

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA HIGH SCHOOL, GLASS CLASSROOM
38175 GRAND AVE
NORTH BRANCH, MN 55056
SCHOOL BOARD WORK SESSION
APRIL 25, 2024
5:30 PM**

AGENDA

- I. Call to Order
- II. Roll Call
- III. Pledge of Allegiance
- IV. Superintendent's Report 2
- V. Work Session Topics
 - A. School Spotlight - North Branch Area High School 12
 - B. School Spotlight - Norse Area Learning Center and Distance Learning Academy 21
 - C. Policy 524 - Internet Acceptable Use and Safety Policy (Annual Review, MSBA changes) 33
- VI. Adjournment

Superintendent Update

April 25, 2024

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At the forefront of educational excellence



WHAT WE INTEND TO CREATE

*Inspire dreams,
build integrity and
instill hope*

3

in our students, our staff, our families and our communities.

OUR PURPOSE

Partner with students, staff, families and communities
to challenge all students
to achieve their greatest potential and
become informed and engaged citizens.

Viking Spotlight: Students of Excellence Recognition Event



Congratulations Grace Larson, Julia Munchow, Everett Thomsen, and Keng Lor



The Ripple Effect of Appreciation

As part of the district's Wellness initiatives, the Wellness Committee recently unveiled the "See your impact, feel your impact" staff appreciation form on social media:

NBAPS alumni and current families- we want to hear from you! Most of us can look back on our time in school and identify one or more staff members that had a positive influence on us, or helped us find our way in the world. If you or your child have had such an experience at North Branch Area Public Schools we'd love to hear about it. [Tell us about it](#) and we will pass it along to that special person.



Effective Fiscal management leads to bond rating improvement



Grow Our Own Progress

Licensure Area	Stage	Participants	Grant Funding Support
Early Childhood- Grade 3 Licensure	Fall Implementation	Partnership with Childcare Aware, MN 3 Apprentices 2 Pre-Apprentices 3 Journey Teachers	Yes
Elementary Licensure	Planning	Partnership with St. Thomas University, St. Paul Public Schools Capacity building grant in preparation for Fall 2025 launch	Yes 7
Secondary Math Licensure	Planning	Partnership with Concordia St. Paul Pre-Apprenticeship Opportunities in Fall connected to Student Teaching in Spring	No
K-12 SPED- ABS Licensure	Design/Fall Implementation	Partnership with Mankato State University 4 Potential NBAPS Apprentices 4 Journey Teachers	No (Grant submitted)
SPED- Tier 3-4 Licensure	Fall implementation	Opportunity through Resource Training and Solutions 3 Tier 1 NBAPS SPED Teachers funded through grant to get Tier 3-4 Licensure- SPED Pipeline Grant	Yes
SPED- PASS- IT Licensure	Fall implementation	Opportunity through Mankato State University Current Tier 3-4 teachers interested in adding SPED Licensure; Mankato State Program- 2 NBAPS Applicants	No (Waiting on grant announcement)

North Branch Area Chamber of Commerce presents....

21+ EVENT
Back to the 80s

NORTH BRANCH AREA CHAMBER OF COMMERCE & **County Market**
Present

S-P-R-I-N-G Fling

A THEMED FUNDRAISER FOR THE NORTH BRANCH AREA CHAMBER OF COMMERCE

DOORS OPEN 5 PM | LOCAL RADIO DJ | NORTH BRANCH OUTLET MALL
04.25.24 | FORMERLY GAP OUTLET STORE

FOOD & WINE - TASTINGS - GAMES - RAFFLES

\$25 EARLY BIRD TICKETS \$30 AT THE DOOR

FOR TICKETS, scan QR CODE below, or VISIT: www.nbspringfling.com

THIS EVENT IS OPEN TO BUSINESSES AND THE GENERAL PUBLIC. PARTICIPANTS AND SPONSORS WILL ENJOY A CASUAL, HIGH-QUALITY EVENT DESIGNED FOR COMMUNITY MEMBERS TO MINGLE WITH AREA BUSINESSES & VENDORS.

DRESS in your best 80s themed outfit!
Admission by ticket only.

SCAN FOR TICKETS

\$ BRING CASH

Designer Purse and Yeti Bingo



- The North Branch Area Education Foundation is hosting Designer Purse and Yeti Bingo on April 28 at Lent Town Hall.
 - Doors open at noon, sales open at 1 pm, and Bingo at 2 pm.
 - Proceeds go to enhancing opportunities for students at NBAPS!

DESIGNER PURSE AND YETI®

B I N G O

YOUR CHOICE: PURSE, YETI, CASH, OR COMBO!

Sunday April 28th, 2024 Lent Townhall - Stacy, MN

- Package Sales Only
- 11 Games
- \$30/\$45 Packages
- Must go Coverall for Cash up to \$1,000!
- The Fuse will be hosting a Cash Bar & Snacks for Purchase

Doors Open AT 12:00pm
Sales Open AT 1:00pm
Bingo Starts AT 2:00pm

Cash Only Event!
Saving Seats IS Allowed

MK MICHAEL KORS **kate spade** NEW YORK **YETI** **COACH**

Fundraiser proceeds go to support our Mission: Dedicated to enhancing opportunities to achieve excellence for students in the North Branch Area Public School District ISD #138

NBAEF
NORTH BRANCH AREA EDUCATION FOUNDATION
DEDICATED TO EDUCATIONAL EXCELLENCE SINCE 2008

Community Service Day - May 23



- NBAPS annual Community Service Day is scheduled for Thursday, May 23.
 - Staff and students will be out in our communities performing a wide variety of community service projects. 10
 - If you have a family member, friend, or neighbor who could use a little help with spring chores due to age or illness, or know of other service project ideas, please contact Pat Tepoorten at 651-674-1018 or ptepoorten@isd138.org.





Spotlight Presentation: North Branch Area High School

12

April 2024

Choice Not Chance 23-24



UPDATE: LIFE SKILLS GOAL

Student full day (daily) attendance rate will be 90% or higher.

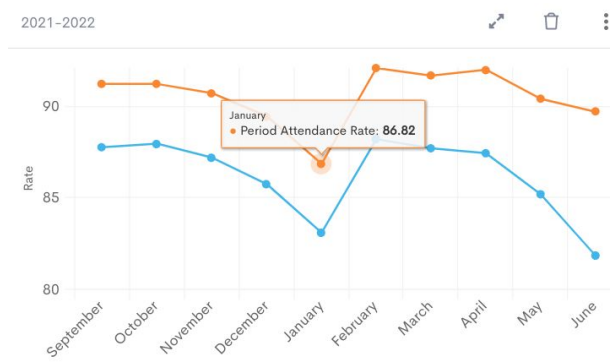
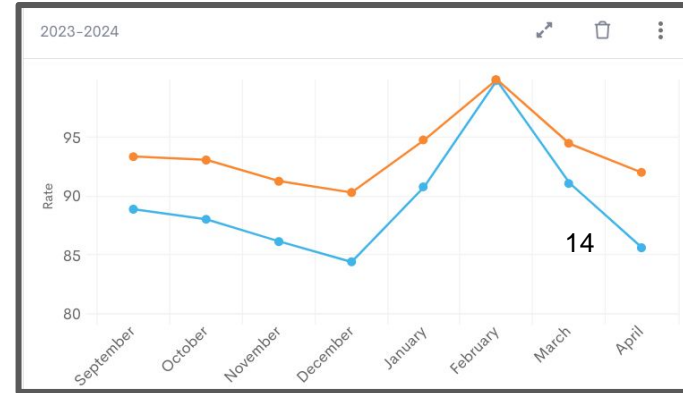


