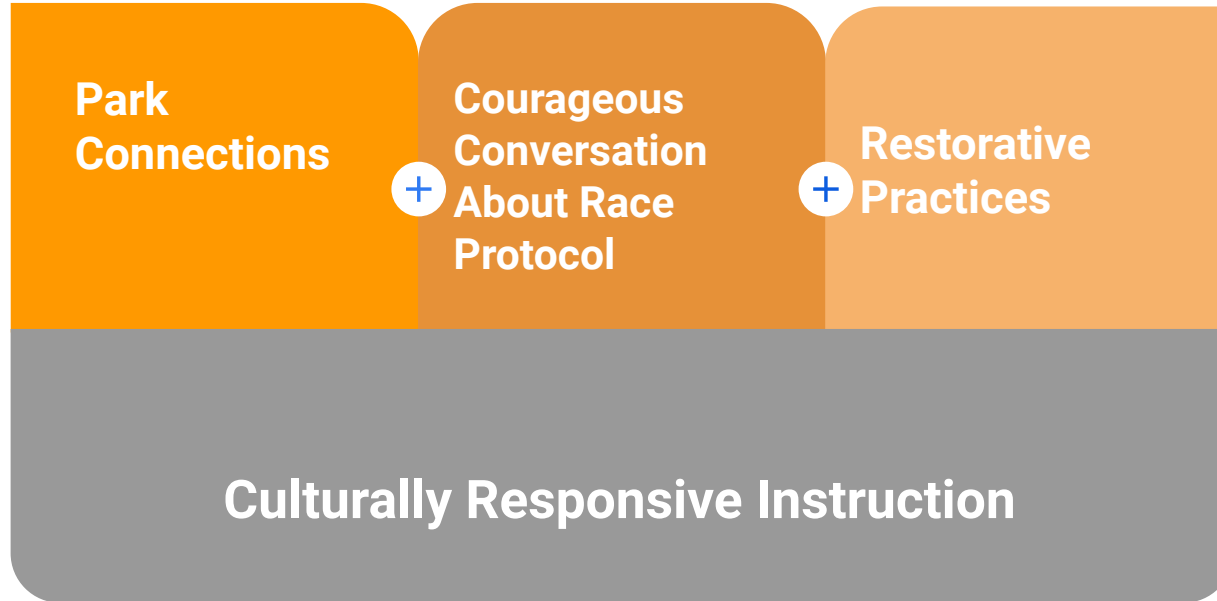
# Restorative Practices in Middle School

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# Restorative Practices in High School

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# Where are We Today?

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- Site teams are assembled
- Training and consultation
- Sites developing vision and work plan
- Aligning current practices
- Continuing to build our restorative practices
- As students return, learn from them





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“Life is not what you alone make it. Life is the input of everyone who touched your life and every experience that entered it. We are all part of one another.”

–Yuri Kochiyama



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# Land Acknowledgement

# Context and Purpose

## What is a land acknowledgement statement?

**“...is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.”**

## Why should St. Louis Park Schools have a land acknowledgement statement?

- **Aligns with our Strategic Plan for Racial Equity**
- **Recognition and honor to our Indigenous students and families, who have traditionally been invisible in<sup>19</sup> our school system**

# Context and Purpose

**The land upon which the buildings of St. Louis Park Public Schools occupies are the ancestral homelands of the Dakota.**

**“We need to protect and honor the history and people of these places.**

Mni Sota Makoce (Minnesota) is the homeland of the Dakota people. The Dakota have lived here for many thousands of years. Anishinaabe people reside here, too, and reached their current homelands after following the megis shell to the food that grows on water (manoomin, or wild rice). Indigenous people from other Native nations also reside in Minnesota and have made innumerable contributions to our region.” (1)



# Draft Language

**We are gathered on the land of the Dakota and Ojibwe peoples. I ask you to join me in acknowledging the Dakota and Ojibwe community, their elders both past and present, as well as future generations. St. Louis Park Public Schools also acknowledges that it was founded upon exclusions and erasures of many Indigenous Peoples, including those on whose land this school district is located. This acknowledgement demonstrates a commitment to dismantling the ongoing legacies of ~~settler~~ (*colonial mistrust/ power*) and the district's desire to supporting the ongoing work of local Indigenous communities to thrive in our schools.(2)**

# Possible Timeline

Monday, March 8, 2021

- Proposal and Discussion - Board Members

Monday, March 22, 2021

- Discussion and Approval - Board Members

In-Person Board Meeting (TBD)

- Pipe Ceremony - AIPAC

# Additional Actions

A land acknowledgement, while a step in a more just direction, is only a first step and must be accompanied by actions that allow our Indigenous students, their families and communities to thrive in our schools.

Additional Actions for the School Board:

- Board Member Liaison to AIPAC
- Board Policy is reviewed with through an indigenous lens



# Discussion/Questions?

***Thank you to ALPAC for allowing me to attend a meeting and get feedback about the land acknowledgement proposal***

## Citations

- (1) From the Native Governance Center <https://nativegov.org/our-story/the-land-we-are-on/>
- (2) Felicia Garcia (Chumash), M.A. Museum Studies, New York University, 2018.  
<http://landacknowledgements.org/wp-content/uploads/2018/10/Acknowledgement-Guide-finalfinal.pdf>

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# Safe Learning Plan Update

Astein Osei, Superintendent





# Increasing in-person learning opportunities for 6-12 students

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## Safe Learning Plan Updates

- Beginning February 22, 2021, middle school and high schools will be able to choose to begin operating a hybrid or in-person learning model if they are able to implement the additional mitigation strategies.
- Starting on February 22, 2021, a rolling start is no longer required for any schools to safely transition to an in-person or hybrid learning model. Schools may choose to remove the rolling start portion of their plan and implement a hybrid or in-person learning model for all grades at the same time.
- If a school is currently in an in-person or hybrid model, the county-level data alone does not impact the need to transition to a more restrictive model. Instead, schools should rely on school-level COVID-19 transmission data and staff capacities when making the decision to transition learning models.

Source: Safe Learning Plan for the 2020-21 School Year - A Localized, Data-Driven Approach

# Increasing in-person learning opportunities for 6-12 students

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## Physical Distancing Expectations

- For middle and high schools only: Students must maintain six feet of physical distance from one another throughout the school day whenever feasible; when six feet of distancing cannot be met, a minimum of three feet of physical distance between students must be maintained.
- When county-level data declines to a level that indicates full in-person learning for all students (equivalent range is 0 to less than 10 cases as a 14-day case rate per 10,000 people), schools will not be required to meet any specific minimum amount of physical distance between students in the classroom setting.

Source: Safe Learning Plan for the 2020-21 School Year - A Localized, Data-Driven Approach





# Increasing in-person learning opportunities for 6-12 students

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## Mealtime Mitigation Strategies

For middle and high schools only: Daily documentation of lunchroom seating is required to support contact tracing in the event of an exposure. Strongly recommended: Six feet of distance should be maintained between students during mealtimes whenever possible. When six feet of physical distance cannot be maintained, schools must create as much space as possible between students. Strongly recommended: Cohorting smaller groups of students for mealtimes with six feet of distance.

**Source:** Safe Learning Plan for the 2020-21 School Year - A Localized, Data-Driven Approach



# Secondary Safe Learning Plan Recommendation

Current Practice	Recommended Practice
Hybrid - 50% capacity	Hybrid - No assigned capacity (Approximately 70% of secondary students are in hybrid)
In-person learning 2 days a week (Monday-Tuesday or Thursday-Friday)	In-person learning 4 days a week (Monday, Tuesday, Thursday and Friday)
Six feet physical distancing	Six feet physical distance <u>whenever feasible</u> ; when six feet of distancing cannot be met, a minimum of three feet of physical distance between students must be maintained.
Student Support/Feedback (Wednesday)	Student Support/Feedback (Wednesday)
Offer distance learning for students (Cohort C)	Offer distance learning for students (Cohort C)
<b><u>Recommendation</u></b> Increase in-person learning opportunities for students in grades 6-12 to 4 days a week starting on April 12, 2021.	



