Study Session

Tuesday, April 7, 2026 5:30 PM
Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082

I.	**Call to Order**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
II.	**Roll Call**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
III.	**Pledge of Allegiance**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
IV.	**Approval of Agenda**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
V.	**Consent Agenda**	
V.A.	Payment of Invoices, March 21 - April 3, 2026; Gifts and Donations and Treasurer's Report for February 2026	
VI.	**Business Items**	
VII.	**Workshop Topic**	
VII.A.	Minnesota Student Survey 2025 Results	**Speaker(s):** Ms. Elsa Mundt, Education Data Analyst & Assessment Supervisor
VII.B.	Educational Technology Update	**Speaker(s):** Mr. Eric Simmons, Executive Director of Technology, Jessica Schmid, Technology Operations Manager
VIII.	**Recess - Tour of the New Bayport Elementary School**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
IX.	**Adjournment**	**Speaker(s):** Ms. Alison Sherman, School Board Chair

Minnesota Student Survey 2025 Results

Presented to the School Board
April 7, 2026

What is the Minnesota Student Survey?

The Minnesota Student Survey (MSS) is one of the longest-running youth surveys in the nation.

It is the primary source of comprehensive data on youth at the state, county, and district level in Minnesota.

- Administered by the Minnesota Departments of Education, Health, Human Services, and Public Safety since 1989
- Administered every three years to students in grades 5, 8, 9 and 11
- Online survey using branching logic

What is the Minnesota Student Survey?

Survey asks students about their activities, opinions, behaviors, and experiences

Students respond to questions on school climate, bullying, out-of-school activities, health behaviors, emotional and mental health, substance use, and connections with school and family

The survey covers sensitive topics, including domestic violence, self-harm and suicide, which are also covered in this presentation.

Because of these sensitive topics:

- Some questions are modified or omitted based on grade level
- Survey participation is optional
- Each question is optional
- All responses are anonymous

Limitations of the Data

The Minnesota Student Survey data is provided in the form of PDF tables. It can be broken down by state, county, and district level. Within those levels, it can be broken down by grade and gender.

- School-level data is not available except by special request, and even then it is limited by size of the school and subgroups.

All survey data is provided in percentages. Since all questions are optional, the number of students that responded to each question varies.

- All percentages are percentages of the students who responded
- Older grades (especially 11th) tend to have lower Ns
- More sensitive questions tend to have lower Ns

Occasionally, new survey questions are added or questions are revised, so we cannot always compare historically.

Who Took The Survey?

- Across the state, 61% of districts chose to participate and approximately 45% of eligible students took the survey. The survey window was open from January to June of 2025.
- All Stillwater elementary, middle and high schools participated during the month of February 2025.

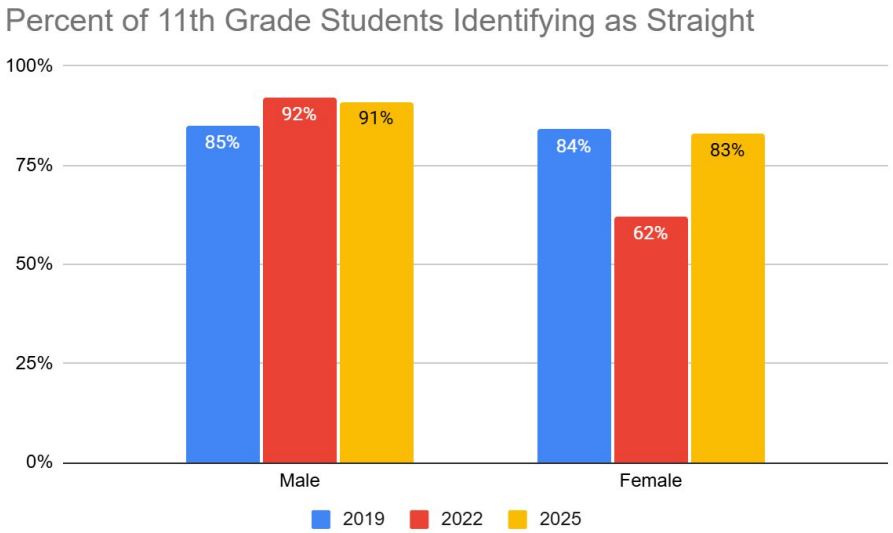
	5th Grade	8th Grade	9th Grade	11th Grade
Male	279	263	266	246
Female	265	290	271	205
No Answer	8	4	1	0
Total	**552**	**557**	**538**	**451**

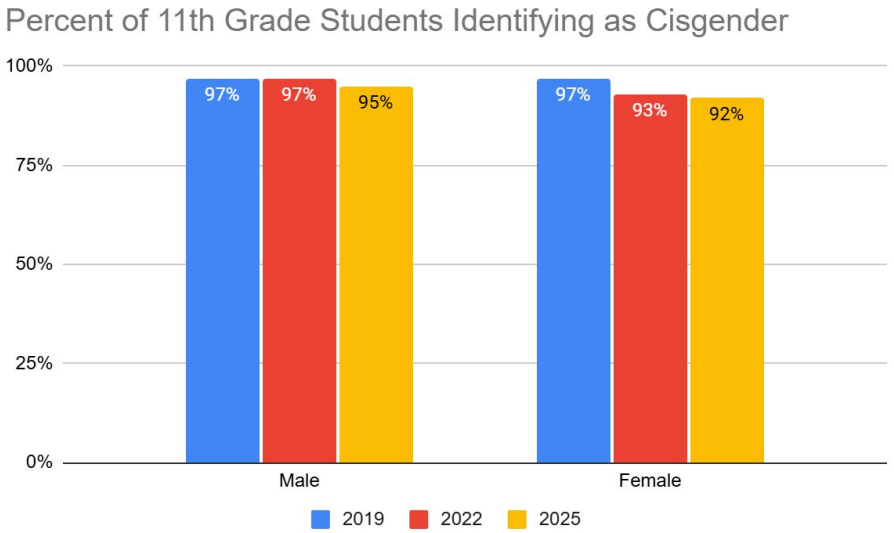
Demographics

Respondent Demographics

	Grade 5	Grade 8	Grade 9	Grade 11
American Indian or Alaskan Native only	2%	0%	1%	1%
Asian, South Asian, or Asian American only	7%	8%	7%	5%
Black, African or African American only	5%	6%	5%	5%
Hispanic or Latino/Latina only	3%	2%	6%	5%
White only	72%	71%	71%	74%
Multiple races (checked more than one)	6%	11%	9%	9%
No answer	6%	1%	1%	1%

How do you describe your sexual orientation?
What is your gender identity?