Daily Attendance Rate

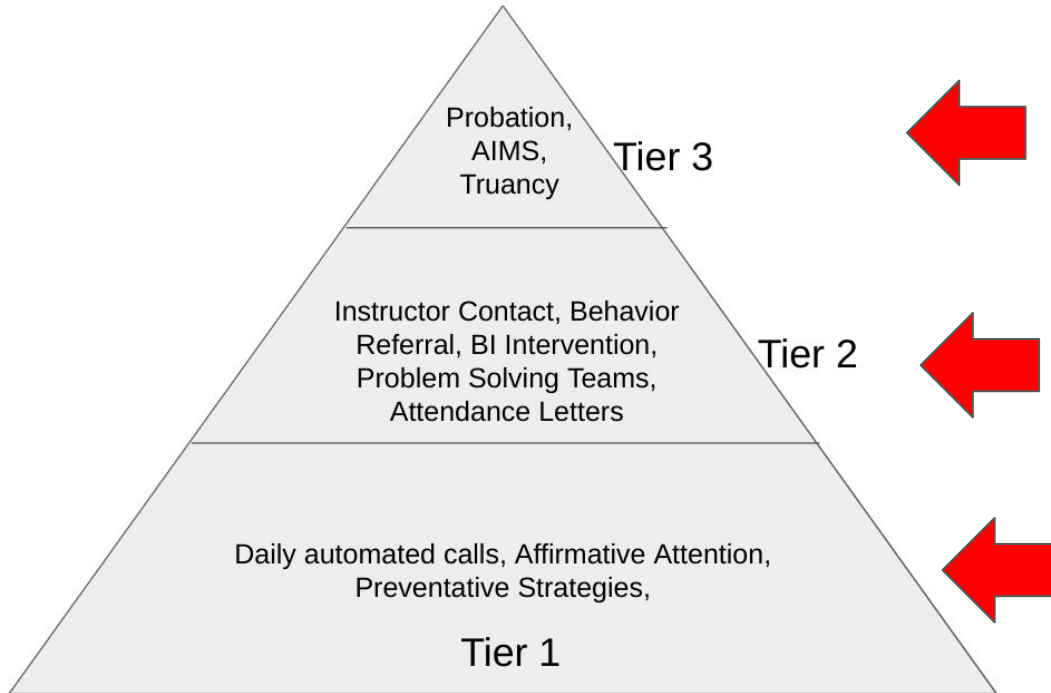
- The number of students in attendance for a full day
- full day attendance in 50% or more attendance

Full Day Attendance
87.82
Current

Full Day Attendance
84.34
22-23 SY



What are we doing to support this goal?



118 of students referred
(10+ days unexcused)

- Additional Behavior Intervention position added ¹⁵
- Professional Development on family communications

2 office messages go out each day
Professional development with staff:

- Affirmative Attention
- Preventative Strategies

UPDATE: ACADEMIC GOAL



80% of grades for NBAHS will be a C- or above in all content areas throughout the school year; students who fall below benchmark will have access to tiered supports, students above benchmark are provided opportunities to accelerate learning.



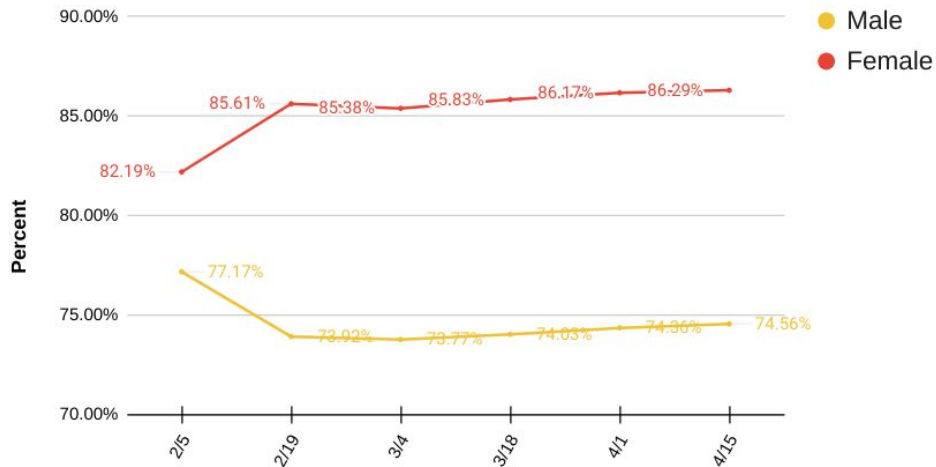
Academic Progress

2nd Semester 6/6/23
79.88%

1st Semester



Percent Passing Female/Male



- Male
- Female

Date	Percent C- or Above	C- or Above	Not C- or Above	Total Grades	9	10	11	12	Female	Male
9/25	80.62%	3678	1105	4562	82.41%	79.37%	80.26%	79.63%	84.08%	77.21%
10/9	80.04%	4127	1029	5156	80.92%	80.08%	78.19%	80.76%	84.98%	75.18%
10/23	78.84%	4188	1124	5312	80.95%	75.54%	76.94%	82.99%	83.86%	73.95%
11/6	77.78%	4123	1178	5301	81.33%	71.21%	77.94%	82.10%	82.86%	72.82%
11/20	77.76%	4108	1175	5283	80.96%	70.80%	80.24%	80.41%	83.47%	72.17%
12/4	77.95%	4105	1161	5266	79.98%	73.33%	78.87%	80.73%	84.32%	71.77%
12/18	77.30%	4070	1195	5265	79.47%	71.96%	78.50%	80.65%	83.55%	71.20%
1/3	76.82%	4046	1221	5267	77.90%	71.57%	78.86%	80.84%	83.16%	70.63%
1/9	76.99%	4058	1213	5271	76.10%	72.55%	79.00%	83.33%	83.82%	70.33%
Final	81.41%	4308	984	5292	80.89%	76.40%	82.80%	88.17%	87.20%	75.68%

2nd Semester

Date	Percent C- or Above	C- or Above	Not C- or Above	Total Grades	9	10	11	12	Female	Male
2/5	79.64%	2821	721	3542	85.12%	77.12%	72.25%	82.11%	82.19%	77.17%
2/19	79.74%	4187	1064	5251	81.19%	76.01%	81.98%	80.30%	85.61%	73.92%
3/4	79.79%	4177	1058	5235	81.22%	76.15%	81.98%	79.79%	85.38%	73.77%
3/18	79.91%	4165	1047	5212	81.72%	76.04%	81.98%	80.30%	85.83%	74.03%
4/1	80.23%	4152	1023	5175	81.85%	76.41%	82.82%	80.23%	86.17%	74.36%
4/15	80.39%	4144	1011	5155	81.85%	76.77%	83.04%	80.33%	86.29%	74.56%

Celebrating Academic Excellence



Current	9	10	11	12	Grand T
A	495	381	364	290	1530
A-	195	140	116	100	551
B	117	129	109	90	445
B-	96	92	74	53	315
B+	135	101	62	66	364
C	94	82	58	59	293
C-	76	86	57	36	255
C+	59	67	52	41	219

Access to college level classes continues to increase

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AND

Opportunities to “show what you know” in Career and Technical Education offerings are also increasing.