**INDEPENDENT SCHOOL DISTRICT NO. 283**

**SECTION/FILE** 514

**DATE OF ADOPTION** 06/12/06

**AFFIRMED/REVISED:** 05/09/11; 09/24/12;  
8/26/14; 11/13/17; 9/17/18; 02/11/19; 10/14/19

**TITLE** Bullying Prohibition Policy

**I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

**II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;



2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses, positive behavioral interventions, up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct and the conduct is repeated or forms a pattern: or
  2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. The term “bullying” specifically includes cyberbullying as defined in this policy.
- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound or data; including a post on a social network, internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation or on school computers, networks, forums, and mailing lists, or off school premises to the extent that is substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive or harming conduct” means but is not limited to conduct that does the following:
  - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student or constitutes intentional infliction of emotional distress against a student: or
  - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, gender identity and expression, academic status related to student performance, disability or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring and protect, support and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However,

school district may not rely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter and students, or others pending completion of an investigation of the bullying or other, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. §122A.60 to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyberbullying; and
  - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the school's primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

## **VIII. NOTICE**

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506)

- distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
  - F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents and community organizations.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. §120A.05, Subds. 9, 11, 13 and 17 (Definition of Public School)
  - Minn. Stat. § 120B.232 (Character Development Education)
  - Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
  - Minn. Stat. §121A.031 (School Student Bullying Policy)
  - Minn. Stat. §121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
  - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
  - Minn. Stat. § 121A.69 (Hazing Policy)
  - Minn. Stat. §124D.10 (Charter School)
  - Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
  - 20 U.S.C. §1232g *et seq.* (Family Educational Rights and Privacy Act)
  - 34 C.F.R. §§99.1 – 99.67 (Family Educational Rights and Privacy Act)
- Cross References:**
- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
  - MSBA/MASA Model Policy 413 (Harassment and Violence)
  - MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
  - MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
  - MSBA/MASA Model Policy 423 (Employee-Student Relationships)
  - MSBA/MASA Model Policy 501 (School Weapons Policy)
  - MSBA/MASA Model Policy 506 (Student Discipline)
  - MSBA/MASA Model Policy 507 (Corporal Punishment)
  - MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
  - MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
  - MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
  - MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
  - MSBA/MASA Model Policy 525 (Violence Prevention)
  - MSBA/MASA Model Policy 526 (Hazing Prohibition)
  - MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
  - MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Videotaping on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



## INDEPENDENT SCHOOL DISTRICT 283

**SECTION/FILE**     524

**DATE OF ADOPTION** 06/26/2000

**REVISED** 06/09/03; 03/26/07; 03/24/08; 11/22/10; 3/12/12; 06/25/18; 04/27/20

**TITLE**     Internet and Technology Responsible Use - Students

### **I.     PURPOSE**

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

### **II.    GENERAL STATEMENT OF POLICY**

In making decisions regarding student access to the school district computer systems, devices and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III.   LIMITED EDUCATIONAL PURPOSE**

The school district is providing students with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and college or career development activities. Students are expected to use Internet access through the district system to further educational and personal goals consistent with the mission and core values of the school district and school policies. Uses, which might be acceptable on a user's private personal account on another system, may not be acceptable on this limited-purpose network. Use of electronic resources will follow the rules set forth in the School Discipline Policy and the law.

### **IV.   USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use<sup>41</sup> of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of

use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

## **V. UNACCEPTABLE USES**

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Students will not use the school district system 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. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Students will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Students will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
4. Students will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Students will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Students will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information,

including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

7. Students must keep all account information and passwords on file with the designated school district official. Students will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
  8. Students will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  9. Students will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Students will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  10. Students will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. A student engaging in any of the foregoing unacceptable uses of the Internet when off school district premises and without the use of the school district system also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district

employee or student is negatively impacted. In situations when the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district shall investigate such reports to the best of its ability. Students may be subject to disciplinary action for such conduct including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, or exclusion.

- C. If a student inadvertently accesses unacceptable materials or an unacceptable Internet site, the student shall immediately disclose the inadvertent access to an appropriate teacher or school district official. This disclosure may serve as a defense against an allegation that the student has intentionally violated this policy. In certain rare instances, a student also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, the building administrator.

## **VI. FILTER**

The School District will use reasonable precautions and technology filtering methods to filter inappropriate content.

- A. School district computers and devices with Internet access and available for student use will use available software filtering technology or other effective methods to prevent student access to materials that are reasonably believed to be obscene, child pornography, or harmful to minors under state or federal law.
- B. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- C. With respect to any of its devices with Internet access, the School District will monitor the online activities of students and use technology protection measures during any use of such devices by minors and adult students. The technology protection measures utilized will block or filter all reasonable Internet access to visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.

- D. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
  - E. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - F. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - G. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- VII.** Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- VIII.** An administrator, supervisor or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bonafide research or other lawful purposes.
- IX.** The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
- X. CONSISTENCY WITH OTHER SCHOOL POLICIES**  
Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission and core values of the school district.
- XI. LIMITED EXPECTATION OF PRIVACY**
- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Students should expect only limited privacy in the contents of personal files on the school district system.
  - B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
  - 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 school district policy.
  - D. Parents/guardians have the right at any time to investigate or review the contents of their child’s files and e-mail files. Parents/guardians have the right to request the termination of their child’s individual account at any time, so long as it does not unreasonably interfere with the education of the student.
  - E. Students should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, students should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act or other Federal laws governing student data). In the event there is a claim of suspected

violation regarding this policy, the user will be provided due process as set forth by school policy.

- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

## **XII. INTERNET USE AGREEMENT**

- A. The proper use of 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 school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

## **XIII. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district or cloud storage devices, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

## **XIV. USER NOTIFICATION**

- A. All students shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district storage devices, hard drives, cloud drives or servers.
    - b. Information retrieved through school district devices, networks or online resources.
    - c. Personal property used to access school district computers,

networks or online resources.

- d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians.
6. Notification that the collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

#### **XV. PARENT/GUARDIAN RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents/guardians will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents/guardians the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents/guardians have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the

student.

5. A statement that the school district's acceptable use policy is available for parental/guardian review.

## **XVI. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

**Legal References:** 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. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001) 47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*United States v. American Library Association*, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)  
*Doniner v. Niehoff*, 527 F.3d 41 (2<sup>nd</sup> Cir.2008)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, No. 12-588, 2012 WL3870868 (D. Minn. 2012)  
*S.J.W. v. Lee's Summit R-7 Sch. Dist.*, 696F.3d 771 (8<sup>th</sup> Cir. 2012)  
*Kowalski v. Berkeley County Sch.*, 652F.3d ~~656~~ 565 (4<sup>th</sup> Cir. 2011)  
*Layshock v. Hermitage Sch. Dist.*, 650F.3d 205 (3<sup>rd</sup> Cir. 2011)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v.*



*Camdenton R-III Sch. Dist.* 853F. Supp.2d888 (W.D. Mo.2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

***Cross References:***

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 424 (Internet and Technology Responsible Use - Staff)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)  
MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

## **INTERNET AND TECHNOLOGY RESPONSIBLE USE AGREEMENT - STUDENT**

### **STUDENT**

I have read and do understand the school district policies relating to responsible use of the school district technology and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken, including the possibility of expulsion.

User's Full Name (please print): \_\_\_\_\_

User Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **PARENT OR GUARDIAN**

As the parent or guardian of this student, I have read the school district policies relating to responsible use of the school district technology and the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): \_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_

### **SUPERVISING TEACHER**

(Must be signed if applicant is a student)

I have read the school district policies relating to responsible use of the school district technology and the Internet and agree to promote these policies with the student. Because the student may use the Internet on the school district computer system for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet on network. As the supervising teacher, I do agree to instruct the student on acceptable use of the Internet and network and proper network etiquette.

Teacher's Name (please print): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

**St. Louis Park Public Schools**  
Minutes of the Regular School Board Meeting  
Monday, December 14, 2020 – 6:30 p.m.  
Online Meeting

The regular meeting of the School Board of Independent School District No. 283 of St. Louis Park, Hennepin County, Minnesota, convened on Monday, December 14, 2020 via online meeting platform. Present were Board Members Mary Tomback, Karen Waters, Anne Casey, Heather Wilsey, Laura McClendon, C. Colin Cox, Ken Morrison, and Superintendent Astein Osei. Also present were members of the Superintendent's Cabinet.

**CALL TO ORDER**

Board Chair Mary Tomback called the meeting to order at 6:41 p.m.

**APPROVAL OF AGENDA**

A motion was made by Wilsey, seconded by Casey to approve the agenda, as presented. By means of roll call vote, motion passed 7-0.

