



Expect  
**More.**

# District Curriculum Advisory Council

12/9/24

# Pony Community Commitments

*As an individual working, serving and interacting within the Stillwater Area Public Schools, we commit to always:*

- Foster a culture of belonging
- Use your voice for good and listen with empathy
- Demonstrate respect for all
- Have high expectations and seek feedback with openness and curiosity
- Embrace new ideas which improve our students' experiences




Expect  
**More.**



# COMMUNITY ENGAGEMENT

## Public Participation Model for the Stillwater Area Public Schools

Our learning community is committed to building positive relationships, and engaging with our stakeholders is an essential part of our mission. The school board has adopted a Community Engagement Model to guide its work. While we will most often consult and involve, different decisions will fall within different areas of this spectrum. This model allows the district to clearly define community engagement for large-scale decisions.

	Increasing Level of Community Impact 				
	Inform	Consult	Involve	Collaborate	Empower
Our Goal	To provide our community members with information related to our schools and our district	To gather public feedback on school and district issues	To work with our community members to ensure their concerns and desires are understood and considered	To partner with our community members in developing options and identifying preferred solutions	To place final decision-making in the hands of our community members
Our Promise	We will keep our stakeholders informed	We will listen and acknowledge our stakeholders' concerns, and consider their new ideas	We will work with stakeholders to reflect their feedback in decision-making	We will seek advice, and incorporate ideas, from our stakeholders into the decision-making process to the maximum extent possible	We will implement decisions made by our stakeholders
Our Methods (examples)	<ul style="list-style-type: none"> <li>District and school newsletters</li> <li>Factsheets and brochures</li> <li>Websites</li> <li>Social media</li> <li>Open houses</li> </ul>	<ul style="list-style-type: none"> <li>Listening sessions</li> <li>Public forums</li> <li>Community leader forums</li> <li>Surveys and focus groups</li> <li>Public meetings</li> </ul>	<ul style="list-style-type: none"> <li>Community Conversations</li> <li>Deliberative polling</li> <li>Cross-district teams</li> </ul>	<ul style="list-style-type: none"> <li>Taskforce</li> </ul>	<ul style="list-style-type: none"> <li>Referendums/ elections</li> </ul>

# Agenda

- Reminder of our Collective Purpose
- Literacy Adoption Committee Update
- Identity Harm Protocol Implementation



Expect  
**More.**



# Literacy Curriculum Adoption Committee Update

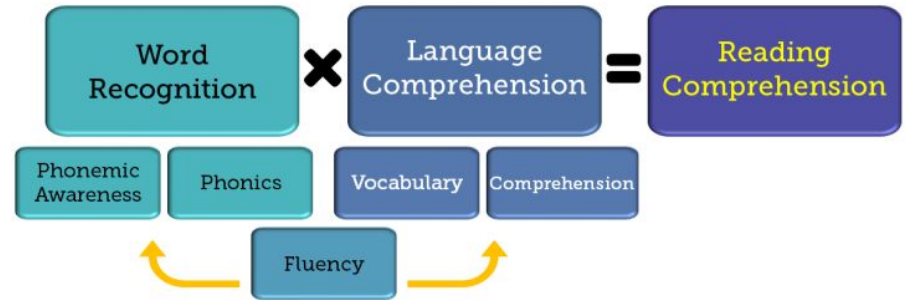
Expect  
**More.**

# Why are we adopting new Literacy Curricula?

A district or charter school must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.