Academic Goal: What's Next?



- On March 5th each teacher was asked to make Tier 2 academic interventions for 6-7 students each. (127 total students)
 - 1:1 help with teacher
 - Teacher contact with home to update families on students progress and what is happening at school.
 - Content teacher connects with Flex Teacher for support during Flex.

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Skol Vikings!



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**Spotlight Presentation:
Norse ALC
Distance Learning Academy**

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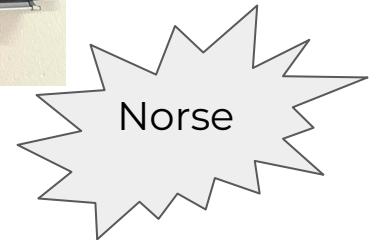
April 2024

Update- Norse Area Learning Center



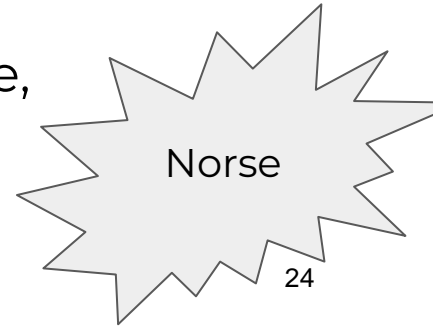
The Norse Experience

- The Norse ALC experience provides at-risk students with an environment that supports strong trusting relationships and a sense of belonging. With a mix of grade level, credit recovery and work based learning, all students work with an advisor to create their individualized Continuous Learning Plan (CLP) which provides a road map for each student with the destination being... Graduation



Norse UPDATE: LIFE SKILLS GOAL

Student attendance at Norse ALC for students enrolled on Oct 1, 2023 as measured by average daily attendance, will grow from an average of 68% to 80% or higher during the 2023-24 school year.



- The average daily attendance rate for Norse ALC students during Semester 1 is 62.18%
- In semester 2, the current average daily attendance rate for Norse ALC students is 58.5%.

NORSE UPDATE: ACADEMIC GOAL



100% of 12 and 12+ students who are enrolled at NORSE ALC by October 1, 2023 and have 12 or less courses remaining to earn a diploma will graduate by June 8, 2024. 100% of all remaining students at NORSE ALC will achieve and or exceed their individual grad plan goal (4,5,6,7 year plans) agreed upon with student, parent and advisor through their CLP goal by June 8, 2024.

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Semester 1

100% of Norse ALC 12 and 12+ students enrolled by Oct. 1 are on pace to earn their diploma

Of the remaining students, per their CLP plans, progress at the end of semester 1:

On Pace	47.9%
Slightly Off Pace	2.5%
Off Pace	39.6%

Semester 2 Progress

86% of Norse ALC 12 and 12+ students enrolled by Oct. 1 are on pace to earn their diploma

Of the remaining students, per their CLP plan, their progress as of April 12:

On Pace	37%
Slightly Off Pace	10%
Off Pace	53%

A starburst-shaped logo with the word "Norse" written inside in a bold, sans-serif font.

Norse

NORSE: Actions Steps to address academic progress and attendance



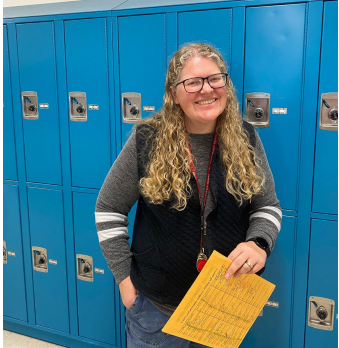
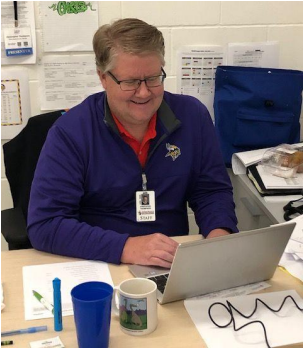
- Enhanced CLP Process
- Advisor/Advisee
- Promise Fellow Focus Students
- Speakers Corner
- Work Based Learning
- MAAP STARS
- Exposure opportunities (PTCC/ARCC/Ecumen, NBPD, Wyoming Machine, National Guard, Chisago County, Twins game)



Distance Learning Academy



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The DLA Experience

- DLA offers students a flexible academic program to meet a variety of needs.
- DLA Seminar - designed as individualized check in and support.
- Academic support sessions provided to students demonstrating a need for support.
- TruMotivate Pilot - aimed at DLA seniors to help position them for college or career readiness.
- Career Exploration and Work based-learning guide students toward practical application skills.



DLA UPDATE: LIFE SKILLS GOAL



By the June of 2024, 90% of the students will have met or exceeded 90% daily attendance during the 2023-2024 school year.

29

A light gray, multi-pointed starburst shape with a black outline, containing the text "DLA" in a simple, black, sans-serif font.

DLA

The average attendance rate for Semester 1 was 74%.

Semester 2 current attendance is 76.75%

DLA UPDATE: ACADEMIC GOAL



80% of all grades for DLA will be at or above a C- in all courses throughout the year.

30



- 71.81% of all grades were above a C- in all DLA courses 6-12.
- 48% of all grades are C- or above in all 6-12 DLA courses.

DLA: Actions steps to address academic progress and attendance



- Academic Support Sessions
 - New as of Semester 2
 - Academic contracts were put in place to provide greater structure
 - 38 DLA students were assigned to attend academic support⁸ sessions; 10 students attended a total of 77 sessions.
- Continued communication efforts
 - Weekly progress reports
 - In person planning meetings with students and parents.
- TruMotivate - required of all FT DLA seniors

Skol Vikings!





NBAPS School Board Work Session

April 25, 2024

Student Cell Phone Use





Pros and cons of cellphones in our schools, the workplace and community

NBAPS

Strategic Planning Advisory Committee Meeting

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- **Cell phone use in the Workplace**

- + Increase flexibility and accessibility
- Distractions and decreased face-to-face communications

- **Cell phone use in the broader Community**

- + Increased access to fitness, connectivity for learning and creativity, keeping up with people on social media apps
- Social isolation, sleep disruption, distracted while driving, constant notifications, social media comparisons

- **Cell phone use in Schools**

Students in attendance recommended getting broader perspective from students if we want to understand the impact of cell phones in schools.





