

INDEPENDENT SCHOOL DISTRICT NO. 283

6311 Wayzata Blvd
St. Louis Park, Minnesota
Wednesday, November 9, 2022 6:30 PM
St. Louis Park High School Room 350C
6425 W 33rd St
St Louis Park, Minnesota 55426

AGENDA

1. **CALL TO ORDER**
2. **LAND ACKNOWLEDGEMENT**
3. **APPROVAL OF AGENDA**
4. **SUPERINTENDENT'S REPORT**
5. **DISCUSSION ITEMS**
 - A. **Design Team Update: Social Studies** 2
 - B. **Policy Development - First Reading of Policies 413 Harassment and Violence, 424 Employee Internet and Technology Responsible Use, 524 Student Internet and Technology Responsible Use** %\$
6. **COMMUNICATIONS AND TRANSMITTALS**
7. **ADJOURNMENT**

November 9, 2022

Social Studies Program Review Update

Curriculum & Instructional Program Development Timeline

2019-2022

Mathematics
Gifted/Talented
World Languages

2020-2023

Science
Language Arts & Literacy
Multilingual Learning

2021-2024

Social Studies
Phy Ed /Health
Progress Reporting

2022-2025

Music
International Baccalaureate
Student Services

2023-2026

Career/Tech.Ed.
Summer School
Special Education

2024-2027

Media
Digital Learning
Art/Design

2025-2028

BARR
Advanced Placement
Immersion

2026-2029

Mathematics
Talent Development
**World Languages &
Cultures**



Personal, Local, Immediate -
Keep a Spotlight on Race -

Gather Multiple Perspectives -
Establish Parameters -

Establish A Racial Equity
Transformation Plan -

**PHASE I:
LOOKING INWARD**
KNOW THYSELF

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

**PHASE II:
LOOKING AROUND**
*DISTINGUISH KNOWLEDGE FROM
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum)
- Engage in Courageous Conversation

**PHASE III:
LOOKING OUTWARD**
BUILD FOR ETERNITY

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation





Social Studies Design Team - Racial Equity Purpose Statement

Our Racial Equity purpose is to co-create anti-racist communities of belonging where students are seen, heard, and valued through curriculum that empowers them to evaluate and critique systems of oppression.

Know Thyself: Phase I Review

- **Team Building** – Shared teaching philosophies, why’s for being on the team, racial autobiographies
- **Data Analysis** – Worked with Dr. Silvy Lafayette to analyze data pertaining to Social Studies education and general demographic information about SLP.
- **Engaging Community** – Presented our Racial Equity Purpose Statement to the School Board
- **Centering Student Voice** – Student circle focusing on student experiences in social studies E-12
- **Centering Teacher Voice** – February 2022 survey
- **Deepening Our Understanding of the political landscape of Social Studies Ed.**
–Meet with school leaders to discuss
- **Summer Work:** Extensive review of standards (State & Learning for Justice) & half day retreat with Dr. Duffy





Consulting Day - Overview

- Review of Phase I
- Student voices
- Breakout with students
- Standards dive
- Reimagining with site-based teams



Phase 2: “Looking Around”



Deepen understanding of best practices in Social Studies



Connect Dr. Gholdy Muhammad’s Work with Identity and the Learning for Justice Standards



Map Out Potential E-12 Scope and Sequence - Determine Criteria to Look at Curricula



Learning for Justice Standards

Create Opportunities for Continued Student and Community Input



St. Louis Park
Public Schools

November 9, 2022

Questions or Comments?

INDEPENDENT SCHOOL DISTRICT 283

SECTION/FILE 413 DATE OF ADOPTION 5/24/82
AFFIRMED/REVISED 6/12/06; 2/11/08;
11/8/10; 10/10/16; 3/12/18; 09/24/18; 09/09/19;
11/23/20

TITLE Harassment and Violence

I. PURPOSE

The purpose of this policy is to help create a safe and nurturing environment that energizes the spirit of students and employees and to maintain a learning and working environment that is free from harassment and violence on the basis of an individual's actual or perceived Protected Class, which include: race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, and gender expression, or disability.

Commented [1]: ??

II. GENERAL STATEMENT OF POLICY

St. Louis Park Public Schools is committed to ensuring that the District's learning and working environment that is free from harassment and violence on the basis of an individual's protected class, including race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity, gender expression, or disability. St. Louis Park Public Schools prohibits any form of harassment or violence on the basis of actual or perceived Protected Class. Every school district employee and student is expected to adhere to the District Mission and Core Values.

Commented [2]: Shorten this and put policy sections below definitions

Commented [3R3]: Also add a section on supporting person(s) harmed

Commented [4]: New language

Commented [5]: New language

Commented [6]: New language (changed from "the school district")

Commented [7]: New language

Commented [8]: This sentence was pulled from another section. If we want to keep it, it probably fits best here.

A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity, and gender expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity, and gender expression, or disability.

Commented [9]: Moved up to general statement, with a few minor edits

B. Every school district employee and student is expected to adhere to the District Mission and Core Values. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other

school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and expression, or disability.

~~D.B.~~ The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of ~~unwelcome conduct~~ physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' actual or perceived race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "~~Protected Class~~" or "~~Protected Classifications~~" means race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and gender expression, or disability. Definitions of these include:; Definitions

Commented [10]: Not totally sold on this change, but would like to discuss it with the group

Commented [11]: This section does not include definitions of the following protected classifications: race, color, creed, religion, age. Are we open to adding these definitions?

1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. _____ is regarded as having such an impairment.

~~e-~~ This includes students with an IFSP, IEP, and students who qualify for special education and related aids and services under Section 504 of the Rehabilitation Act
 2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. _____ the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian.

~~b-~~ The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” refers to the physical differences between people who are male, female, or intersex. The protections afforded against harassment on the basis of sex apply to~~includes, but are~~ not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. ~~“Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.~~
 7. a person's identity in relation to the gender or genders to which they are sexually attracted.
- ~~Gender identity and expression means having or being perceived as having a self image or identity not traditionally associated with one’s biological maleness or femaleness.~~

Commented [12]: Note - this language comes directly from MN Stat 363A.03 subd 42

Commented [13]: This whole definition needs to change

Commented [14]: I don't understand why this is included in this definition.

Commented [15]: This tracks with the definitions in our Gender Inclusion policy

8. “Gender Expression” means the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

9. “Gender Identity” means a person’s deeply held sense or knowledge of one’s own gender, regardless of one’s the sex assigned at birth.

8.

9.10. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; ~~Definition~~

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual’s employment or educational status;

- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sex or sexual orientation, gender identity and expression.

G. Sexual Violence: ~~Definition~~

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence: ~~Definition~~

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and expression, or disability.

IV. HARASSMENT AND VIOLENCE PROHIBITED

- A. Any student or school district employee who is harassed, discriminated against, or subject to violence (including threatened or attempted violence) by other student(s) or school district employee(s) based on that student or employee's actual or perceived Protected Class may file a complaint as described in section V below.
- B. For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.
- C. St. Louis Park Public Schools will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's actual or perceived Protected Class, and will act to discipline or take appropriate action

against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

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