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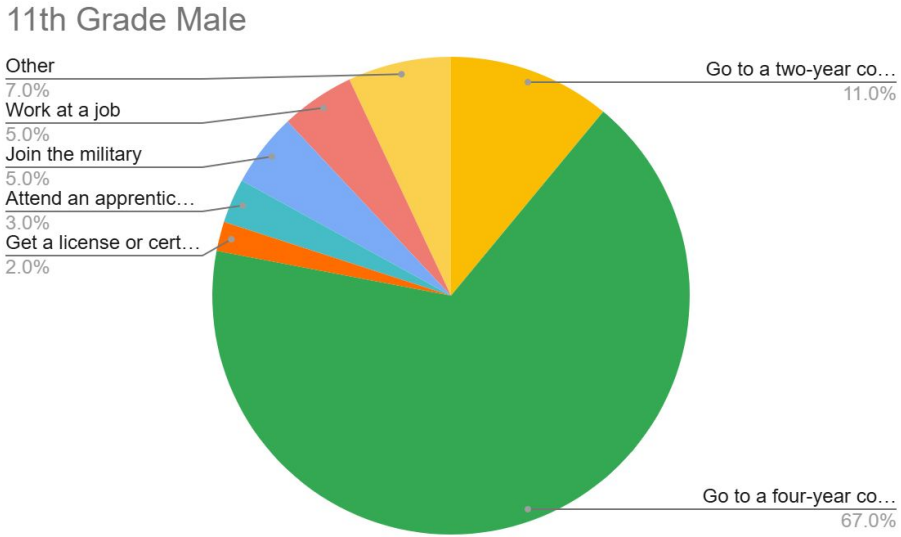
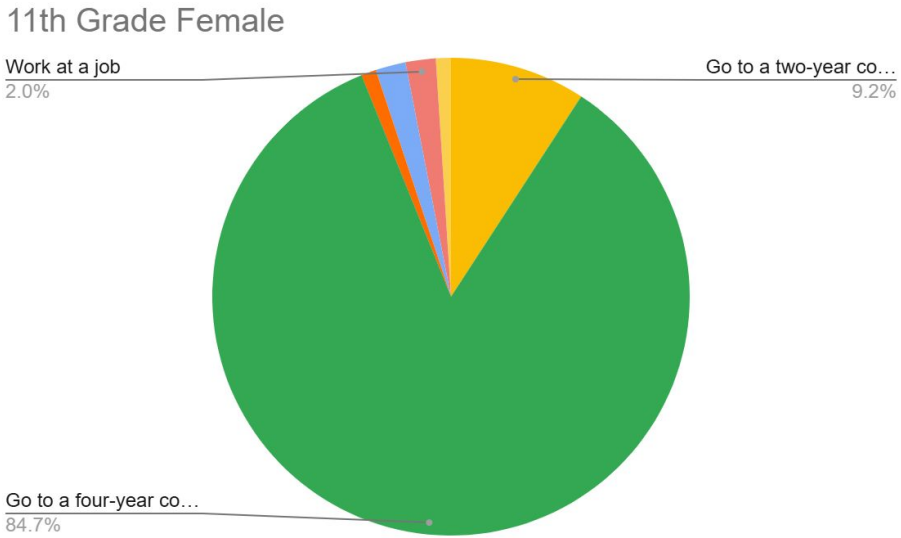
School

What is the MAIN thing you plan to do RIGHT AFTER high school?





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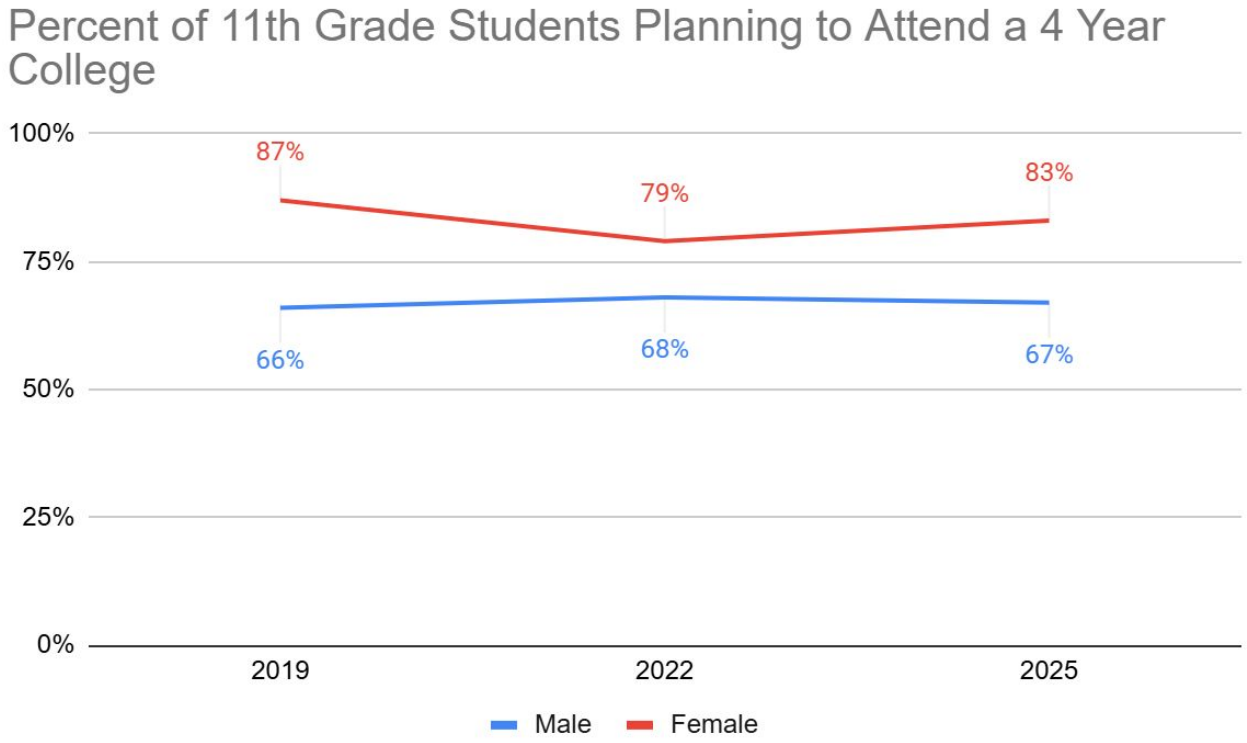
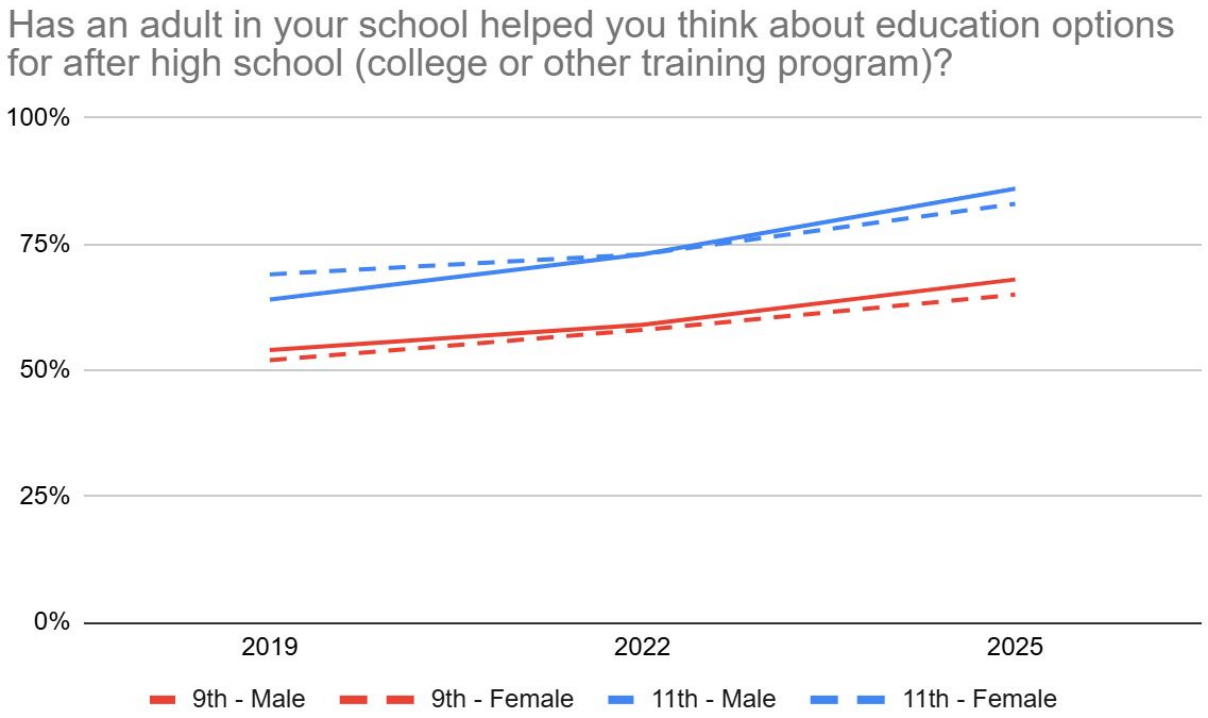
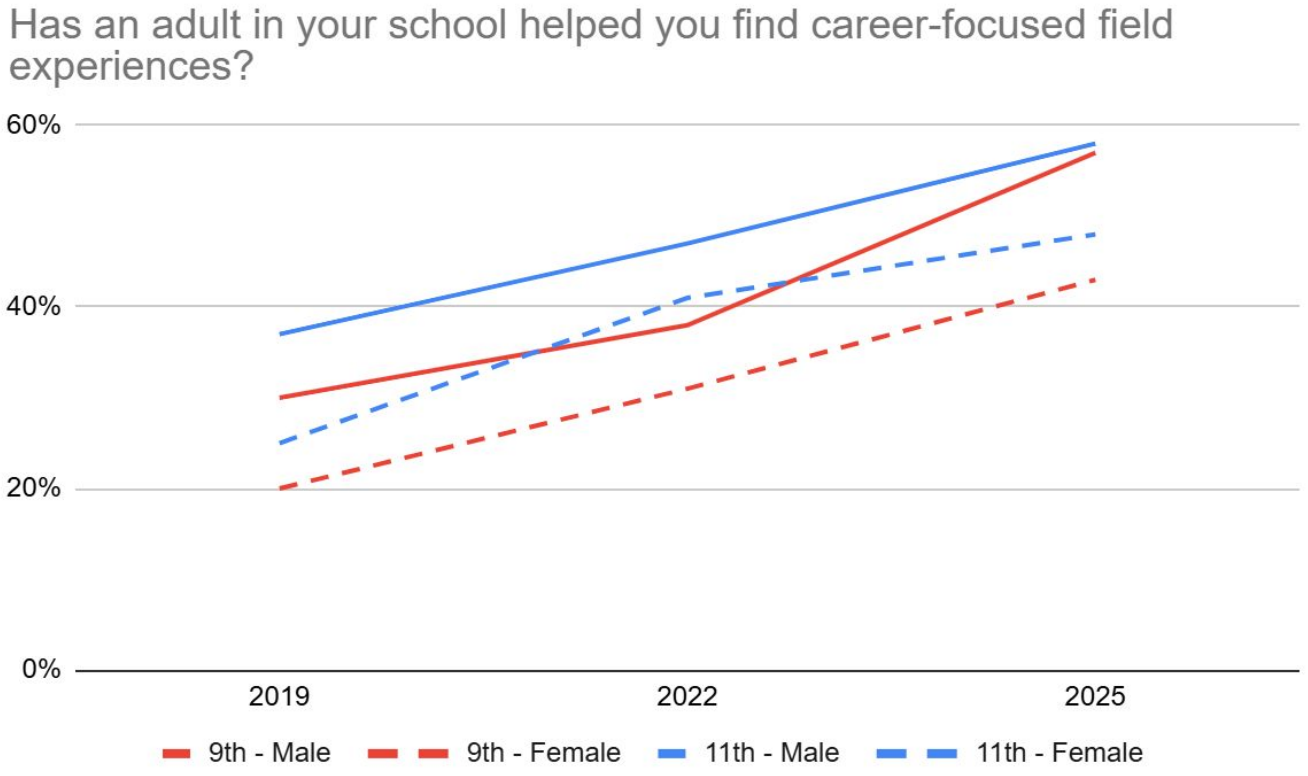
Post-Secondary Plans