The Driving Concern: Why We Should Care





Model Minnesota School Board Policy 524: Updated

XV. CELL PHONE USE

1. **Students are prohibited** from using **cell phones** and other **electronic communication devices during the instructional day**. Students also are **prohibited** from using a cell phone or other electronic communication device **to engage in conduct prohibited** by school district policies including, but not limited to, **cheating, bullying, harassment, and malicious and sadistic conduct**.
2. If the school district has a **reasonable suspicion** that a student has **violated a school policy, rule, or law by use of a cell phone** or other electronic communication device, the **school district may search the device**. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, **a student's cell phone or electronic communication device may be confiscated by the school district** and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]





North Branch Area Public School Board Policy 524



- Currently no reference to cell phones in NBAPS Policy
- Current NBAPS policy is consistent with MSBA Model Policy
- The Legislature is currently discussing cell phones and what should be expected at at the policy level





Current Building Procedures



NBAPS **allows** the use of personal technology devices such as laptops, tablets, e-readers, **cell phones**, and **smart phones in school**. Electronic devices provide a tremendous educational opportunity to use in learning essential skills like collaboration, innovation and decision making. With the use of electronic devices comes added responsibility and **users are expected to be good digital citizens** through the use of such devices. As with all personal items, individuals assume full responsibility for devices brought to school. The use of the school district system is at the individual's own risk. Access to these systems through individually owned devices will be allowed through the wireless network available within the buildings only. Specific software or program requirements are the responsibility of the individual and not the school district. While in school, students are expected to follow these guidelines:

- **Use of personally owned digital devices** in the classroom will be at the **discretion of the classroom teacher or supervisor**.
- Individuals are encouraged to ensure that device(s) are fully charged at the start of the school day.
- NBAPS will not be held responsible for any physical damage, loss or theft of a personally owned digital device.
- Students may be permitted personal use of devices during non-class periods, lunch and during passing times.
- Unless otherwise specified, device ringers and audio must be muted.





Student Voice





North Branch Area Middle School

Student Voice Summary

Cell Phone Use for Emergencies and Communication:

- Most 8th graders reported keeping their phones for contacting parents or for emergencies.

Putting Phones Away During Class:

- Students generally understand the expectation to put phones away during lessons.

Teacher-Specific Policies:

- Phone use policies vary by teacher.
 - Some teachers allow phones for a short time at the class beginning.
 - Others permit phone use after completing school work early.

Social Media and Games During Permitted Use:

- When allowed, popular activities include social media like TikTok, Instagram, and Snapchat.
- Many boys play games during permitted phone time.

Earbuds and Music Listening:

- Around a quarter of the students wore one earbud during the interview, and shared that they were listening to music.
- Most stated they could still hear the teacher while listening to music. (One student admitted to adjusting music volume based on their desire to listen to the teacher.)

Understanding Adult Concerns and Responsible Use:

- The majority of students recognize adult concerns about phone use in class.
- Many students expressed a desire to learn responsible and respectful phone use.





North Branch Area High School

Student Voice Summary

Students see cell phones as a double-edged sword: 10 students were interviewed

Benefits:

- **Entertainment during breaks:** Phones help students relax and unwind during free time.
- **Social connection:** They allow students to stay connected with friends and family through social media and receive updates.
- **Safety and communication:** Students feel a sense of security knowing they can reach parents or guardians if needed.

Drawbacks:

- **Potential distraction:** Students acknowledge the risk of phones distracting them from schoolwork, but believe they can self-manage. Students acknowledge that cell phones can be distracting in class, but believe it's a personal responsibility to manage their use. They've noticed classmates not putting them away and think teachers should keep reminding students when something important is being covered. While they see some challenges, they're interested in finding solutions to improve their self-control.
- **Earbuds and focus:** Students report using earbuds with music to drown out distractions and improve focus during schoolwork, not for entertainment. Students reported several challenges to managing their cell phone use during school hours. The main struggles arose from boredom or disinterest in classwork. This lack of engagement led some students to miss important information and need to ask for clarification later. Cell phone games were a particular distraction, often played during downtime or perceived lulls in classwork.
- **Strategies to stay focused:** Some students mentioned strategies to improve focus like setting time limits or trying to pay closer attention in class.
- **Impact of notifications:** Notifications were a major source of distraction. Students reported feeling a constant urge to check their phones and a strong pull to respond to notifications. This fear of missing out (FOMO) made it difficult to resist checking their phones frequently.





North Branch Area High School Student Voice Summary



Academic Integrity

- Students acknowledge cell phones can be used for cheating, but downplay its overall prevalence.
- They believe the root causes of cheating (distraction, disengagement) would exist anyway.

Reliance on Self Management

- Students seem open to reminders, rules, and consequences for phone misuse.
- They recognize phone use as addictive and admit to struggling with self-management.
- None of the students we interviewed currently have any restrictions on their phone at home or at school. Rely on self control only.
- Students reported an average screen time of 4-6 hours per day.

Cell phones as a distraction

- Some students argue that appearing distracted with a phone doesn't necessarily mean they're not listening in class.





North Branch Area Learning Center

Student Voice Summary

Access and Usage:

- All students interviewed (6) have their phones with them throughout the school day.
- Significant phone use- some use them for half the day, others all day.
- Activities include:
 - Schoolwork (using AI like Brainly)
 - Social media (TikTok, Instagram, Snapchat)
 - Entertainment (Netflix, gaming)
- Daily phone use ranges from 2.5 to 7 hours.

Current Classroom Expectations:

- Students are happy with current classroom phone management.
- Teachers "work with us" and place the responsibility on students to manage their own phone use.

Distractions and Restrictions:

- Several students admitted getting sucked into their phones and losing track of time.
- Only one student has parental phone restrictions; others have none.
- Students prefer the current level of freedom regarding phone use in school.
- Students want freedom to self manage cell phones and reminders from staff when distracted.