**SUPERINTENDENT'S REPORT**

Superintendent Osei provided an update on the development of the 2020-2025 Strategic Plan for Racial Equity Transformation. The next Core Planning Team meeting will be held on January 11, 2021. He also shared information on the upcoming Kindergarten Information Night events which will be held at 6:30 p.m. on Wednesday, January 13, 2021 and Wednesday, February 10, 2021 and Parent Listening Sessions which will be held on December 15 from 5:00-6:00 p.m. in English and December 15 from 6:00-7:00 p.m. in Spanish. Superintendent Osei also shared that Echo students received a National Newspaper Pacemaker award for last school year's print editions. The National Pacemaker is the highest award the organization gives to student news media and dates back to 1927. Echo has been a National Newspaper Pacemaker Finalist every year since 2010 and has won the prestigious award five times since and is the only school from Minnesota to be honored this year. He concluded his report with a Safe Learning Plan update including postponing the implementation of Distance Learning Academy and full-day hybrid model for students in grades K-5 and having distance learning for students in grades E-12, the plan to re-evaluate the District's Safe Learning Plan at the January 11, 2021 School Board meeting, and that the District would follow expectations of Emergency Executive Order 20-99. Executive Order 20-99 is a four week dial back on certain activities such as pauses on athletics and facility rentals.

**DISCUSSION ITEMS**

**FY20 Financial Audit Presentation**

Patricia Magnuson, Director of Business Services, and Jim Eichten, MMKR Auditor, presented the audit findings for the 2020 fiscal year. Audit results included a clean opinion on basic financial statements, two (2) reported findings, financial results reflecting adherence to budget, and that the District is in solid financial condition.

### **World Languages and Cultures: Curriculum and Instruction Review Update**

Patrick Duffy, Director of Curriculum and Instruction and members of the World Languages and Cultures Design Team Melanie Payne, Erin Mendez, Kyle Sweeney, and Ben Wolfe provided an update on the World Languages and Culture curriculum review. Dr. Duffy reviewed the process and District curriculum review timeline. Design Team members then reviewed current district-wide language offerings, their racial equity purpose statement, the work that the Design Team has been engaging in, and information on a student survey to discover students' reason to take a world language course.

### **Enrollment Update**

Patricia Magnuson, Director of Business Services, Ukee Dozier, Internal Auditor, Jazmin Ontiveros, Enrollment Center Office Assistant, and Sara Thompson, Director of Communications and Community Relations provided an enrollment update. The update provided an update regarding fall 2020 K-12 enrollment, "Submitted an enrollment report to the Board by June 30th of each year," as called for in School Board Policy 545, Park Spanish Immersion Admissions Policy; and foreshadowed Kindergarten preparation for the class of 2034.

### **Calendar 2021-2022 and 2022-2023 School Calendar Review**

Richard Kreyer, Director of Human Resources reviewed the 2021-2022 and 2022-2023 school calendars. A revised 2021-2022 calendar was presented to provide secondary online learning days and Family Connects on November 17, 2021 and April 13, 2022. Instructional days would not be lost because of the asynchronous online learning. It is also proposed that Thursday, September 2, 2021 be a Family Connect day for grades E-12 in conjunction with what is normally done for back to school nights and preparation.

### **Policy Development First Reading - 601 School District Curriculum and Instruction Goal, 603 Curriculum Development, 515 Protection and Privacy of Pupil Records**

The School Board reviewed policies 601 School District Curriculum and Instruction Goal, 603 Curriculum Development, and 515 Protection and Privacy of Pupil Records as a first reading.

### **Policy Development - Second Reading 419 Tobacco-Free Environment**

The School Board reviewed policies 419 Tobacco-Free Environment as a second reading.

### **CONSENT AGENDA**

A motion was then made by Cox, seconded by Waters to approve the following Consent Agenda items:

1. Payroll for November 13, 2020 in the amount of 1,562,414.70 and November 30, 2020 in the amount of 1,577,791.47
2. Recap of Expenditures
3. Electronic Fund Transfers
4. Accounts Payable Disbursements
5. Investment Holdings
6. Donations
7. Minutes
8. Personnel

By means of roll call vote, motion passed 7-0.

## **ACTION AGENDA**

### **Acceptance of Audit Report**

A motion was made by Casey, seconded by McClendon to approve the Audit Report, as presented. By means of roll call vote, motion passed 7-0.

### **Levy Certification Payable 2021**

A motion was made by Waters, seconded by Morrison to approve the Levy Certification Payable 2021, as presented. By means of roll call vote, motion passed 7-0.

### **Polling Place Resolution**

A motion was made by Waters, seconded by Tomback to approve the resolution establishing combined polling places for multiple precincts and designating hours during which the polling places will remain open for voting for school district elections not held on the day of a statewide election, as presented. By means of roll call vote, motion passed 7-0.

### **2021-2022 Calendar Approval**

A motion was made by McClendon, seconded by Casey to approve the revised 2021-2022 Calendar, as presented. By means of roll call vote, motion passed 7-0.

### **Approval of Second Reading of Policy 419 Tobacco-Free Environment**

A motion was made by Waters, seconded by Morrison to approve the second reading of policy 419 Tobacco-Free Environment, as presented. By means of roll call vote, motion passed 7-0.

## **COMMUNICATIONS AND TRANSMITTALS**

### **ADJOURNMENT**

A motion was made by Morrison, seconded by Waters to adjourn. By means of roll call vote, motion passed 7-0. The meeting adjourned at 9:12 p.m.

Respectfully submitted:

Approved:

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Laura McClendon, Clerk

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Mary Tomback, Chair

*Minutes prepared by Flower M. Krutina*

**St. Louis Park Public Schools**  
Minutes of the School Board Meeting  
Special Meeting - Safe Learning Plan  
Tuesday, December 22, 2020 – 5:30 p.m.  
Online Meeting

The special meeting of the School Board of Independent School District No. 283 of St. Louis Park, Hennepin County, Minnesota, convened on Tuesday, December 22, 2020 via online meeting platform. Present were Board Members Mary Tomback, Karen Waters, Anne Casey, Heather Wilsey, Laura McClendon, C. Colin Cox, Ken Morrison, and Superintendent Astein Osei. Also present were members of the Superintendent's Cabinet.

**CALL TO ORDER**

Board Chair Mary Tomback called the meeting to order at 5:32 p.m.

**APPROVAL OF AGENDA**

A motion was made by Waters, seconded by Casey to approve the agenda, as presented. By means of roll call vote, motion passed 7-0.

**DISCUSSION ITEMS**

**Safe Learning Plan Update**

Superintendent Osei presented a Safe Learning Plan update. The Minnesota Department of Education updated their Safe Learning Plan so that starting on January 18, 2021, every elementary school across the state may choose to operate an in-person learning model as long as they are able to implement all updated health and safety measures. Each Educational Delivery Model Consideration was reviewed including health and safety, staff coverage, student learning, staff preparedness, technology, and school operational readiness.

New required health and safety mitigation strategies were reviewed including implementing a rolling start process for students to be brought back to the building, the execution of a COVID-19 testing program (training and saliva test kits provided by the State; optional for school staff) every other week for all school staff, beginning January 4, 2021, requiring face masks and face shields to be worn together by school staff at all times, and adding a clear barrier when educators cannot be six feet from students (small group and individual instruction) when possible. The return date for athletics was extended to January 4, 2021.

To support staff coverage, the District is asking elementary school parents/guardians to select In-Person Learning or Distance Learning Academy for every elementary student by December 28, 2020. The District is also providing staff an opportunity to request a leave of absence until Tuesday, December 29, 2020 at 4:00 p.m. if they do not feel safe returning to work. Critical childcare will no longer be available effective February 1, 2021.

For student learning, a rolling start will be implemented to bring students back into buildings. Dates are as follows:

January 19, 2021 - Students in grades E - 2

February 1, 2021 - Students in grades 3 - 5

Date TBD - Students in grades 6 - 12

Winter MAP and FAST assessments will continue to be administered. Winter assessments, this year, provide consistency in data collection given that we cancelled spring standardized testing (MCA, MAP and FAST) last year. Consistent longitudinal data is important to provide principals, Teaching and Learning team members and other instructional leaders.

For staff preparedness, staff will have two transition days as permitted by Executive Order 20-82 for staff to come back into the building and prepare for students transitioning into in-person or hybrid learning with the additional mitigation measures.