Post-Secondary Guidance: College



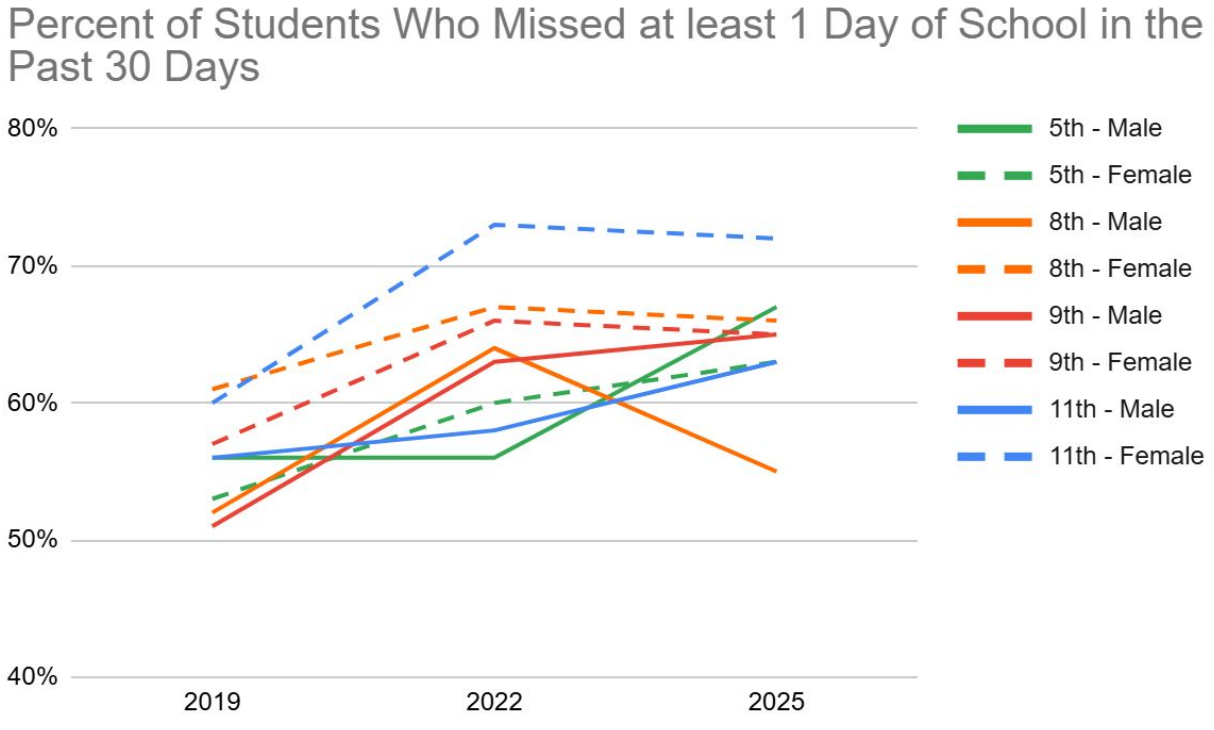
Post-Secondary Guidance: Career



Transportation To and From School

	Grade 5		Grade 8	
	Male	Female	Male	Female
Walk	12%	5%	6%	5%
Bike	5%	1%	1%	1%
School bus	73%	70%	71%	67%
Family vehicle (riding with others from your family)	36%	44%	45%	54%
Carpools (riding with children from other families)	7%	11%	9%	6%
Transit (city bus, light rail, etc.)	0%	1%	0%	0%
Other (skateboard, scooter, inline skates, etc.)	0%	0%	0%	0%

Attendance


Percent of Students Who Missed at least 1 Day of School in the Past 30 Days
80%
70%
60%
50%
40%
2019
2022
2025
5th - Male
5th - Female
8th - Male
8th - Female
9th - Male
9th - Female
11th - Male
11th - Female

Reasons for Absence

	Grade 5		Grade 8		Grade 9		Grade 11	
	Male	Female	Male	Female	Male	Female	Male	Female
Felt sick	65%	70%	63%	63%	70%	68%	61%	66%
Medical, dental, or other appointment		39%	38%	46%	35%	5		%
Felt very sad, hopeless, anxious, stressed, or angry	2%	4%	2%	14%	4%	1		
Didn't get enough sleep		10%	11%	17%	11%	22%	19%	2
Behind in schoolwork or n for a test or class assignme		1%	2%	3%	1%	7%	5%	17%
Was out of town	17%	17%	9%	11%	14%	9%	16%	28%
Didn't feel safe at school	1%	1%	0%	0%	0%	1%	0%	2%
Bored with or not interested in school	2%	2%	3%	6%	3%	8%	5%	10%