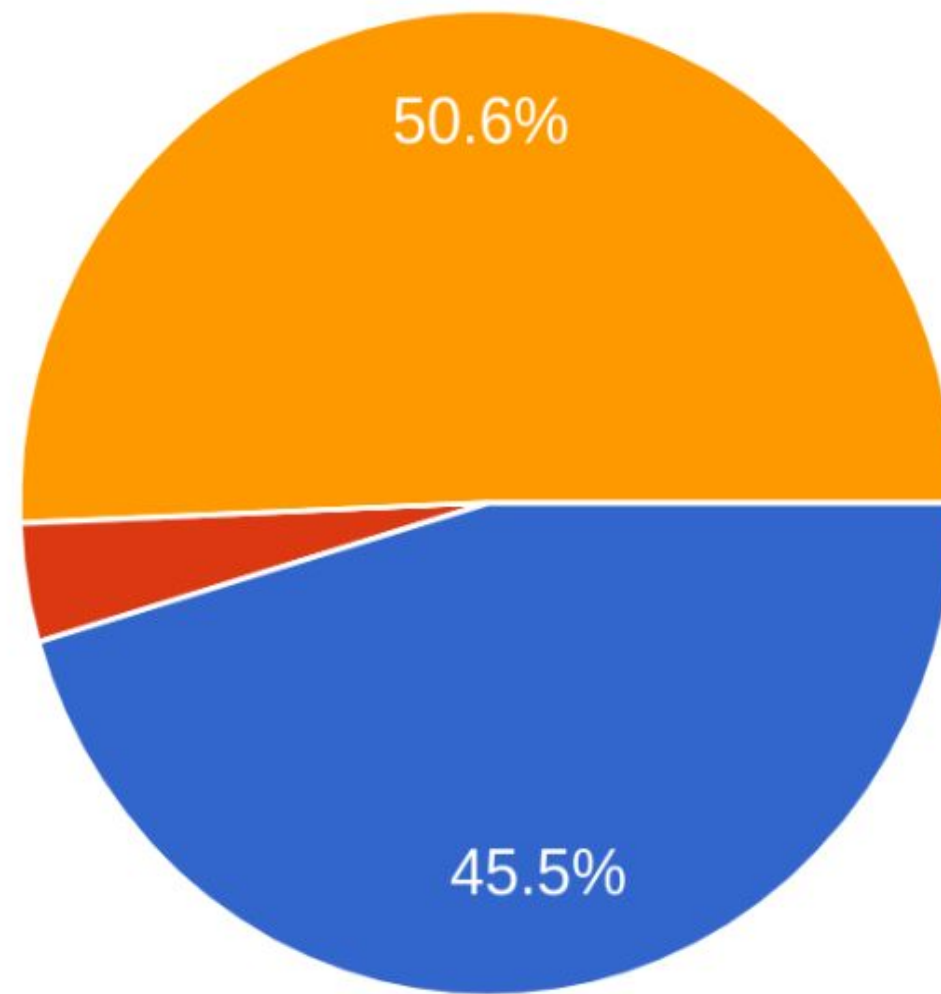




Teacher Voice

Please indicate the building in which you teach?

77 responses



- North Branch Area Middle School
- Norse Area Learning Center
- North Branch Area High School

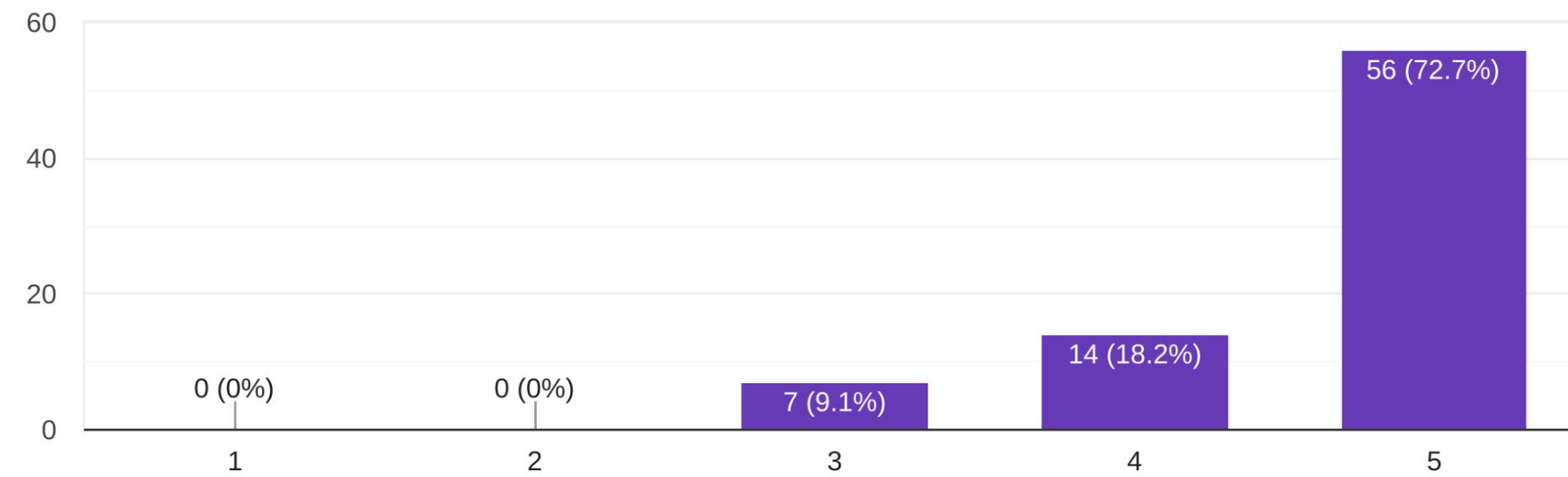




Teacher Voice

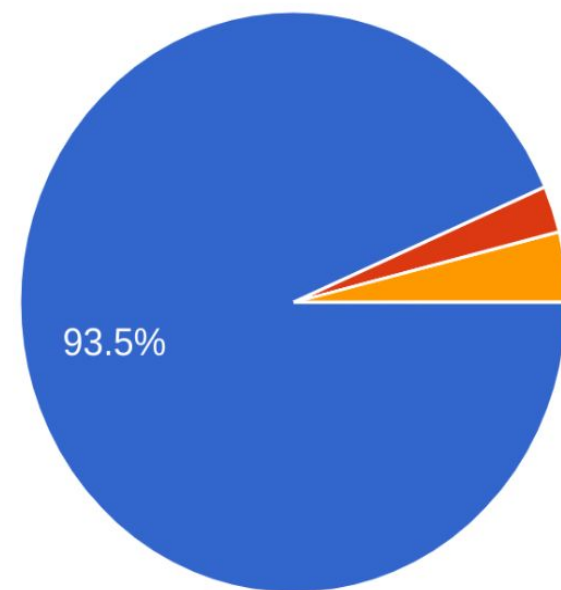
On a scale of 1 (strongly disagree) to 5 (strongly agree), to what extent do you believe student cell phone use reduces participation in class discussions?

77 responses



Student use of cell phones is having a negative impact on engagement in class.