For devices and school operational readiness, students will keep devices and hotspots and those will be collected at the end of the year. Nutrition services will continue to offer meal pick-ups, lunch and breakfast will be served daily at elementary sites, and all meals will be free. Transportation routes will be updated to reflect updated educational delivery model choices for students and mitigation strategies will be implemented on buses. Finally, workplace cleaning protocols will be updated to include daily disinfection.

The E-5 recommended Safe Learning Plan is as follows:

<b>Date</b>	<b>Transition Event</b>
<b>January 11, 2021</b>	Check in on the preparation for early learning and elementary Distance Learning Academy and full-day in-person learning
<b>January 13-20, 2021</b>	Utilize transition time for progress reporting, staff preparation/professional development and Family Connect Time
<b>January 19, 2021</b>	Early Learning in-person learning begins
<b>January 21, 2021</b>	Implement elementary Distance Learning Academy and full-day in-person learning starting for students in grades E-2
<b>February 1, 2021</b>	Implement elementary Distance Learning Academy and full-day in-person learning starting for students in grades 3-5

The Secondary recommended Safe Learning Plan is as follows:

<b>Date</b>	<b>Transition Event</b>
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<b>January 4, 2021</b>	Continue distance learning for students in grades 6-12
<b>January 4, 2021</b>	Resume High School athletics
<b>January 11, 2021</b>	Re-evaluate secondary educational delivery model

### **School Board Meeting Format**

The School Board discussed the format in which meetings will be convened.

### **MOTION TO AMEND THE ACTION AGENDA**

A motion was made by Tomback, seconded by Waters to amend the action agenda to add an item 4.B. School Board Meeting Format Approval. By means of roll call vote, motion passed 7-0.

### **ACTION AGENDA**

#### **Safe Learning Plan Approval**

A motion was made by Waters, seconded by Cox to approve the Audit Report, as presented. By means of roll call vote, motion passed 6-1 with nay vote from McClendon.

#### **School Board Meeting Format Approval**

A motion was made by Waters, seconded by Morrison to approve the recommendation to continue convening School Board meeting via Zoom. By means of roll call vote, motion passed 7-0.

### **ADJOURNMENT**

A motion was made by Waters, seconded by Morrison to adjourn. By means of roll call vote, motion passed 7-0. The meeting adjourned at 8:35 p.m.

Respectfully submitted:

Approved:

\_\_\_\_\_  
Laura McClendon, Clerk

\_\_\_\_\_  
Mary Tomback, Chair

*Minutes prepared by Flower M. Krutina*



**St. Louis Park Public Schools**  
Minutes of the Regular School Board Meeting  
Organizational Meeting  
Monday, January 11, 2021 – 6:30 p.m.  
Online Meeting

The regular meeting of the School Board of Independent School District No. 283 of St. Louis Park, Hennepin County, Minnesota, convened on Monday, January 11, 2021 via online meeting platform. Present were Board Members Karen Waters, Anne Casey, Ken Morrison, Mary Tomback, Laura McClendon, Heather Wilsey, C. Colin Cox, and Superintendent Astein Osei. Superintendent's Cabinet members were also present.

**CALL TO ORDER**

Board Chair Mary Tomback called the meeting to order at 6:33 p.m.

**ELECTION OF SCHOOL BOARD OFFICERS**

**Election of School Board Chair**

A motion was made by Casey, seconded by Waters to nominate Mary Tomback to serve as Board Chair of the St. Louis Park School Board from January 11, 2021 until the January 2022 Organizational School Board Meeting. By means of roll call vote, motion passed 7-0.

Re-elected Board Chair Tomback presided over the following nominations and election of Vice-Chair, Clerk and Treasurer.

**Election of School Board Vice Chair**

A motion was made by McClendon, seconded by Cox to nominate Anne Casey to serve as Board Vice Chair of the St. Louis Park School Board from January 11, 2021 until the January 2022 Organizational School Board Meeting. By means of roll call vote, motion passed 7-0.

**Election of School Board Clerk**

A motion was made by Casey, seconded by Tomback to nominate Laura McClendon to serve as Board Clerk of the St. Louis Park School Board from January 11, 2021 until the January 2022 Organizational School Board Meeting. By means of roll call vote, motion passed 7-0.

**Election of School Board Treasurer**

A motion was made by Morrison, seconded by Tomback to nominate C. Colin Cox to serve as Board Treasurer of the St. Louis Park School Board from January 11, 2021 until the January 2022 Organizational School Board Meeting. By means of roll call vote, motion passed 7-0.

**APPROVAL OF AGENDA**

A motion was made by Casey, seconded by Waters to approve the agenda, as presented. By means of roll call vote, motion passed 7-0.

*Presenter: Board Chair, Mary Tomback*

## **SUPERINTENDENT'S REPORT**

Superintendent Osei, acknowledged the effort of the Core Planning Team for the work in the development of the 2020-2025 Strategic Plan for Racial Equity Transformation. The group met six times since late summer/early fall of 2020 and will be seeking community feedback soon. Superintendent Osei also shared dates for upcoming parent and student Listening Sessions and Virtual Kindergarten Information Nights. Finally, he shared that the St. Louis Park Theatre Program presented “Vintage Hitchcock: A Live Radio Play” and congratulated students and staff for providing opportunities for extracurricular activities even in a pandemic.

## **DISCUSSION ITEMS**

### **Language Arts and Literacy Update**

Patrick Duffy, Director of Curriculum and Instruction and Design Team members Callie Hefstad, Evelyn Lashley, Bekah Noble, Nikki Patel, and Kelsey Rohde provided a Language Arts and Literacy update. Dr. Duffy reviewed the curriculum and instruction review and development process and timeline. Design team members presented their racial equity purpose statement and their current work and future work utilizing ELA Data.

### **Construction Update**

Tom Bravo, Facilities Manager provided a construction update. Bravo reviewed the progress of summer 2020 projects including the following: Classroom and kitchen renovations at Susan Lindgren and Peter Hobart, Middle School auditorium and kitchen/ lunchroom, Early Childhood renovation at Central Community Center, High School gym floor replacement, and the High School theatre rigging and stage renovation. Bravo then reviewed the remaining referendum and future planning projects including the following: District Office move to Central Community Center, High School kitchen, media center, classroom and link project, High School music room, and the High School track and turf project. He concluded the update with a review of obstacles for the remaining referendum projects in 2021. The primary obstacle is the budget due to increased labor and materials costs during the pandemic. The District is looking at different solutions to address the obstacles and successfully complete the projects.

### **Safe Learning Plan Update**

Superintendent Osei provided a Safe Learning Plan update. He reviewed the current transition timeline and events for E-5 and secondary students and the plan to begin transitioning secondary students to a less restrictive model. Each Educational Delivery Model Consideration was reviewed for E-5 and secondary including health and safety, staff coverage, student learning, staff preparedness, technology, and school operational readiness.

### **2021 Pay Equity Report**

Richard Kreyer, Director of Human Resources provided a presentation on the District Pay structure and efforts to support the Pay Equity Plan. Kreyer reviewed the comprehensive plan, guiding principles, building blocks, and how the District is implementing the plan with data to support. The School Board was asked to approve the report during the evening's Action Agenda.

**Policy Development – Second Reading 601 School District Curriculum and Instruction Goal, 603 Curriculum Development, and 515 Protection and Privacy of Pupil Records**

The School Board reviewed policies 601 School District Curriculum and Instruction Goal, 603 Curriculum Development, and 515 Protection and Privacy of Pupil Records as a second reading.

**CONSENT AGENDA**

A motion was made by Casey, seconded by Morrison to approve the Consent Agenda, as presented. By means of roll call vote, motion passed 7-0. A motion was then made by Cox, seconded by Tomback to approve the Organizational January 2021 Organization of the Board and Resolution designating School District Responsible Authority to be Astein Osei, Superintendent, as follows:

**ORGANIZATION OF THE BOARD**

For the purposes of organization of the Board, the Board will be asked to authorize and re-designate the following:

1. Official Newspaper of the School District State law requires publication of official Board proceedings and certain legal notices in the “official newspaper of the District.” The Sun Sailor is recommended as the official newspaper of the District.
2. **The Board must designate depositories for legal purposes. Operating Account Depositories It is recommended that the Board re-designate the following bank accounts for the July 1, 2020 through June 30, 2021 (FY21) and July 1, 2021 through June 30, 2022 (FY22):**
  - Associated Bank
  - Citizens Independent Bank
  - Account Matrix Trust Company by Genesis Employee Benefits for VEBA programs
  - Capital One for escrow/purchase lease agreement

**Investment Account Depositories**

It is recommended that the following banks and savings and loan associations be designated the official depositories for investment:

- Minnesota School District Liquid Asset Fund Plus (MSDLAF+)
- PMA Securities, Inc.
- MN Trust Community Investment
- Citizens Independent Bank of St. Louis Park
- Associated Bank of St. Louis Park

**3. Electronic Fund Transfer Authorization**

It is recommended that the Director of Business Services and Assistant Director of Finance be

authorized to use electronic processes to transfer funds.