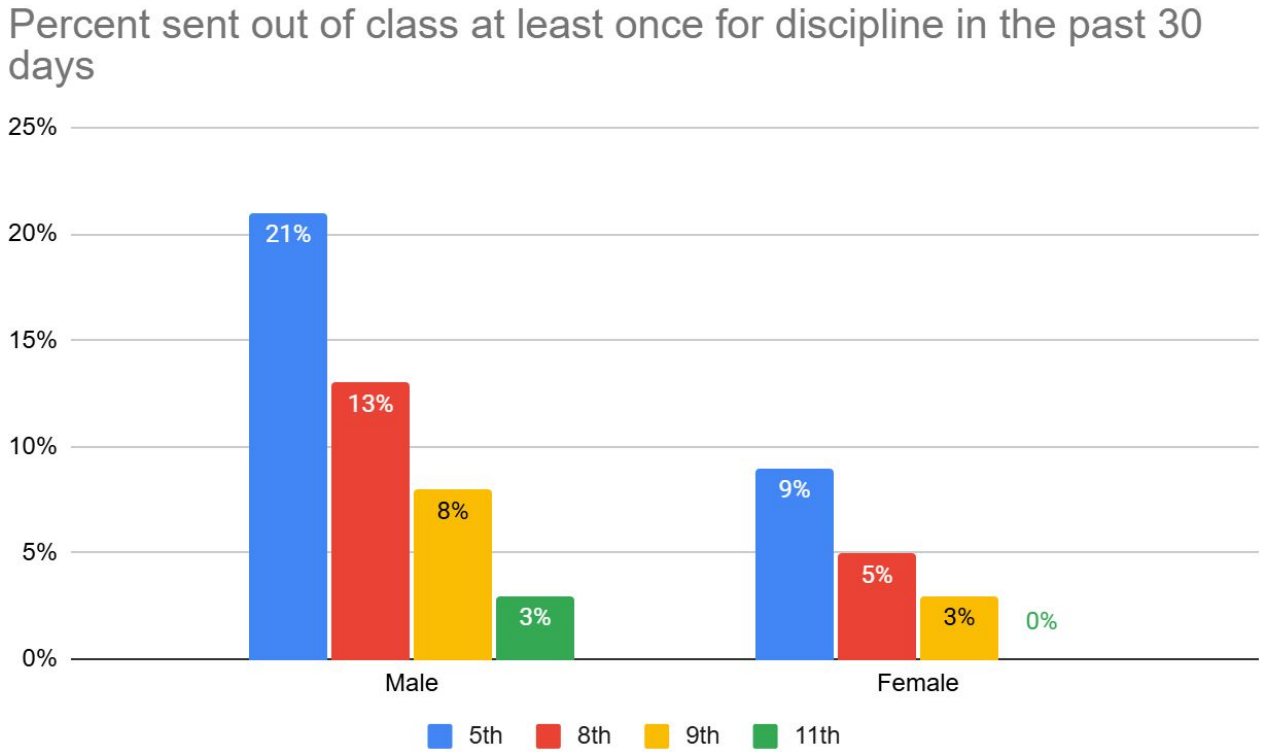
Comparable to state average

Higher than state average (12%, 17%, 17%, 22% for (9 and 11)

Higher than state average for 11th grade girls in particular (12%)

Higher than state average for 11th grade girls in particular (16%)

Classroom Discipline



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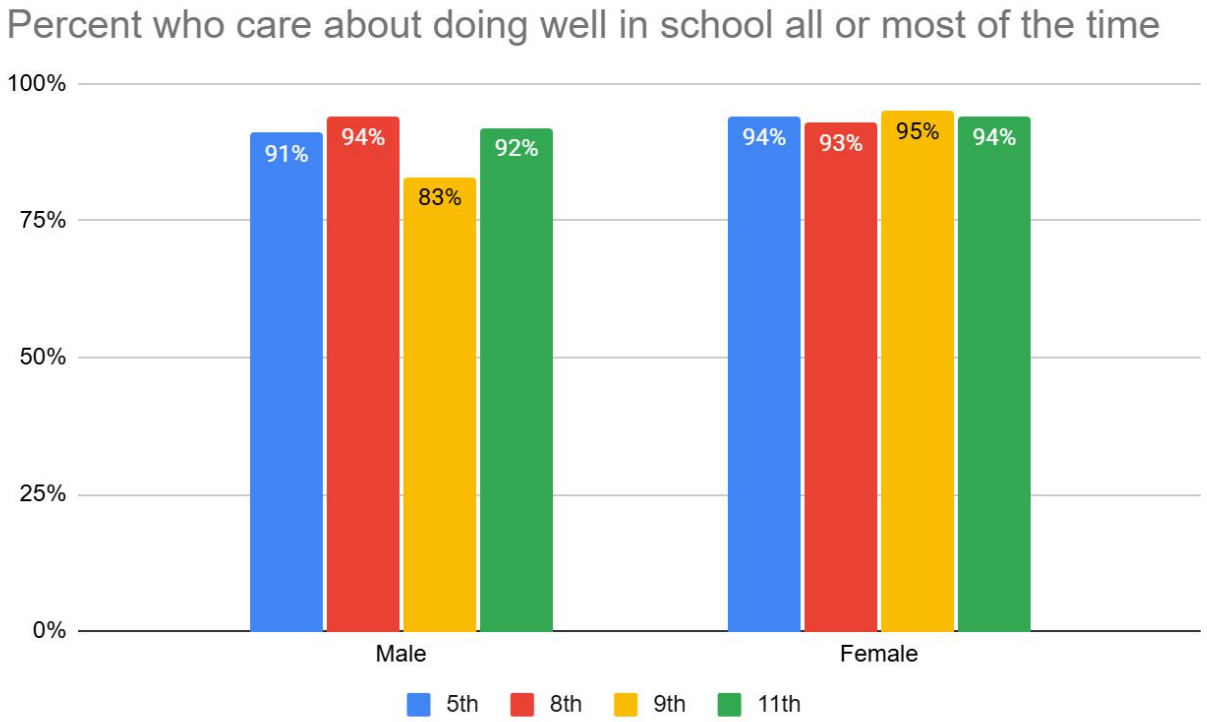
Feelings About School