77 responses



- Yes
- No
- Maybe

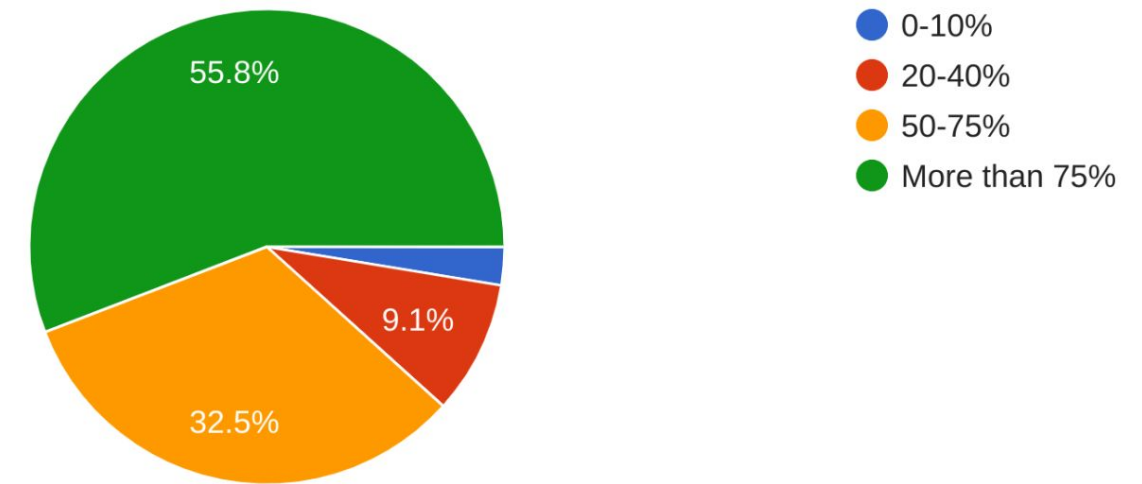




Teacher Voice

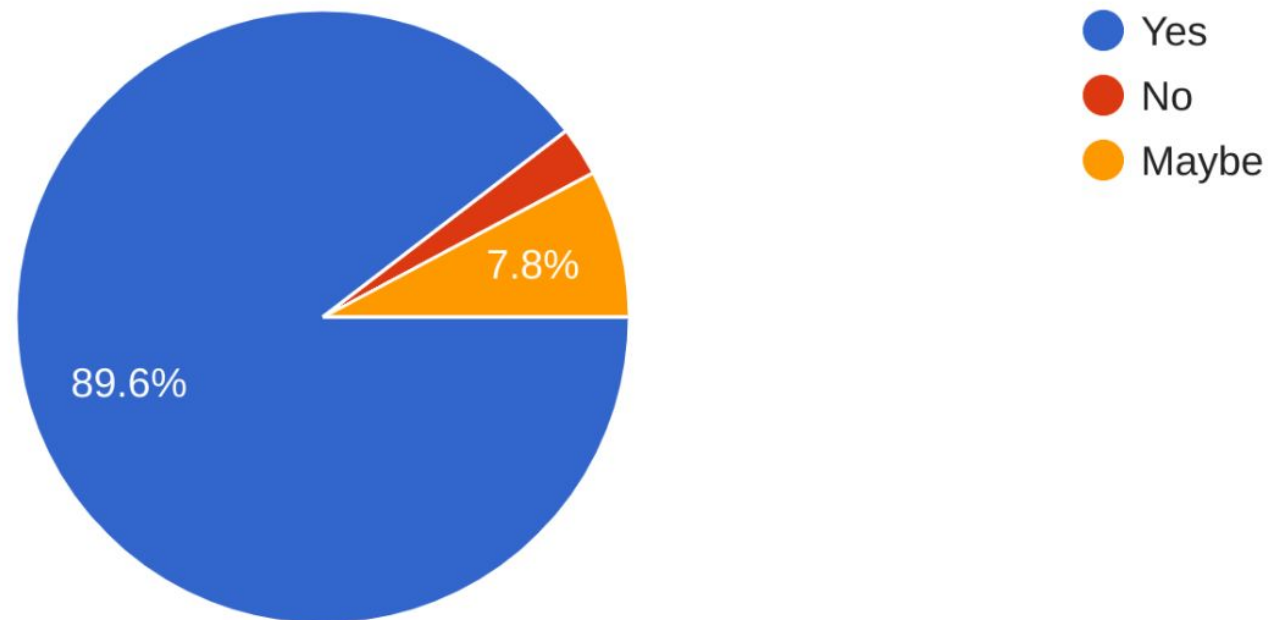
What percentage of students do you believe are academically distracted by their cell phones during the school day?

77 responses



Student cell phone use is having a significant impact on negative behaviors.

77 responses

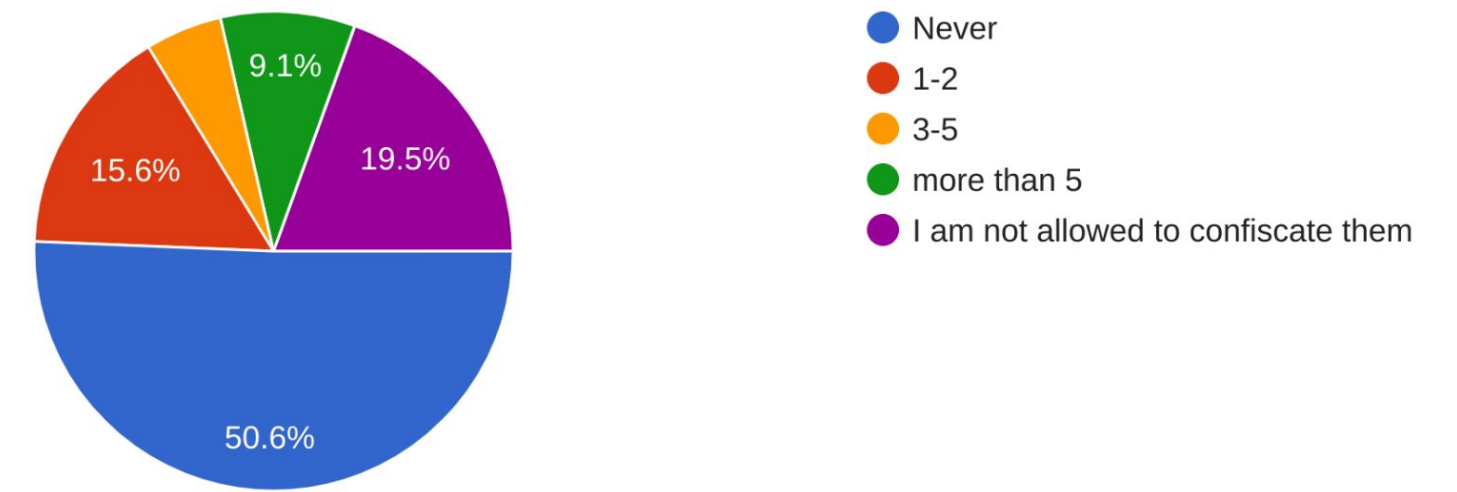




Teacher Voice

On average, how many times per week do you confiscate student cell phones?

77 responses



In the past month, how many times have you had to intervene due to a student using a cell phone in a way that disrupted the learning environment?