#### **4. Authority to Make Investments**

It is recommended that the Superintendent or the Director of Business Services be authorized to make financial investments for Independent School District 283, St. Louis Park, for FY21 and FY22.

#### **5. Authority to Disburse Salaries**

It is recommended that the Superintendent or the Director of Business Services be authorized to make disbursements for salaries as provided for individual employment contracts, master employment agreements or School Board resolutions for fiscal years FY21 and FY22.

#### **6. Authority for Early Claim Payments**

It is recommended that the Superintendent or Director of Business Services pay appropriate claims in advance of School Board authorizations in order to expedite vendor payments and to utilize discount privileges, and such claims shall be reported to the School Board for FY21 and FY22.

#### **7. Authorization to Purchase**

It is recommended that the Superintendent or the Director of Business Services be authorized to lease, purchase, and contract for goods and services within the budget as approved by the Board, provided that any transaction in any amount exceeding the minimum amount of \$175,000 (M.S. 471.345.Subd.3) for which bids are required must first be specifically authorized by the Board and must fulfill all other applicable requirements in Section 123B.52.

#### **8. Deputy-Clerk and Deputy-Treasurer**

It is recommended that the Director of Business Services be appointed Deputy Treasurer and the Executive Leadership Partner be appointed Deputy Clerk of Independent School District 283, St. Louis Park, for FY21 and FY22.

#### **9. Check Signatures**

It is recommended that any two of the Superintendent, Director of Business Services and the Assistant Director of Finance be authorized to affix mechanical/digital signatures on payroll and accounts payable checks of Independent School District 283 on behalf of the School Board Chairperson, Clerk and Treasurer.

#### **10. Appointment of School Attorneys**

It is recommended that the firm Knutson Flynn & Deans, P.A. be designated to provide the District's legal services for 2021-22 and 2022-23 with Steve Knutson serving as primary legal counsel and with Peter Martin serving as primary legal counsel in the area of Special Education.

The School Board also authorizes the services of other legal counsel selected by the Superintendent, as necessary to conduct business and protect the legal interests of the School District.

#### **11. Resolution Appointing School District Responsible Authority**

An annual resolution is necessary to meet data privacy reporting requirements as set forth by the State of Minnesota.

***BE IT RESOLVED**, pursuant to the provisions of MN Statutes, Section 13.02 Subdivision 16, Astein Osei, Superintendent is hereby appointed Responsible Authority for St. Louis Park Public Schools, ISD #283.*

***BE IT FURTHER RESOLVED**, Astein Osei, Superintendent of Schools, is hereby authorized to take all actions necessary to assure that all programs, administrative procedures and forms used within St. Louis Park School District #283 are administered in compliance with the provision of Minnesota Statutes Section 13, as amended, and with Rules as lawfully promulgated by the Commissioner of Administration as published in the State Register, by the Office of Revisor of Statutes, State of Minnesota*

**UPON ROLL CALL VOTE BEING TAKEN ON THE FOREGOING, MOTION  
PASSED 7 - 0.**

#### **ACTION AGENDA**

##### **Approval of the 2021 Pay Equity Report**

A motion was made by Morrison, seconded by McClendon to approve the 2021 Pay Equity Report, as presented. By means of roll call vote, the motion passed 7-0.

##### **Approval of Second Reading of Policies 601 School District Curriculum and Instruction Goal, 603 Curriculum Development, and 515 Protection and Privacy of Pupil Records**

A motion was made by Cox, seconded by Waters to approve the second reading of policies 601 School District Curriculum and Instruction Goal, 603 Curriculum Development, and 515 Protection and Privacy of Pupil Records, as presented. By means of roll call vote, the motion passed 7-0.

##### **Approval of 2021 School Board Compensation**

A motion was made by Waters, seconded by Casey to approve recommended 2021 school board salaries, as follows:

**APPROVED JANUARY 11, 2021  
EFFECTIVE JANUARY 11, 2021**

**BOARD OF EDUCATION POSITIONS AND ANNUAL SALARIES**

**The annual stipends are paid over 23 pay dates on the 15<sup>th</sup> and last days of the month starting January 30<sup>th</sup> through December 31<sup>st</sup>**

<b><u>2021 School Board</u></b>	<b><u>2021 Stipend</u></b>
Mary Tomback   Chair	\$6,000
Anne Casey   Vice Chair	\$5,500
Laura McClendon   Clerk	\$5,500
C. Colin Cox   Treasurer	\$5,500
Heather Wilsey   Director	\$5,000
Ken Morrison   Director	\$5,000
Karen Waters   Director	\$5,000

Note: Additional meetings that take place **not** on regular school board meeting day are paid at \$55.00 for each meeting. These meetings' attendance will be recorded by the Executive Assistant to the Superintendent/Secretary to the School Board and submitted quarterly.

Chair and Clerk officers change every January at the Organizational meeting. No salary increase is being presented for 2021.

**UPON ROLL CALL VOTE BEING TAKEN ON THE FOREGOING, MOTION  
PASSED 7 - 0.**

#### **Approval of 2021-22 School Board Meeting Dates**

A motion was made by Casey, seconded by Morrison to approve the School Board meeting dates for the 2021-22 school year, as presented with the notable change of moving to meetings convening on the second and fourth Tuesday of the month. St. Louis Park Public Schools has for many years convened meetings on Mondays. Moving to Tuesdays will allow for increased civic engagement since the City convenes City Council meetings on Mondays. The only other change was to move the Monday, February 23, 2020 meeting, approved during the 2020 Organizational Meeting, to Monday, February 22, 2021. By means of roll call vote, the motion passed 7-0.

#### **Approval of School Board Liaisons Assignments**

A motion was made by Morrison, seconded by Cox to approve the recommended 2021 School Board liaison assignments, as presented. By means of roll call vote, the motion passed 7-0.

### **COMMUNICATIONS AND TRANSMITTALS**

#### **ADJOURNMENT**

A motion was made by Tomback, seconded by Waters to adjourn. By means of roll call vote, the motion passed 7-0. The meeting adjourned at 9:26 p.m.

Respectfully submitted:

Approved:

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Laura McClendon, Clerk

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Mary Tomback, Chair

*Minutes prepared by Flower M. Krutina*

**St. Louis Park Public Schools**  
Minutes of the Regular School Board Meeting  
Monday, January 25, 2021 – 6:30 p.m.  
Online Meeting

The regular meeting of the School Board of Independent School District No. 283 of St. Louis Park, Hennepin County, Minnesota, convened on Monday, January 25, 2021 via online meeting platform. Present were Board Members Mary Tomback, Karen Waters, Anne Casey, Heather Wilsey, Laura McClendon, C. Colin Cox, Ken Morrison, and Superintendent Astein Osei. Also present were members of the Superintendent's Cabinet.

**CALL TO ORDER**

Board Chair Mary Tomback called the meeting to order at 6:32 p.m.

**APPROVAL OF AGENDA**

A motion was made by Morrison, seconded by Casey to approve the agenda, as presented. By means of roll call vote, motion passed 7-0.

**SUPERINTENDENT'S REPORT**

Superintendent Osei shared information on the remaining Kindergarten Information Night event which will be held at 6:30 p.m. on Wednesday, February 10, 2021 and upcoming monthly Listening Sessions. More information can be found on the District website. Superintendent Osei also shared the timeline for the High School Principal search. Interviews will be held in March and a recommendation will be made to the School Board on April 12, 2021. He concluded his report by acknowledging Middle School female band students who were nominated and accepted to participate in this year's Athena Honor Ensemble. The Athena Honor Ensemble is a unique music performance opportunity that showcases young female musicians from around the globe.