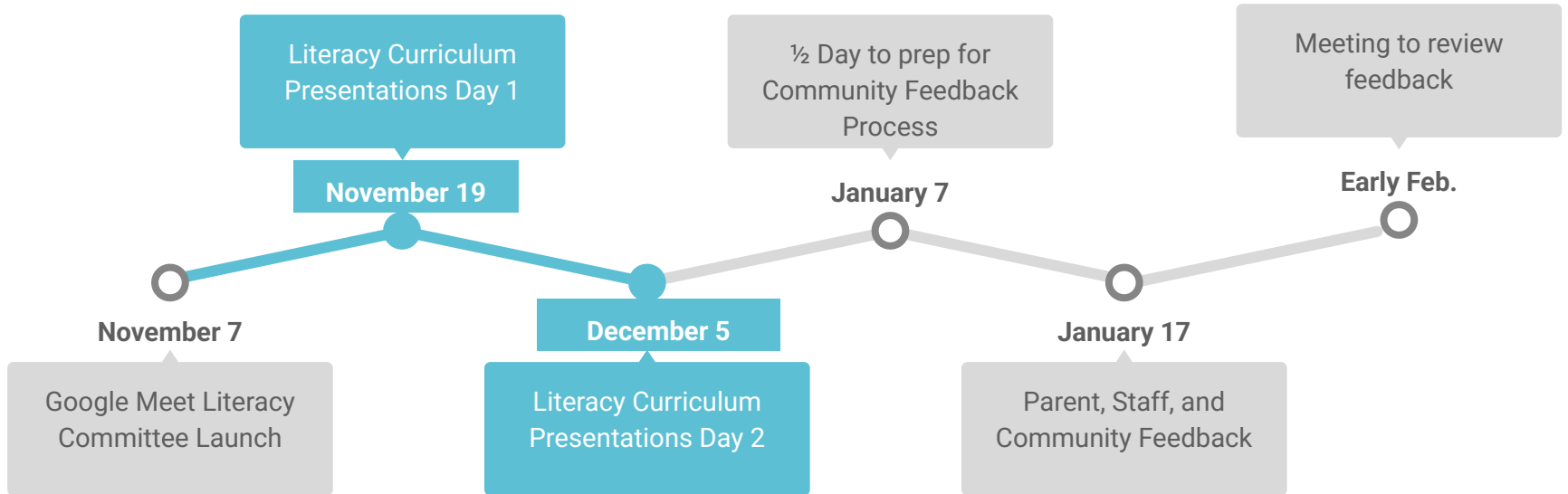
*Minnesota Statutes 2023, section 120B.1118; subdivision 4.*

- Evidence-based literacy instruction is “explicit, systematic, and culturally responsive. It includes phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the **three-cueing system.**”



Expect  
**More.**

# Timeline



# MDE Approved Curricula Being Considered

Foundational Skills K-2	Knowledge Building k-2
UFLI	Wit and Wisdom
Benchmark Advanced Phonics	Benchmark Advanced
<del>Open Up EL Phonics</del>	<del>Open Up EL</del>
Magnetic Reading	
Functional Phonics	
Foundational Skills 3-5	Knowledge Building 3-5
Functional Morphology	Wit and Wisdom
<del>Benchmark Advanced on it's own</del>	Benchmark Advanced
	<del>Open Up EL</del>



# Open House for Curriculum Viewing and Feedback

January 17, 2025

8 a.m. - 3 p.m.

Oak Park Learning Center, 6355 Osman Ave North, Stillwater, MN 55082

Feedback given on this day will be taken to the next meeting with the literacy committee and will be considered in our final decision on board recommendations