77 responses

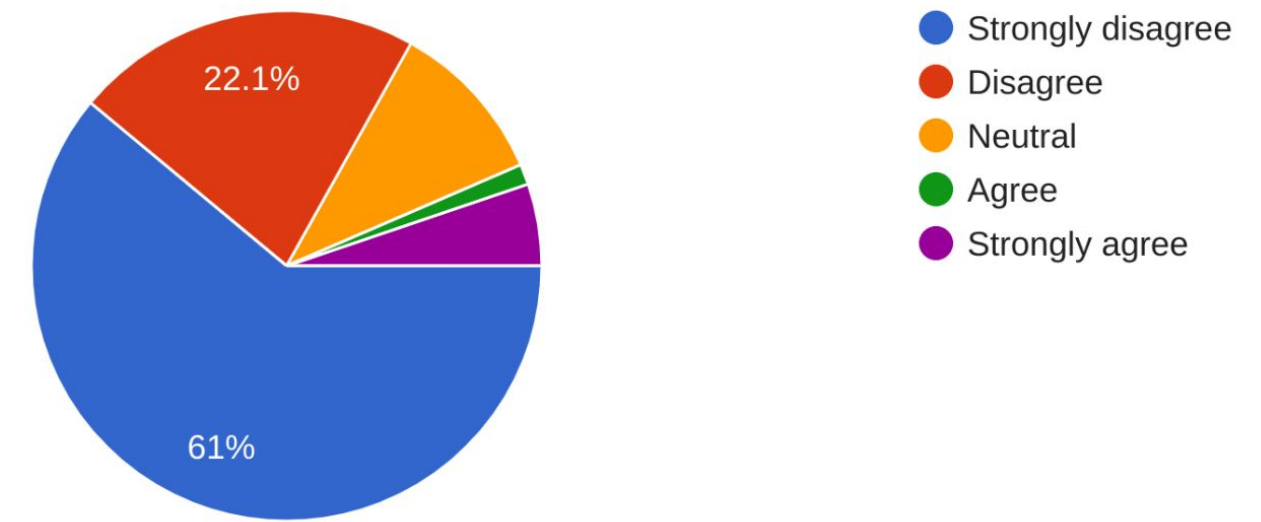




Teacher Voice

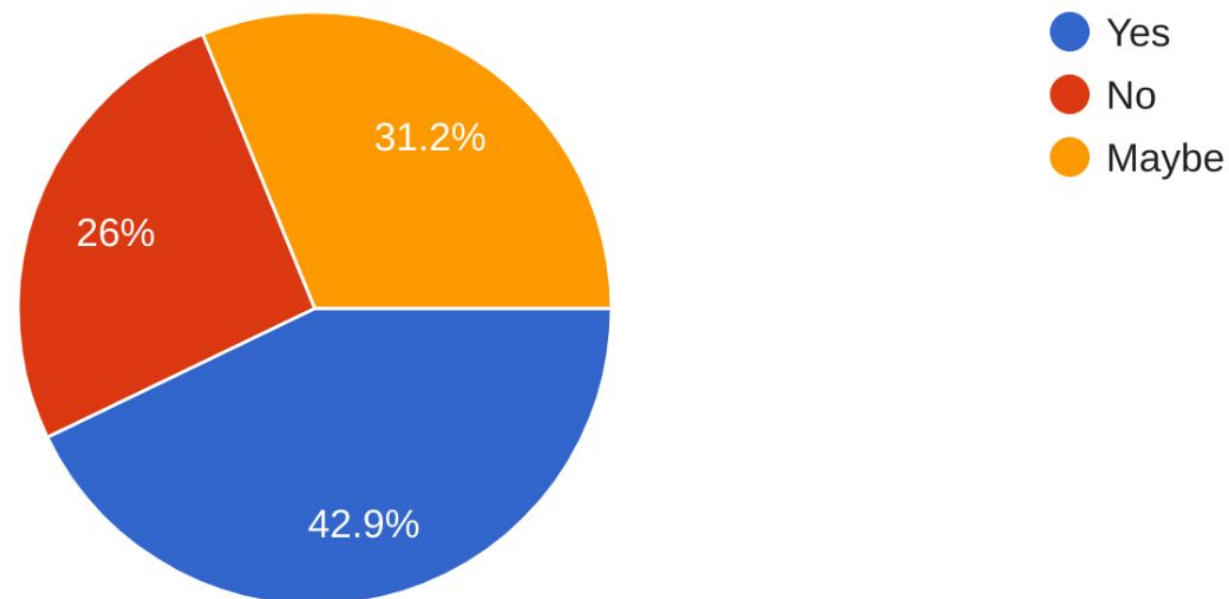
Students should be allowed to use cell phones in the classroom.

77 responses



Students should be allowed to use cell phones during passing time.

77 responses





North Branch Area Middle School Teacher Voice Summary

Teachers overwhelmingly agree that cell phones disrupt the learning environment, with the most common concerns being:

- **Distraction during instruction and work time:** This is the most frequent issue, with students divided between focusing on their phones and classwork.
- **Disruption during transitions:** Phones cause tardiness and social drama between classes as students focus on their devices instead of getting ready for the next lesson.
- **Impact on mental health:** Teachers expressed concerns that social media can be a source of anxiety and stress for students, affecting their overall well-being in class.
- **Checking out and avoiding work:** Some students use phones as an escape from schoolwork, hindering their engagement and achievement.

There's some debate on the specific times of disruption:

- **Individual vs. group work:** While some teachers see phones as a problem during both, others find them more distracting during independent work when the teacher isn't directly monitoring students.
- **What I Need (WIN) time :** Opinions are mixed on whether phones are more disruptive during WIN time or structured instruction.

Interestingly, some sixth-grade teachers report no issues because phones aren't allowed in classrooms.

Overall, teachers view cell phones as a significant barrier to focused learning and student engagement in the classroom.





North Branch Area Middle School

Teacher Voice Summary

Strategies for Managing Cellphones in Classrooms

Here's a breakdown of the various strategies teachers mentioned for managing cellphones in class:

Clear Expectations and Enforcement:

- **Stating expectations:** Some teachers find success by clearly stating their expectations at the beginning of the year and consistently enforcing it.
- **Collecting phones:** Some collect phones at the beginning of class and return them at the end.
- **Designated locations:** A few have students place phones in a designated bin or organizer.
- **Consequences:** Several teachers have consequences for violations, like phone confiscation or contacting parents.

Alternative Strategies:

- **Scheduled breaks:** Offering designated times for phone use can help reduce distractions during lessons.
- **Leveraging technology:** Some integrate phones into lessons for educational purposes.
- **Positive reinforcement:** A few focus on offering engaging activities to keep students focused and off of phones.

Challenges and Considerations:

- **School-wide policy:** Many teachers struggle when there are not consistent expectations across all classes.
- **Student anxiety:** Banning phones entirely can cause anxiety for students worried about missing messages.
- **Teacher responsibility:** Collecting phones raises concerns about responsibility for expensive devices.





North Branch Area Middle School

Teacher Voice Summary



Current approach is based on each teacher's discretion:

- **Expectations Vary:** Teachers set their own rules about phones in their classrooms, leading to a confusing situation for students.
- **Some grade levels have stricter rules:**

6th grade phones banned entirely during class, but expectations for 7th and 8th graders vary by teacher.
- **Enforcement is lax:** Even when teachers have rules, enforcing them seems inconsistent.

Based on the teachers' responses, there are two main camps regarding cell phone policy in school:

- **Strict No Phone Policy:** This group of teachers advocate for a complete ban on phones during school hours (bell to bell) or at least in classrooms. They believe this will reduce distractions, bullying, and improve student focus. Some even suggest consequences for violating the policy.
- **Managed Phone Policy:** This group sees a need for students to access their phones but believes they should be managed. Some suggestions include:
 - Phones turned off and in lockers during class time, with access during breaks.
 - Designated areas and times (like hallways, lunch, Advisory) where phone use is allowed.
 - Teacher discretion with clear consequences for misuse.
 - Enforcing existing rules more effectively.
- **Student Voice Approach:** There's also a minority opinion that suggests involving students in creating the policy and exploring educational solutions for appropriate phone use. Overall, there's a clear need for a consistent school-wide policy with clear enforcement.





North Branch Area High School

Teacher Voice Summary

Teachers overwhelmingly observed negative impacts of cell phone use on student learning and engagement in classrooms. Here's a breakdown of the key points:

Negative Impacts

- **Distraction:** Notifications, games, social media, and texting significantly distract students from lessons and hinder their ability to focus.
- **Disengagement:** Students are more engaged with their phones than lectures or class activities, leading to lower participation and poorer understanding of concepts.
- **Cheating:** Increased opportunities for cheating due to easy access to information on phones.
- **Frustration and disrespect:** Constant battles with students over putting phones away can lead to frustration and strained relationships.
- **Social interaction:** Students may avoid interacting with peers and collaborating due to phone use.
- **Health concerns:** Potential for cyberbullying and exposure to inappropriate content.