**DISCUSSION ITEMS**

**Safe Learning Plan Update**

Superintendent Osei presented a Safe Learning Plan update. He reviewed current transition timelines, welcomed back E-2 students and staff back to in-person learning, and focused the rest of his update on the plan to transition secondary students to hybrid. The transition plan touched on every Educational Delivery Model Considerations including health and safety, staff coverage, student learning, staff preparedness, technology, and school operational readiness. Superintendent Osei recommended the following plan to the School Board:

- February 22, 2021 - Implement 50% capacity hybrid learning model for students in grades 6-8 at the Middle School
- February 22, 2021 - Implement 50% capacity hybrid learning model for students in grades 9 and 12 at the High School
- March 8, 2021 - Implement 50% capacity hybrid learning model for students in grades 10 and 11 at the High School

The School Board was asked to approve the aforementioned recommendation at the evening's Action Agenda.



### **Budget Update**

Patricia Magnuson, Director of Business Services provided a budget update with budget-related items for FY2020, FY2021, and FY2022. The update for FY2020 included actual results. FY 2021 (current fiscal year) update included a reduced unassigned General Fund balance, mid-year budget update coming in March, and next steps for the approval of the mid-year budget in March 2021. A FY2022 preliminary financial update included FY22 budget parameters, funding formula, enrollment projections, fees/meals prices, past/future considerations including COVID-19 considerations, and budget next steps.

### **Policy Development First Reading - 808 COVID-19 Face Covering**

The School Board reviewed policy 808 COVID-19 Face Covering as a first reading.

### **CONSENT AGENDA**

A motion was then made by Cox, seconded by Waters to approve the following Consent Agenda items:

1. Payroll for December 15, 2020 in the amount of 1,551,161.81 and December 30, 2020 in the amount of 1,545,260.92
2. Recap of Expenditures
3. Electronic Fund Transfers
4. Accounts Payable Disbursements
5. Investment Holdings
6. Donations
7. Minutes
8. Personnel

By means of roll call vote, motion passed 7-0.

### **ACTION AGENDA**

#### **Safe Learning Plan Approval**

A motion was made by Cox, seconded by Morrison to approve the Safe Learning Plan, as presented. By means of roll call vote, motion passed 7-0.

### **COMMUNICATIONS AND TRANSMITTALS**

### **ADJOURNMENT**

A motion was made by Waters, seconded by Morrison to adjourn. By means of roll call vote, motion passed 7-0. The meeting adjourned at 8:55 p.m.

Respectfully submitted:

Approved:

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Laura McClendon, Clerk

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Mary Tomback, Chair

*Minutes prepared by Flower M. Krutina*



# **2020-2025 Strategic Plan for Racial Equity Transformation**

**March 8, 2021**

**FINAL REPORT & FAQ**

# Strategic Plan for Racial Equity Transformation

A new and original process for strategic planning  
- created by St. Louis Park Public Schools:

***An Adaptive Approach...*** Luis Versalles from Courageous Conversations led the team through an examination of their own thoughts, feelings, and purpose related to racial equity and helped the team develop the “muscles” to center racial equity transformation in their intentions and in daily work.

***With Technical Execution...*** Sara Thompson provided technical expertise in TOP Facilitation methods and ORID questioning to draft the new components of the strategic plan, including core values, <sup>67</sup>vision, and mission.



St. Louis Park  
Public Schools

# Core Planning Team Membership

More than **35 stakeholders**; including...

- *Students*
- *Parents/Guardians*
- *Teachers & Staff*
- *Principals*
- *Cabinet Members*
- *Community Members*

Came together as a team to work virtually from **August 2020-January 2021** in a series of **seven Zoom meetings** to learn and grow in racial consciousness and competence to complete the work.

# Background & Situation Analysis

## Existing Data Reviewed:

- Recommendations from 2015-2020 CPT
- Data Book (demographics, achievement, curriculum, budget, facilities, etc.)
- Best Practices - Vision & Mission Statements
- Who Are YOU? How will you lead for Racial Equity Transformation

## Input & Observations

- CPT Hopes & Dreams
- Student Voice Project
- Finalize Focus Question
- Thoughtexchange - Mission

*Request for information/training re: Courageous Conversations About Race - Conditions, Agreements & Protocols (optional workshop offered to CPT Members)*



# Strategic Plan for Racial Equity Transformation

The **FOCUS QUESTION** to be answered by the Strategic Plan is ...

*What is needed for the thorough and dramatic change of Racial Equity Transformation to occur in St. Louis Park Public Schools; where current, racist systems are abolished to build new, anti-racist systems and structures with all community stakeholders to create student-centered schools with inspired and empowered outcomes regardless of race and accountability measures for students and adults by the end of 2025?*

# The Strategic Plan Process

*CPT Members focused on understanding their personal racial equity journeys to develop their own personal racial equity purpose. With personal reflection, they could racialize their experience in the school district.*

- **Personalizing and racializing the mission of St. Louis Park Public Schools**
  - Surfacing challenges to living our Mission
- **Strategic Plan Visioning**
  - Identify existing conditions that need to be removed or mitigated
- **Revisiting and clarifying Core Values needed to live our work**
  - Insights regarding alignment of Core Values with beliefs stated in PREP
- **Action Planning** - How will SLP Schools live the strategic plan to achieve the Mission?



# Deliverables

Vision Statement / Mission Statement / Core Values

Suggested Action Steps



# ***Vision: Paints a picture of the desired future.***

## **Current Vision Statement**

St. Louis Park Public Schools  
– Achieving Success,  
One Student At a Time

*NOTE: The District does not currently have a formal vision statement; above is the logo tagline perceived by many to be the vision statement.*

## **DRAFT Vision Statement**

St. Louis Park Public Schools  
– Where students are seen  
and valued and become their  
best selves as racially  
conscious, globally minded  
contributors to society.

**Mission: *Declares what is being achieved; the highest aspiration of the District.***

## **Current Mission Statement**

As a caring, diverse community with a tradition of putting its children first, we will ensure all students attain their highest level of achievement; prepare all students to contribute to society; offer high quality opportunities for lifelong learning; provide multiple pathways to excellence; challenge all learners to meet high standards; and provide a safe and nurturing environment that energizes and enhances the spirit.

## **Draft Mission Statement**

St. Louis Park Public Schools sees, inspires, and empowers each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.

# CURRENT Core Values

We believe that...

- Everyone has equal intrinsic worth.
- We will enhance the healthy development of each learner by engaging and supporting families and communities.
- High expectations challenge everyone to higher levels of achievement.
- Through persistent effort in an equitable environment, everyone can achieve maximum performance.
- Lifelong learning is essential to the individual's quality of life and the vitality of the community.
- Everyone has the capacity and responsibility to contribute to the well being of others.
- Respect of self and others is fundamental for a strong, healthy community.
- High quality education creates opportunities throughout an individual's life.
- Embracing individual differences enriches a community.
- Hopes and dreams inspire and motivate people to invest in themselves and their community.

# DRAFT 2020-2025 Core Values

## We believe in:

- **The brilliance of ourselves and others.** Everyone has the capacity and responsibility to foster the growth and brilliance of others.
- **Authentic community engagement.** Engaging and supporting our employees, families, and communities will enhance the healthy development of each learner.
- **High expectations.** Instilling and upholding high expectations empowers students and staff to higher levels of achievement.
- **Collective responsibility.** Embodying the collective and urgent responsibility of anti-racist practices enriches a work and learning environment and community.
- **Persistent effort.** Through persistent effort we will create anti-racist schools and academically successful learners.
- **Racial consciousness and cultural competence.** Racial consciousness and cultural competence are essential to each person's ability to be a catalyst for change.
- **Advocacy for equity.** Everyone has equal intrinsic worth and we will advocate for the historically marginalized.