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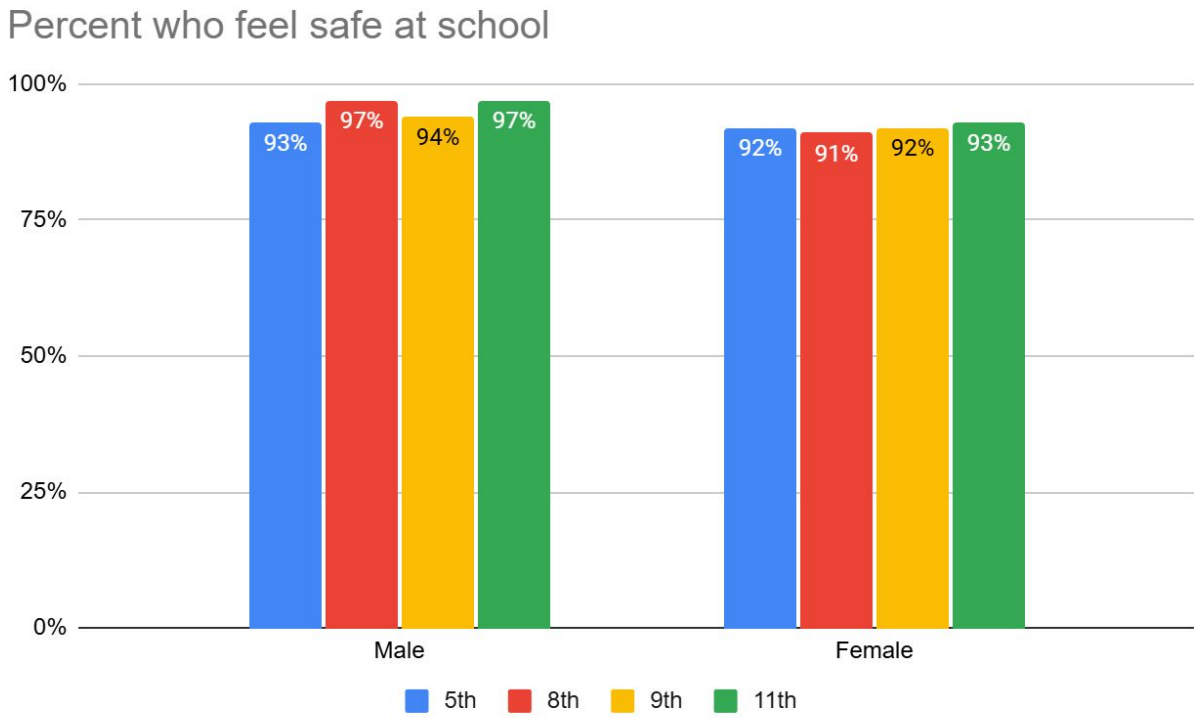
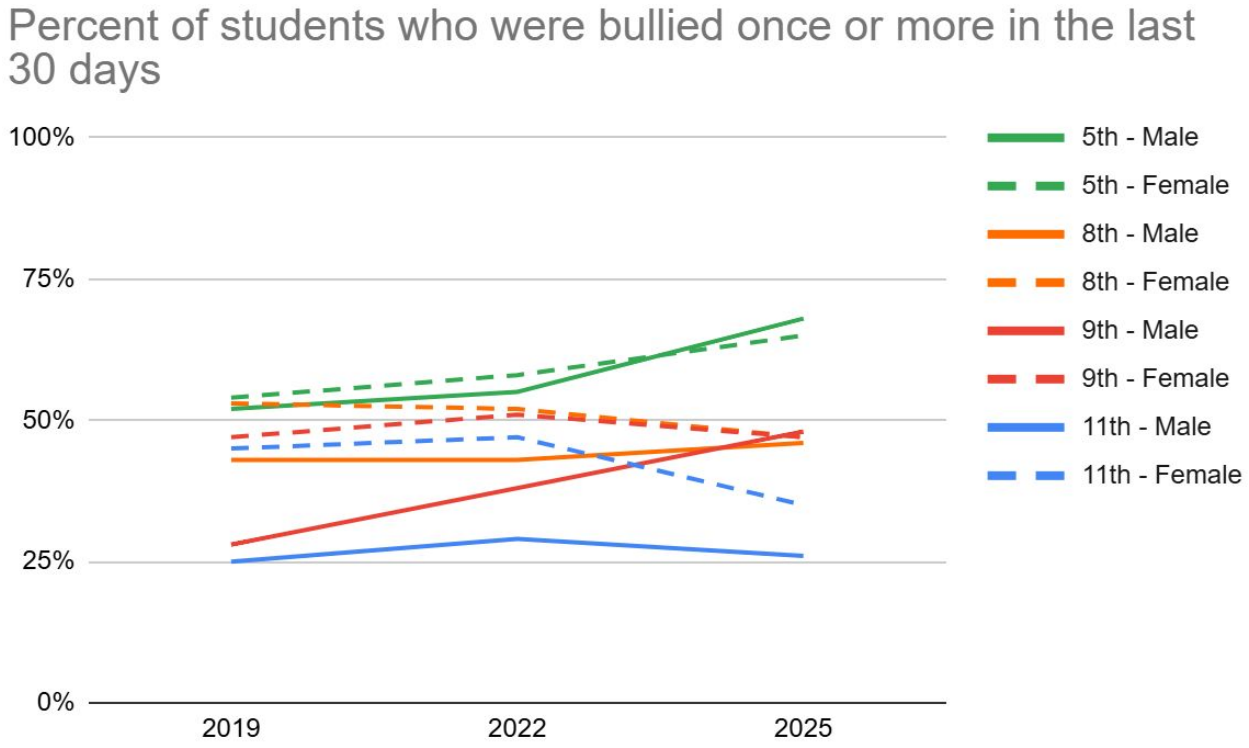
Perceptions of Safety