Positive Impacts (mentioned by a few teachers)

- **Learning tool:** Phones can be used for educational apps, accessing information online, and some interactive activities.
- **Parental communication:** Parents might be more responsive to calls or texts from students than school phone numbers.

Teacher Strategies (mentioned by a few teachers)

- **Clear expectations and consequences:** Having a well-defined cell phone policy and enforcing it consistently can help manage phone use in classrooms.
- **Integrating technology strategically:** Allowing phone use only for approved educational purposes during specific times.

Overall, while there are a few potential benefits, teachers expressed the negative impacts of cell phone use in classrooms seem to outweigh the positives according to the teachers' observations.





North Branch Area High School

Teacher Voice Summary

Teachers are divided on the most effective strategies for managing cell phone use in the classroom. Here's a breakdown of the different approaches:

Reactive Strategies (Less Effective):

- **Constant Reminders:** Many teachers rely on frequent reminders, but this can be disruptive and ineffective in the long run.
- **Confiscation:** Some teachers take phones away, but this can lead to conflict and students feel it's an invasion of privacy.
- **Punishment-based systems:** Bribery or rewards can lose effectiveness over time, and some students simply ignore them.

Proactive Strategies (More Effective):

- **Clear Expectations:** Strong school-wide expectations with clear consequences is key.
- **Student Involvement:** Creating phone use expectations as a class can foster student buy-in.
- **Positive Reinforcement:** Offering students choices and control over their learning time can be motivating.
- **Focus on Learning:** Discussing the importance of focus and being present can raise student awareness.
- **Alternatives:** Providing designated times for phone use or allowing educational app use can be a compromise.

Overall:

- There's no single "magic bullet" solution.
- A combination of strategies along with clear school-wide expectations and administrative support seems to be most effective.
- Some teachers feel the issue is so pervasive it requires a systemic approach beyond individual classroom strategies.





North Branch Area High School

Teacher Voice Summary



The vast majority of high school teachers say the current approach to each teacher setting their own classroom expectations is not working.

Individual teachers creating classroom-specific rules leads to inconsistency for students.

Summary of Teacher Responses on Cell Phone Policy

There is no clear consensus among teachers on the ideal cell phone policy. Here's a breakdown of the different viewpoints:

- **Complete Ban:** Many teachers advocate for a complete ban on phones during school hours, with some exceptions for emergencies or lunch breaks. This ensures minimal distraction and allows teachers to focus on instruction.
- **Limited Use:** Some propose allowing phones during designated times like passing periods and lunch, while keeping them away during class time. This provides students some freedom while maintaining focus during lessons.
- **Teacher Discretion:** A few teachers believe teachers should have the autonomy to decide phone use in their classrooms. This allows for flexibility based on specific lessons and student needs.
- **Classroom Management:** Several responses highlight the importance of clear consequences for violating the expectations and having strong support in enforcing it.
- **Safety Concerns:** A couple of teachers raise concerns about a complete ban, fearing it might hinder student safety or communication with parents.

Overall, there's a strong desire for a school-wide policy with clear expectations and consistent enforcement. However, some flexibility for teachers and consideration for safety needs are also valued.





North Branch Area Learning Center Teacher Voice Summary

Please share your observations about the impact of cell phone use on student learning and engagement. Have you noticed any positive or negative effects?

- I think cell phones makes it easier for students to cheat. Cell phones make it easier to not pay attention in class.
- Cell phones have so many apps that each one can be a distraction. Cell phones can also have a positive affect when a student does research or classwork on their phone.
- Some students use their cell phone appropriately all day long.
- distracted, off task

In your opinion, when are cell phones causing the most disruption to the learning environment?

- During most of class time.
- I don't think I can honestly answer this question. Each new post, each day/hour and each student is another variable that can cause a disruption.
- 100% of the time. If a kid has a phone they are on it.

What school expectations are in place regarding cell phones?

- None
- It varies from classroom to classroom.
- none. they don't follow them.





North Branch Area Learning Center Teacher Voice Summary

What policy suggestions do you have regarding cell phones?

- Must be consequences and consistency. Teachers and administrators must be supported in their efforts
- School district must help younger students and their families learn and practice the appropriate phone skill, and expand to older students.
- Our Area Learning Center, and any alternative program, exists because it provides an alternative to the regular, traditional, school setting. Norse, as an alternative program may benefit from a different cell phone policy than traditional school environments.

What are some of the specific challenges you face related to cell phone use in the classroom?

- Students choosing cell phones over engagement with the world around them.
- Work is not getting completed during school.
- It is possible that they are more productive now with their phone than without.
- Students focus only on their devices, choosing music, videos, games over having conversations, building relationships, and completing school work.
- Addiction issues: Students have a harder time putting their phones away each year.





Chisago County Safe Schools Meeting



Purpose of our Safe Schools Meetings: Build relationships and connections to best meet the needs of children and families in the North Branch Area Public School District.

Law Enforcement and Public Safety: North Branch PD Chief, SROs, and staff; Chisago County Sheriff and staff, County Attorney, and staff; and Probation Director and staff.

County Health and Human Services: Chisago County HHS Director and staff from Children Services, Behavioral Health, and Public Health

North Branch Area Public Schools: Administration and staff

Met on April 24, 2024 to discuss addictions. Presenters from Hazelden shared information about the continuum of behaviors- from signs of addiction to dealing with addiction, to managing addiction.

Technology addiction is a new field, and refers to an impulse control disorder that involves the obsessive use of mobile devices, the internet or video games, despite negative consequences to the user of the technology.

Leaders from Chisago County stand ready to come alongside to align resources to support students and families as we move forward with changes to our district policy and procedures.





Questions, Comments, and Discussion



Next Step: Policy 524 will be brought to the School Board Policy Committee in May.



Adopted: _____

MSBA/MASA Model Policy 524

Orig. 1996

Revised: _____

Rev. 2023

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system 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 and employees 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 and employees 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 professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission 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.

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 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, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users 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. Users 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. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users 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. Users 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. Users 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.

[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between

employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users 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. Users 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. Users 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. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 - 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. 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. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees 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, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user 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, in the case of a school district employee, the building administrator.

VI. FILTER

[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

ALTERNATIVE NO. 1

[Note: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes section 125B.15.]

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

ALTERNATIVE NO. 2

[Note: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

ALTERNATIVE NO. 3

[Note: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. 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

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
 - D. 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 bona fide research or other lawful purposes.
 - E. 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.

[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. 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 of the school district.

VIII. 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. Users 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 may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees 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, school district employees 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 Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- 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.

IX. 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, 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.

X. 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 diskettes, tapes, hard drives, or servers, 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.

XI. USER NOTIFICATION

- A. All users 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 diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, 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.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
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.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents 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 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 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 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 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 review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell

phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]

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

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

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

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 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 (Title IX Sex Nondiscrimination Grievance
Procedures and Process)
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)