Expect  
**More.**



# Questions



Expect  
**More.**

# Identity Harm Protocol 101



# identity noun

iden·ti·ty ī-'den-tē-tē ə-, -'de-nə-

**plural identities**

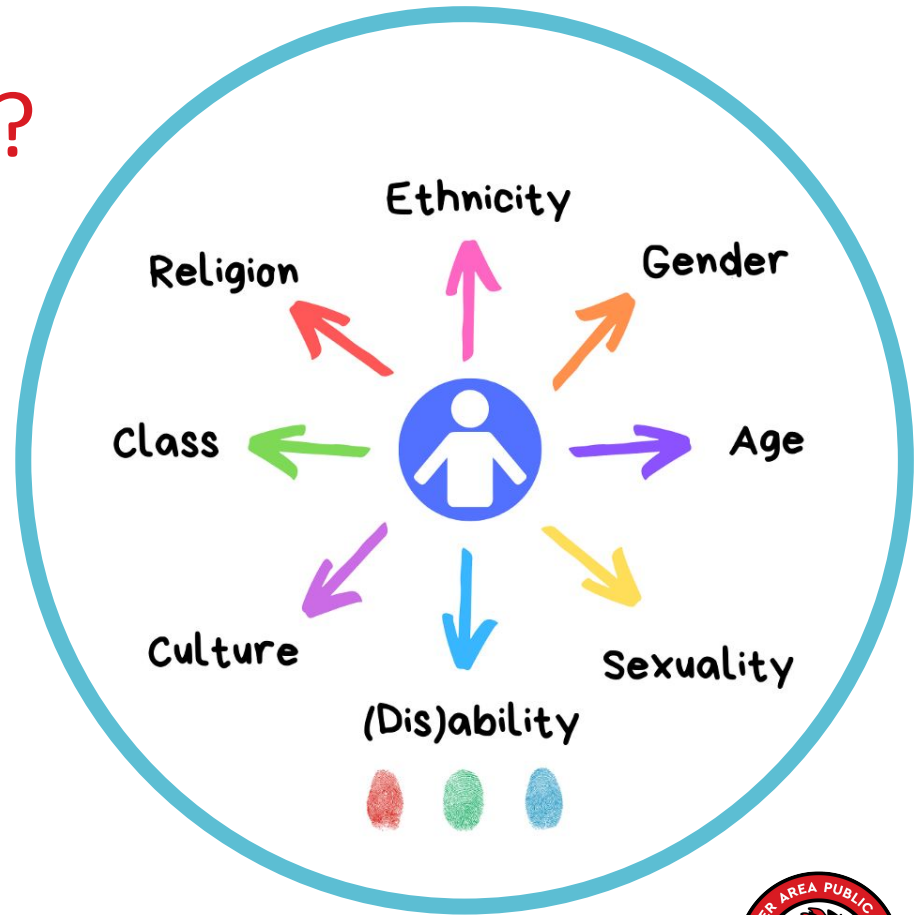
[Synonyms of \*identity\*](#) >

- a** : the distinguishing character or personality of an individual
- b** : the relation established by psychological **identification**



# What Is Identity Harm?

**Identity-Based Harm** happens whenever a person targets another person or group of people based on any aspect of their identity