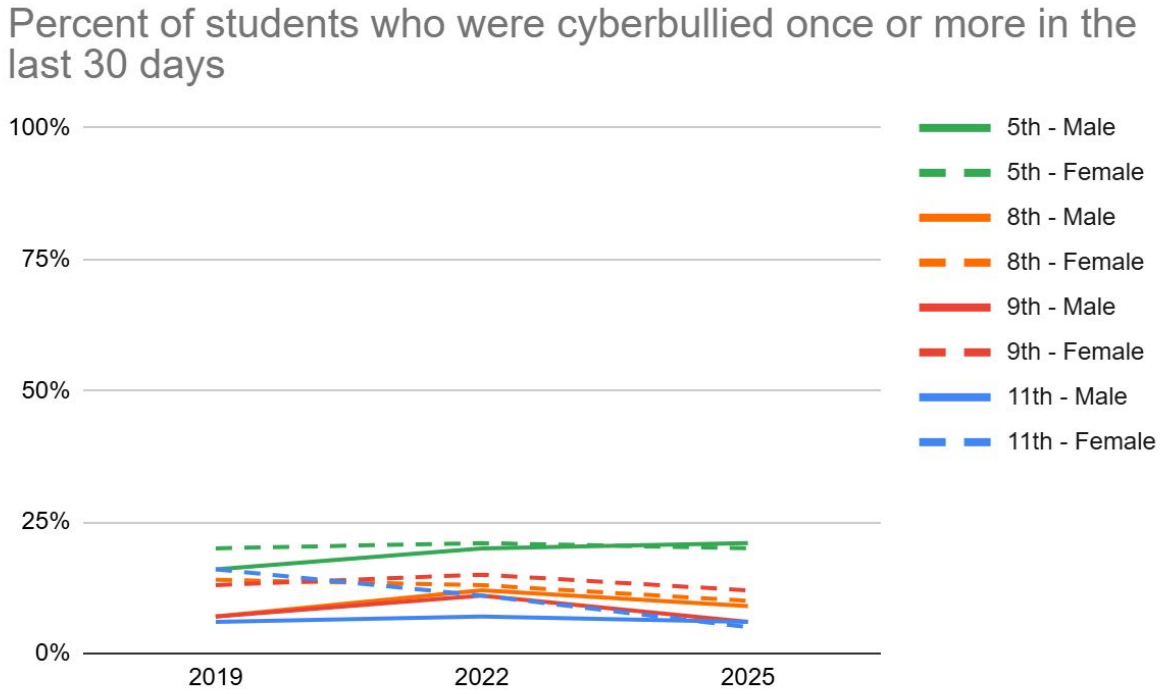
Bullying - Composite



Bullying - Reasons

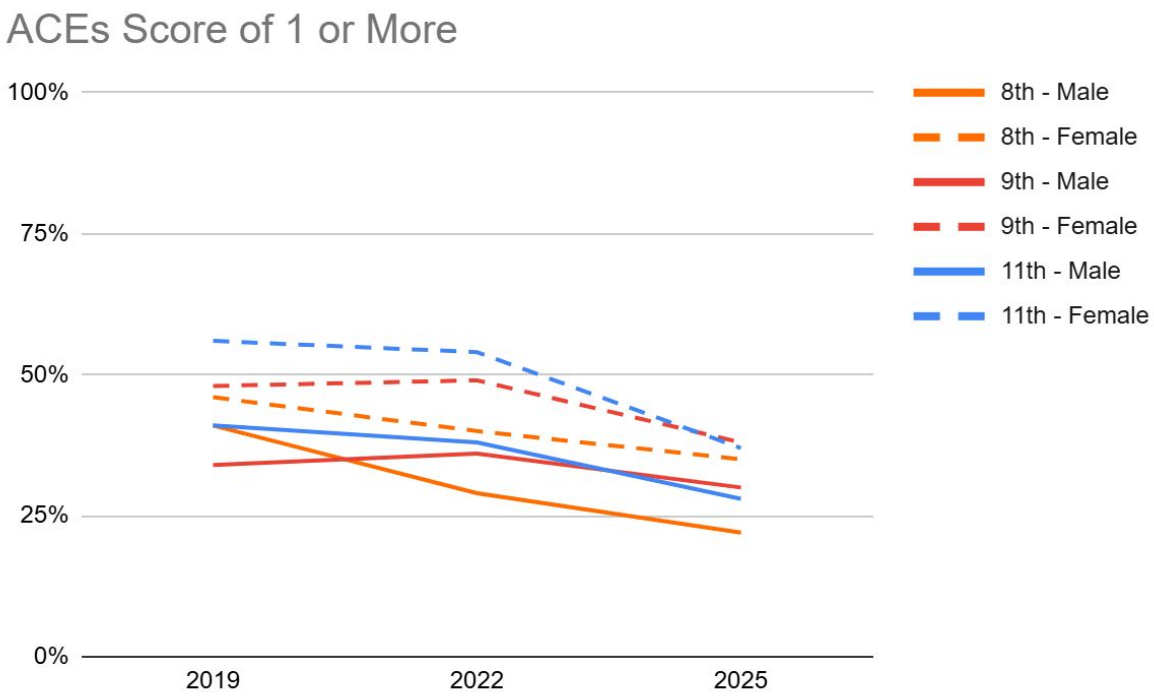
IF bullied in the last 30 days, for which of these reasons were you harassed or bullied? Mark all that apply.	Grade 5		Grade 8		Grade 9		Grade 11	
	Male	Female	Male	Female	Male	Female	Male	Female
Your race, ethnicity or national origin	7%	4%	17%	17%	10%	7%	20%	10%
Your religion or religious beliefs	3%	3%	2%	5%	2%	11%	13%	14%
Your sex or gender	3%	9%	0%	14%	10%	20%	0%	19%
Your gender expression			5%	24%	18%	29%	17%	19%
Because you are bisexual, gay, lesbian, asexual, pansexual, queer, or because someone thought you were			2%	12%	8%	16%	3%	19%
A physical or mental disability	5%	3%	9%	5%	8%	18%	17%	10%
Your size or weight	35%	23%	38%	29%	34%	29%	23%	19%
Your physical appearance	27%	23%	36%	56%	36%	44%	30%	48%
Reason not listed	55%	81%	45%	32%	48%	56%	33%	38%

Cyber-Bullying



Risk Factors

Adverse Childhood Experiences

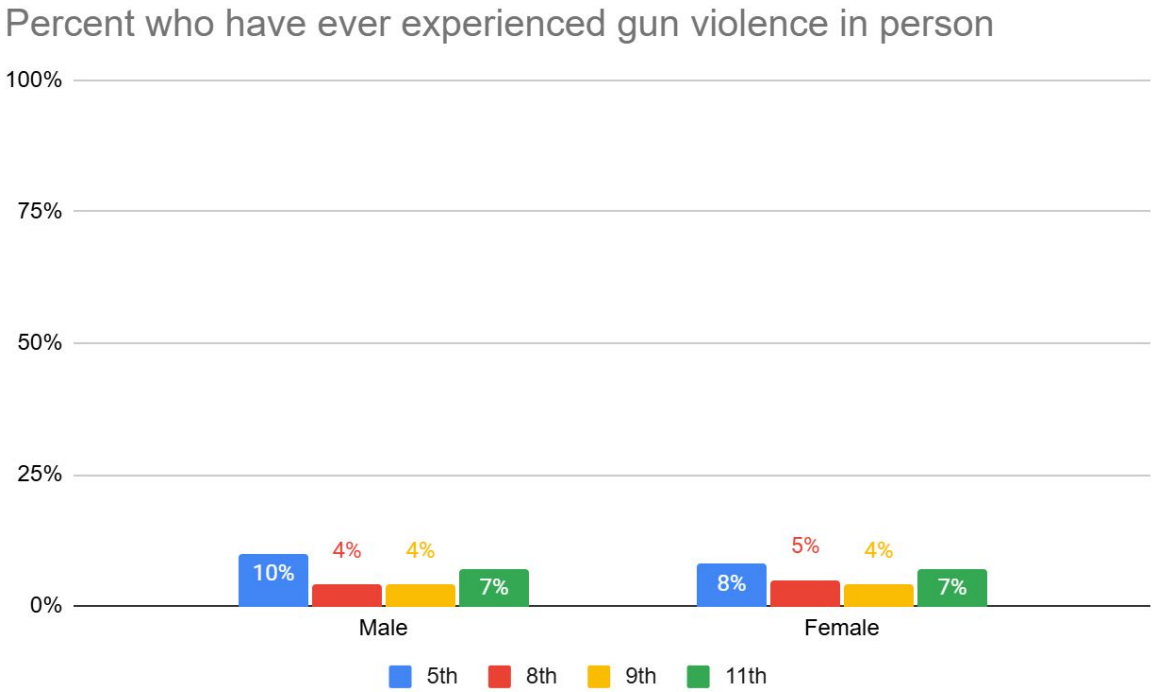


An adverse childhood experience (ACE) describes a traumatic experience in a person's life occurring before age 18. The ACEs Score is a measure of cumulative exposure to adverse childhood conditions, and combines the responses to questions about:

- Living with anyone who drinks too much alcohol, uses illegal drugs or abuses prescription drugs
- Living with anyone who is depressed or has another mental health issue
- Parental incarceration
- Verbal or physical abuse
- Domestic violence
- Sexual abuse

Gun Violence

Have you ever experienced people using guns to threaten or hurt others in person?



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Relationship Violence

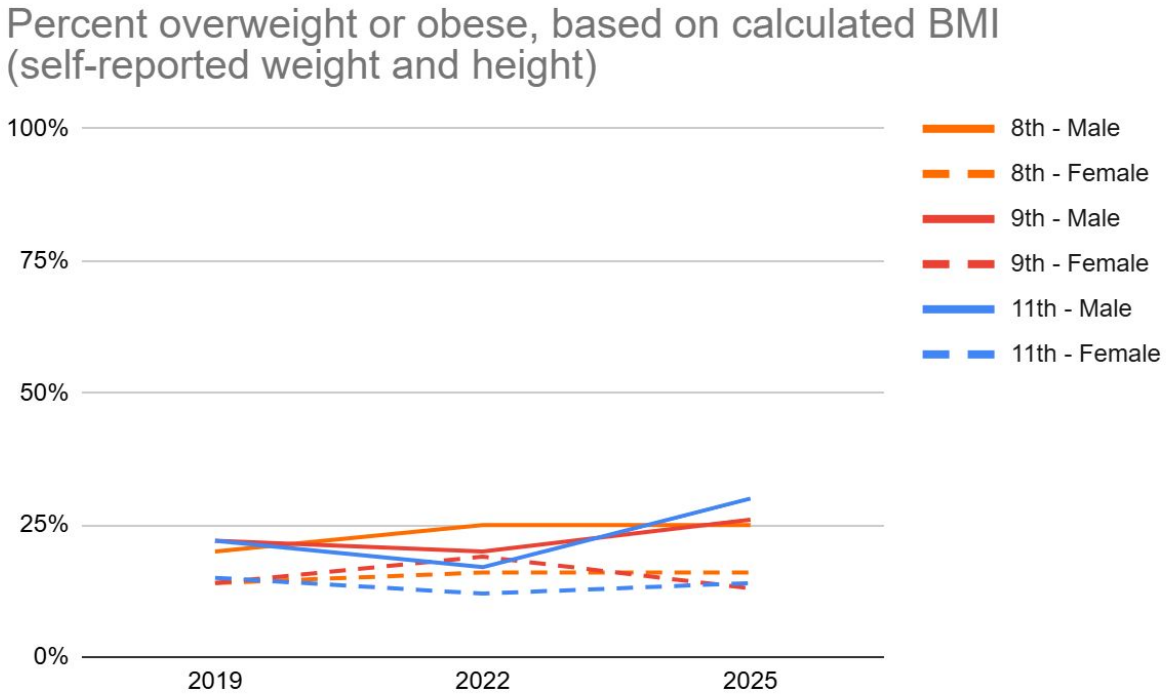
Percent who responded yes to the following questions	Grade 5		Grade 8		Grade 9		Grade 11	
	Male	Female	Male	Female	Male	Female	Male	Female
Have you been in a casual or serious relationship where your partner ever physically hurt you on purpose?			2%	3%	3%	4%	5%	3%
Have you been in a casual or serious relationship where your partner ever verbally hurt or controlled you?			7%	8%	8%	11%	7%	14%
Have you been in a casual or serious relationship where your partner ever pressured, tricked, or forced you to do something sexual, or did something sexual to you against your wishes?					3%	10%	4%	18%
Have YOU ever pressured, tricked, or forced someone to do something sexual, or have you done something sexual to someone against their wishes?					3%	3%	1%	3%