# Areas of Focus (Strategies) & Suggested Action Steps

## Five Areas of Focus (similar to Strategies)...

1. Culturally Relevant Teaching and Learning
2. Equity Development
3. Family and Community Engagement
4. Students at the Center
5. Structures & Systems

*\*\* See attached DRAFT ACTION PLANS. Note... These are rough ideas to be shared with school district leaders to determine next steps to ensure that we achieve our Mission.*

# Feedback/FAQ: Vision, Mission & Core Values

## Common Theme: Resounding support for racial equity transformation

- Additional work needed during implementation:
  - Define terms (e.g. Antiracist, racial equity, racial consciousness, cultural competence, brilliance, etc.)
  - Focus on education, academics, & rigor
  - Students at the center and Children First
  - Concrete action steps and timelines
  - Consider dimensions beyond Race (e.g. gender, culture, religion, etc)
  - Presence of social-emotional learning in this work
  - Integration in ALL Districtwide plans & initiatives

# Next Steps...

**After School Board acceptance of the 2020-25 Strategic Plan for Racial Equity Transformation, District Administration will...**

- **March-May 2021: Engage stakeholders in ACTION - How do we do this together? Define what we are trying to achieve using plain language**
- **June 2021: Declare ACTIONS to be achieved in each Area of Focus during the 2021-22 School Year**
- **August 2021: Back-to-School Kickoff focused on Transformation**

## Structures & Systems

We will align our structures and systems to our core values and develop and support all employees in order to achieve our mission.

<b>ACTIONS</b> What needs to be achieved in each Area of Focus for the District to achieve racial equity transformation in this Area of Focus? (Please insert a new row for each Action by right clicking + insert new row)	<b>TIMELINE</b> Timeline to complete the action	<b>ACCOUNTABILITY</b> Who is responsible for what?
Example: Teacher demographics more closely resemble student demographics.	2022-2023	Human Resources & Principals
<p>Should structures and systems hold all of the other areas and provide the overall pathway to everything else?</p> <p>Create a racial equity department to make connections between systems and structures.</p> <p>Create a system and structure that holds all staff accountable for racial equity.</p>		
<p>We have a systemic process to recruit and retain racially diverse employees to support our core values to achieve our mission.</p> <p>Schools with a highly tenured teaching staff do not have the same ability to expand opportunities to BIPOC unless shifting of teaching staff between and among elementary schools takes place.</p>	80	



<p>Maybe rewrite each of these items to clarify what steps need to be taken to make the statement be true.</p>		
<p>Provide differentiated professional development opportunities for staff to grow in knowledge and understanding of racial equity transformation.</p>		
<p>We have a systemic process to develop racially and culturally conscious employees to support our core values to achieve our mission.</p> <p>Maybe rewrite each of these items to clarify what steps need to be taken to make the statement be true.</p>		
<p>We have employees that are effective and accountable in their work to support our core values to achieve our mission.</p> <p>What does this look like?</p> <p>Maybe rewrite each of these items to clarify what steps need to be taken to make the statement be true.</p> <p>More intentionality about the alignment between TDE and ATPPS And more intentionality between TDE/ATPPS and outcomes for students.</p>		
<p>We practice effective communication strategies to keep all employees informed, engaged and valued to support our core</p>		

<p>values to achieve our mission.</p> <p><b>Maybe rewrite each of these items to clarify what steps need to be taken to make the statement be true.</b></p>		
<p>We utilize integrated operations and information systems that promote efficiency and responsive customer service to support our core values to achieve our mission. <b>This one speaks to equitable access for parents and families, so we like it. We would like to make sure that the systems can be integrated (as possible) so that families don't have to go to multiple systems to find the information they are looking for (should be less than 3 clicks).</b></p> <p><b>Maybe rewrite each of these items to clarify what steps need to be taken to make the statement be true.</b></p>		
<p>We utilize a systemic process to review and evaluate the alignment of all district structures and systems to support our core values to achieve our mission.</p> <p><b>Maybe rewrite each of these items to clarify what steps need to be taken to make the statement be true.</b></p>		
<p>We have a culture of trust and respect that makes St. Louis Park School District a great place to work to support our core values to achieve our mission.</p> <p><b>Maybe rewrite each of these items to clarify what steps</b></p>	82	

need to be taken to make the statement be true.		
<p>We have a system in place to support staff members and students with a safe place to discuss and resolve concerns related to racism or racial equity.</p> <p>Maybe rewrite each of these items to clarify what steps need to be taken to make the statement be true.</p>		
Include Racial equity development in all job descriptions and train managers to hold staff development accountable for employees		
Provide an advisor or ombudsman for staff of color		
Pay Scales that reduce disparities based on race and gender (raises not based on percentages, etc)		
Consider an Equity Department to help hold accountable all systems, departments, groups and guide district to Racial Equity Transformation		
Ensure that companies with whom we work are aligned with and supportive of our values.		

## Students at the Center

We will engage in an active process of centering student experience in our decision making processes to create meaningful opportunities for students to achieve our mission.

<b>ACTIONS</b> What needs to be achieved in each Area of Focus for the District to achieve racial equity transformation in this Area of Focus? (Please insert a new row for each Action by right clicking + insert new row)	<b>TIMELINE</b> Timeline to complete the action	<b>ACCOUNTABILITY</b> Who is responsible for what?
A High School Student serves on the School Board in an advisory role. (take away “example” and make it a real suggestion)  <b>Consider giving this role voting rights like any other member? Engage in discussion of genuine student voice vs tokenizing student voice.</b>	2021-2022	School Board & District Administration
Develop student leadership groups at sites (e.g. Human Rights group - students came up with the topic). Use the Dare 2 Be REAL framework for the system so that student leadership groups have a common framework		
Student focus groups to actualize the District’s mission. Asking them what does the mission actually mean to them. Have them communicate the “message” to their peers. How will we respond if students do not understand or feel they are living the mission in their school experience?		
Include students on committees at sites and department leadership teams Design Teams?		
Have a student lead group edit / revise mission, core values, etc. before it is all rolled out. Should this be moved to the top? What is our protocol for having student voices centered in the district mission creation?		
Invite students to be part of creating indicators to help us	84	

measure success in working towards our mission		
Student leadership groups to help evaluate systems / practices at school sites <b>Make sure that these groups are inclusive of ALL students and not just those who have the easiest access to leadership opportunities.</b>		
Student data teams to help sites understand why the data looks the way it does during the school year -- could the students work with the building leadership teams?		
Make sure there are always ad hoc student opportunities with gathering feedback.		
Leverage students' knowledge of technology to help our system develop our staff's capacity Washington Tech in SPPS has a model that we can look into.		
<b>Student learning at the center vs. Physical student presence</b>		
<b>Use student advisory to find out what student leadership looks like to them.</b>		
<b>Consider using the student primary research results from summer 2020 to develop actions around remedying some of the concerns they highlighted</b>		
<b>PD from success stories within about how student voice is being incorporated in school life</b>		
<b>Be innovative in valuing student time, labor and leadership (credits, internships, opportunities that benefit them, not just us)</b>		
<b>B</b>		
Establish student internship opportunities for every DO cabinet member that includes an action research project (example: Silvy's interns from summer 2019).		
Teachers use student voice to plan, modify & adjust (remind that	85	

it is part of IB framework, and are practices that staff should be using anyway)		

## Culturally Relevant Teaching and Learning

We will continually enhance and evaluate our facilitation of learning by aligning instruction, curriculum, professional development and assessment in a culturally relevant manner to achieve our mission.

<b>ACTIONS</b> What needs to be achieved in each Area of Focus for the District to achieve racial equity transformation in this Area of Focus? (Please insert a new row for each Action by right clicking + insert new row)	<b>TIMELINE</b> Timeline to complete the action	<b>ACCOUNTABILITY</b> Who is responsible for what?
Example: All curricular program areas have created and operate with a clear racial equity purpose.	2021-2022 ** indicates top priorities	Director of Curriculum & Instruction
Developing independent learners Definitions and how will we know? This should be an aspect of the statement “develop & implement a framework...” How about a collective learning community?		?
What is the role of distance learning as we move forward? Systems and structures/technology needs to support teachers/others in distance learning Build upon lessons learned from personalized learning	*2021-2023	Principals and Digital Learning Team
Develop and implement a framework for teaching and learning anti-racist education (ex. Develop a curriculum framework for one or more unit and lessons in each curricular subject or grade that models and empowers antiracist learning). PD needs to make this happen across SLP Don't like this - creating anti-racist lessons is not systemic work. We should be focusing on transformational change in our content areas - work that our curriculum and instructional reviews are already doing (ie. math)	****2021-2024 - Why so long? (1)	Design Teams Consulting Teams Department Leads Racial Equity Instructional Coaches Teaching and Learning
Defining terms in plain language for staff and students - PD and	87	Design Teams and Consulting Teams