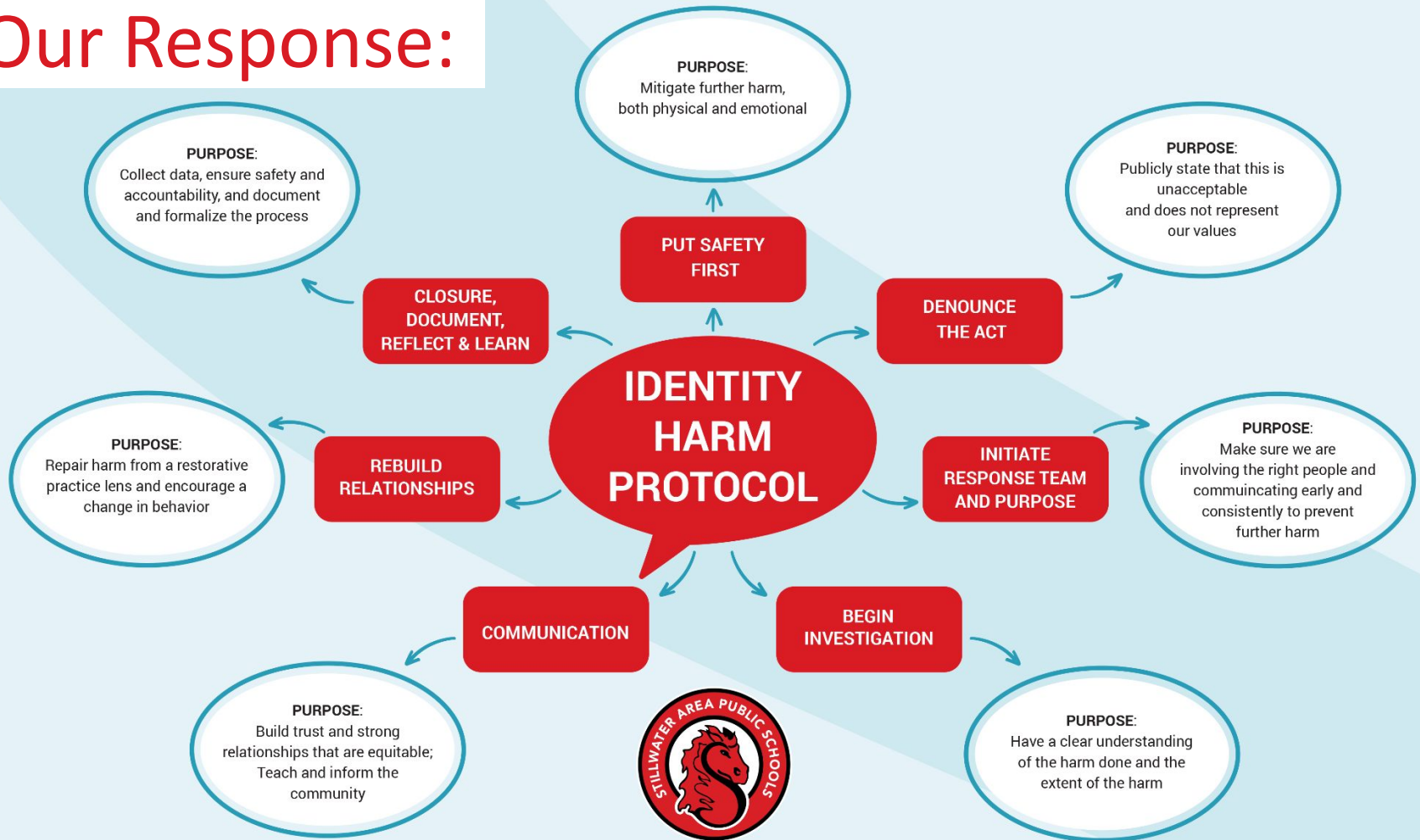


# Real Life Examples of Identity Harm

Definition		Examples
<p><b>TIER 1</b></p> <p>Classroom Managed</p>	<ul style="list-style-type: none"> <li>• Face to face interaction</li> <li>• First time incident with or without intent to harm</li> <li>• Little to no community impact</li> </ul>	<p>Identity based:</p> <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Derogatory comments or gestures</li> <li>• Excluding a student based on identity</li> <li>• Damaging a person's belongings</li> </ul>
<p><b>TIER 2</b></p>	<ul style="list-style-type: none"> <li>• Repeated behavior or pattern of behavior</li> <li>• Willful behavior</li> <li>• Intent to cause harm</li> <li>• Impacts a number of students</li> <li>• Some community impact</li> </ul>	<p>Identity based:</p> <ul style="list-style-type: none"> <li>• Pushing/shoving</li> <li>• Name-calling</li> <li>• Derogatory comments or gestures on social media</li> <li>• Starting/spreading of rumors (in-person and/or online)</li> </ul>
<p><b>TIER 3</b></p>	<ul style="list-style-type: none"> <li>• Abusive behavior</li> <li>• Willful behavior</li> <li>• Intent to cause harm</li> <li>• Impacts a large number of students</li> <li>• significant impact on the greater community</li> <li>• Pervasive - occurs in multiple environments</li> <li>• Multi-faceted forms of bullying and abusive behavior</li> </ul>	<p>Identity based:</p> <ul style="list-style-type: none"> <li>• Fighting or assault</li> <li>• Harassment in multiple environments</li> <li>• Pulling a Muslim girl's hijab off</li> <li>• Threats of harm or violence</li> <li>• Name calling at sporting events</li> </ul>



# Our Response:





# Questions