Physical Health

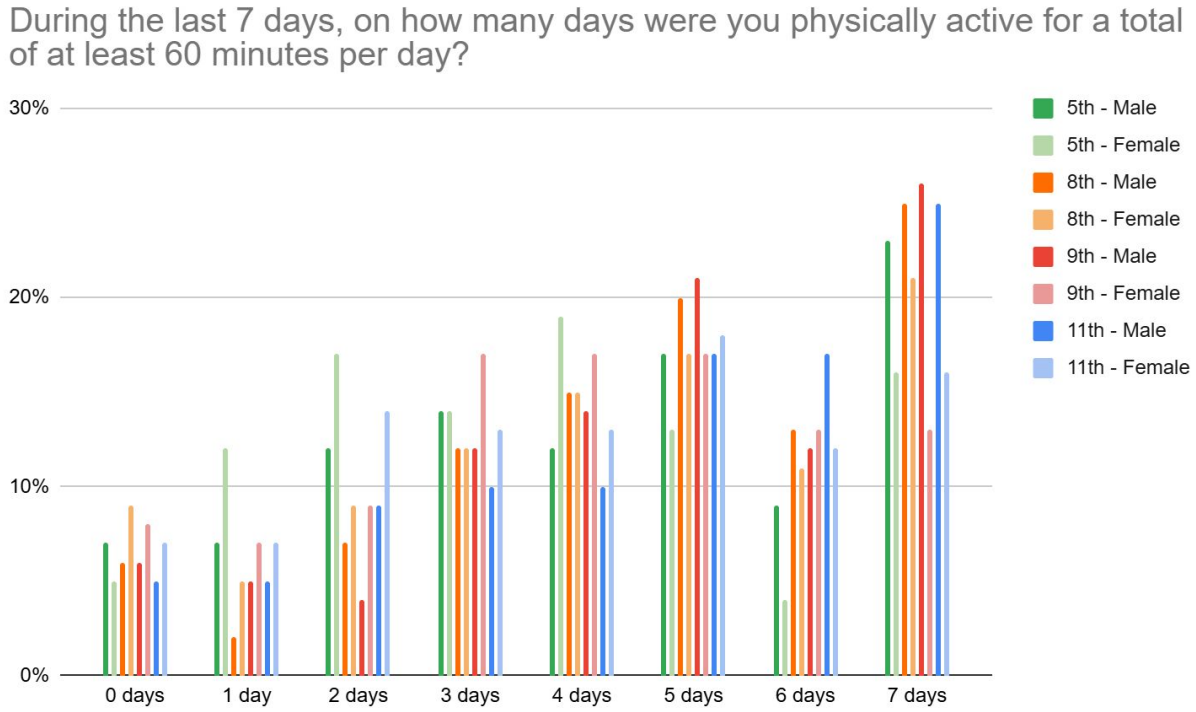
Physical Health Conditions

Percent with the following physical health conditions	Grade 5		Grade 8		Grade 9		Grade 11	
	Male	Female	Male	Female	Male	Female	Male	Female
Diabetes	2%	1%	1%	0%	2%	0%	2%	2%
Pre-diabetes	2%	0%	1%	2%	2%	1%	5%	2%
Asthma	11%	12%	9%	11%	13%	16%	16%	16%
Allergies that require an epi-pen	7%	4%	6%	5%	4%	8%	7%	6%