<p>performance coaching to ensure the definitions are operationalized in day to day work.</p> <p>Develop working definitions and the CAPACITY for staff to work with complex ideas</p>		
<p>Address the complacency and mindset of teachers (staff)(paras included) - teacher evaluation and development - shared accountability</p> <p>A shared, clear vision or framework for what we expect of all teachers</p> <p>Perhaps here, or perhaps somewhere else: alignment of the evaluation process between coaches and principals would be important.</p> <p>Add Principal development and evaluation</p> <p>How is all staff developed in a strength based way? Who do want staff to aspire to be? (complacency and mindset) - What do want them to be instead of complacent?</p> <p>What are clear expectations for Paras? Training for how staff work with other staff? Co-teaching? Co-leading? Co-prepping?</p> <p>How can this become a collaborative process, to truly improve practice? Then scale/categorize outcomes to help inform and prioritize our PD.</p>	<p>****2021-2025 (2)</p>	<p>Teaching and Learning Human Resources Principals PAT</p>
<p>Clarify E-12 feedback, conferencing, and progress reporting.</p> <p>For whom? By Whom?</p>		<p>Principals?</p>
<p>Identification of essential standards and PD to embed the standards into instruction for students</p>		
<p>Engaging, sustaining, and deepening the work of CARE teams</p>	<p>**2021-2025 (3)</p>	<p>Teaching and Learning Principals Coordinators Racial Equity Instructional Coaches</p>
<p>Identify practices that we will no longer do</p>		<p>Principals Design Teams</p>
<p>Align professional development with structures that strengthen racial equity transformation and culturally relevant pedagogy.</p>		<p>Teaching and Learning</p>



Empower <u>children to be collaborators</u> in achieving our strategic plan Need a survey tool to gather student input and then review plan to incorporate into each person's work in SLP Prioritize students as teachers		Teaching and Learning
Create a fair and equitable process for new class creation. <ul style="list-style-type: none"> <li>- Where is student voice in the process?</li> <li>- What's the best timeline to propose and get approved new classes?</li> </ul>		Secondary Principals Students Teaching and Learning
Evaluate current course catalog/offerings - does it align with our new mission statement?		Secondary Principals
Focus resources/investments with antiracist goals Where we spend money as a district needs to align with our values		
Use the student-led primary research from summer 2020 as an opportunity to drive change in this category ...		Teaching and Learning

## Equity Development

We will acknowledge and account for past and current inequities, and provide all stakeholders, particularly those most impacted by racial inequities, the **infrastructure** needed to achieve our mission.

<b>ACTIONS</b> What needs to be achieved in each Area of Focus for the District to achieve racial equity transformation in this Area of Focus? (Please insert a new row for each Action by right clicking + insert new row)	<b>TIMELINE</b> Timeline to complete the action	<b>ACCOUNTABILITY</b> Who is responsible for what?
Example: Multiple opportunities are developed for Parents/Guardians to participate in racial equity and antiracist learning. <b>Need systems and structures to engage community</b>	2021-2022	District Administration (multiple departments)
Racial Equity <b>training</b> for all staff - layers for growth and continuing in-depth learning; for all employee groups. <b>This included White staff as well.</b>	2021-22	District level/building leaders/supervisors
<b>Professional Development</b> specifically for staff of color <b>Differentiated and not one size (color) fits all</b> <b>There does need to be something differentiated</b>		District level
Provide educational Equity <b>development</b> (opportunities) for all stakeholders; Including volunteers in district racial equity <b>training and development!!</b>  <b>Extend equity coaching beyond instructional staff</b>		District level/building leaders/supervisors
Require racial equity <b>training</b> for all volunteers/committee members. Method: build racial equity into the system <b>intentional, with scope/sequence and accountability across all grade levels in the district.</b>		District level (and program/building supervisors)
<b>Affinity spaces</b> for all staff of color <b>and for students of color!!</b>		District level/building leaders/supervisors
Those most impacted: black and brown children. What can we	90	

do to acknowledge and account for?		
Include multiculturalism at all schools into the curriculum for students Why Multiculturalism and not cultural relevance or other?		Teaching and Learning
Build racial equity consciousness into each meeting and each space; a protocol for each gathering.		District level/building leaders/supervisors; Communications - included in every piece of material
Provide a framework for weekly reflection on equity, teaching, and the work that we each do		
Keep focus on students and less on adults. All SLP employees are responsible for the equity work. Cannot opt out...		

## Family and Community Engagement

We will collaborate with our families and communities in an authentic manner to learn from and build collective ownership and accountability to achieve our mission.

<b>ACTIONS</b> What needs to be achieved in each Area of Focus for the District to achieve racial equity transformation in this Area of Focus? (Please insert a new row for each Action by right clicking + insert new row)	<b>TIMELINE</b> Timeline to complete the action  What are we going to prioritize?	<b>ACCOUNTABILITY</b> Who is responsible for what?
All District communications are provided in English, Spanish & Somali.  <b>When we say all, do we mean ALL?</b>  Audit of communication tools....Constant Contact, about 50% open rate  <i>Question: Are there guidelines requiring that communications be provided in languages other than English triggered by % of student population, etc.?</i>		Communications & Community Relations
Expand options for before/after school enrichment for BIPOC, through targeted services, community education and financial support from the city of SLP. <b>Improve core instruction (TIER 1) so that less enrichment is needed. "Whose enrichment is already built into the regular school day"</b>		
Ensure that PTO groups communicate effectively and strive for inclusivity and diverse representation by prioritizing translation/interpreting (PEEK at the High School)		Building leadership/admin, PTO leadership & SLP families
Involvement of family Liaisons (communication) *Intentionality  Promote availability of the role/highlight who is in the role and creative ways to work with family liaisons/etc.	92	

How is role funded? Is there a strategic plan in place for the role? What are the deliverables to the funding source(s)?		
Increase the number of family liaisons  <i>Question ... is there a way to connect # of students to # of family liaisons/culturally competent liaisons; create a requirement?</i>		
Place value on families as a child's first teacher-begin each year with a partnership visit-hear families hopes and dreams		Teachers and building leadership
New Virtual Family Nights (Open House) How can reach all families.		Building Leadership & Admin
Expand our BIPOC teachers and staff by mentoring/creating financial support for Teacher/Para training reaching out to BIPOC families in our community		Human Resources, district admin/leadership
Provide training to teachers/staff about utilizing the "language line" to communicate with ML families		ML Teachers, ML Design Team
Create community schools or at a minimum create community spaces within schools.		
Offer multiple pathways to engagement-including staff having a presence in the community.		Building leadership/school staff
Recruit BIPOC staff to teach ECCE classes and in the Early Learning program		Human Resources, Community Education, Community Stakeholders
Include volunteers and substitute teachers/staff in district racial equity development		District/Cabinet, Human Resources, Patrick D.?
Support the work of/partner in the community-led cradle to career partnership; sync with Community Schools work		District leadership, school leadership, Patrice Howard, Silvy Lafayette
Create and expand engagement opportunities by affinity-Bring it Home		Freida Bailey, Sara Thompson, Silvy, Kari S.
Continue the ECCE model of engagement into elementary schools-monthly parent meetings talk about development, current learning and how families can support at home, as well as create	93	Building leadership/school staff

space for families to be in community.		
Create and expand engagement opportunities like Hope Speaks		
Provide PD to staff about effective/best practices for creating and maintaining powerful partnerships with families & community		Teaching and Learning Team, Equity Coaches, PD Coordinators
Expand access to equity coaches beyond instructional staff. Access to, or better yet, expect/ require non-instructional staff to have an equity coach??		
Transportation ... look at equity issues for participation in out-of-school time activities; need to prioritize a resolution		
Is there something specific to learning and should there be? I.e., families understand what learning opportunities are available for their children? How can families learn about things like PYP, etc.?  What do we want communities/families to be engaged around? Should it include learning/in-class time?		
Big concern is our communication outreach/connecting with families. A 50% rate is not acceptable. What can we do to determine best mode(s) of communication? Intent is good but there isn't a "one size fits all" approach. What multiple pathways can we create?		
Identify and Create opportunities for family ambassadors to help deepen the work in their local communities around equity and antiracism. - Like this especially for racialized groups, MLL and out of district families		
Reimagine how and when we initiate contact with parents.		
Reimagine parent / teacher conferences - eliminate the passive opportunities for parents to seek out a system that is not necessarily friendly towards them. MS - student-led conferences in fall with advisory teacher; was well received by families and MS will do spring conferences in a similar model ---??? How are families that are not "attending" being reached?	94	

Take forward practices developed during distance learning/pandemic that increased or deepened engagement		
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