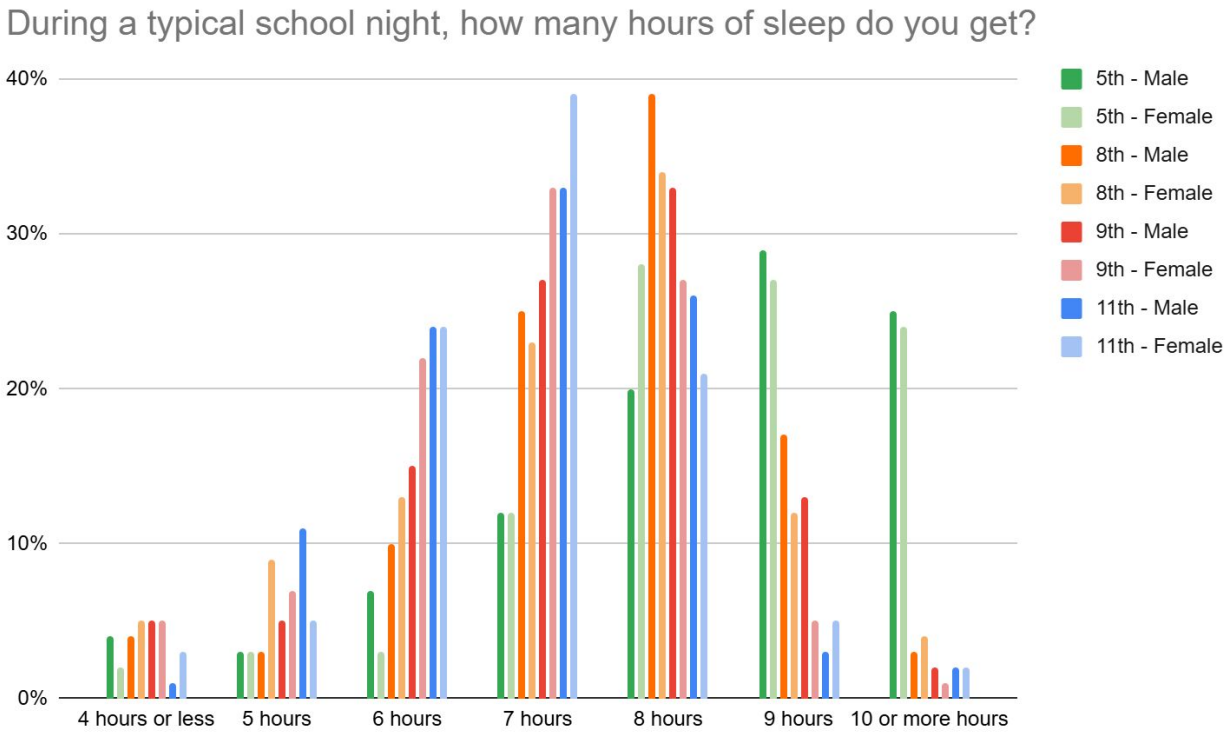
Weight Status



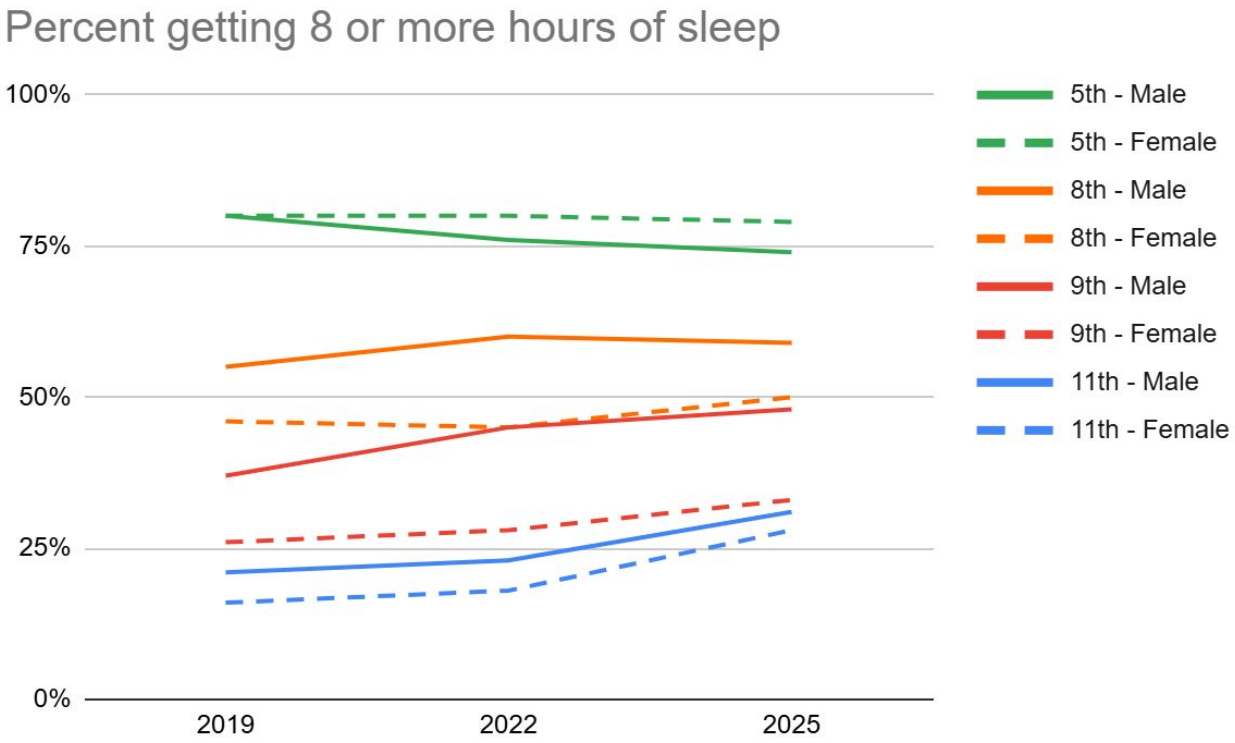
Physical Activity



Sleep

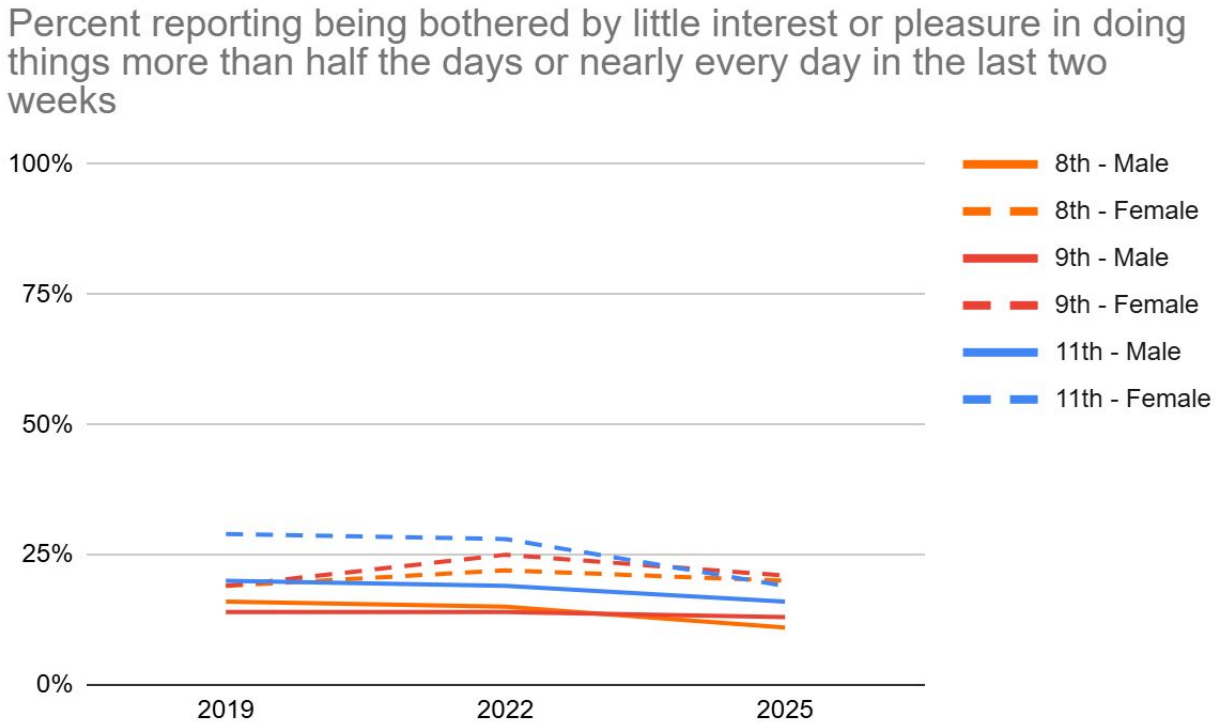

During a typical school night, how many hours of sleep do you get?
40%
30%
20%
10%
0%
4 hours or less
5 hours
6 hours
7 hours
8 hours
9 hours
10 or more hours
5th - Male
5th - Female
8th - Male
8th - Female
9th - Male
9th - Female
11th - Male
11th - Female

Sleep

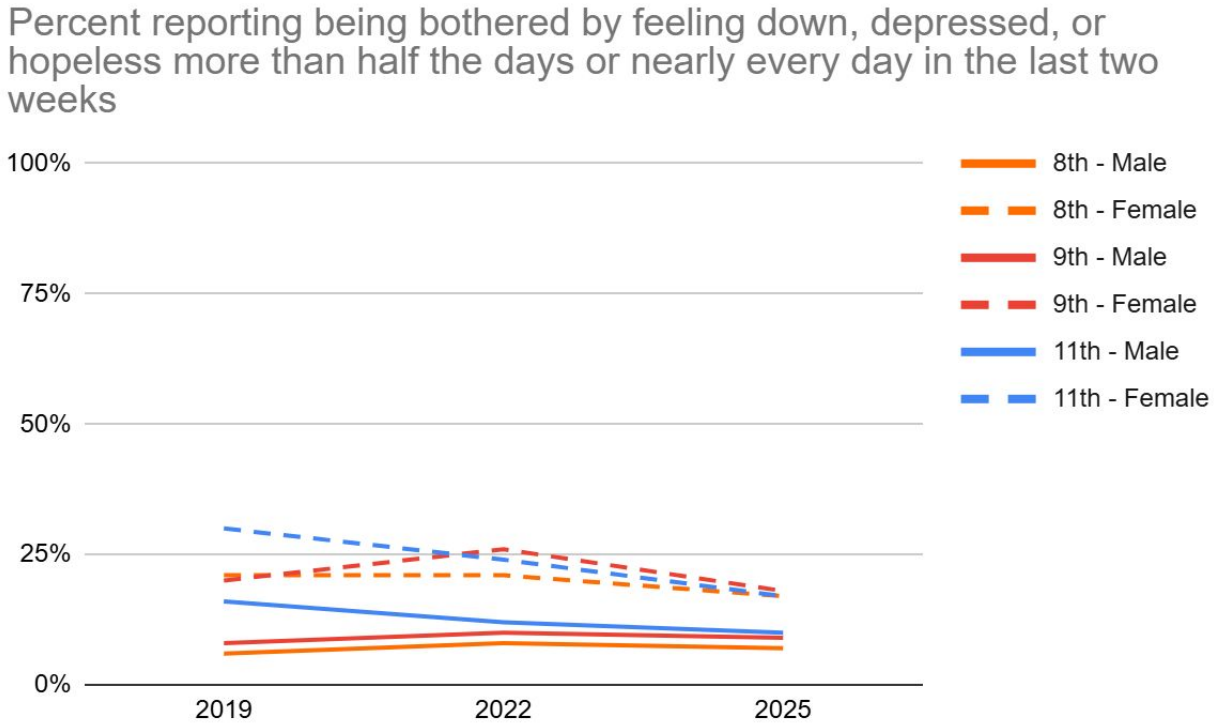

Percent getting 8 or more hours of sleep
100%
75%
50%
25%
0%
2019
2022
2025
5th - Male
5th - Female
8th - Male
8th - Female
9th - Male
9th - Female
11th - Male
11th - Female

Mental Health

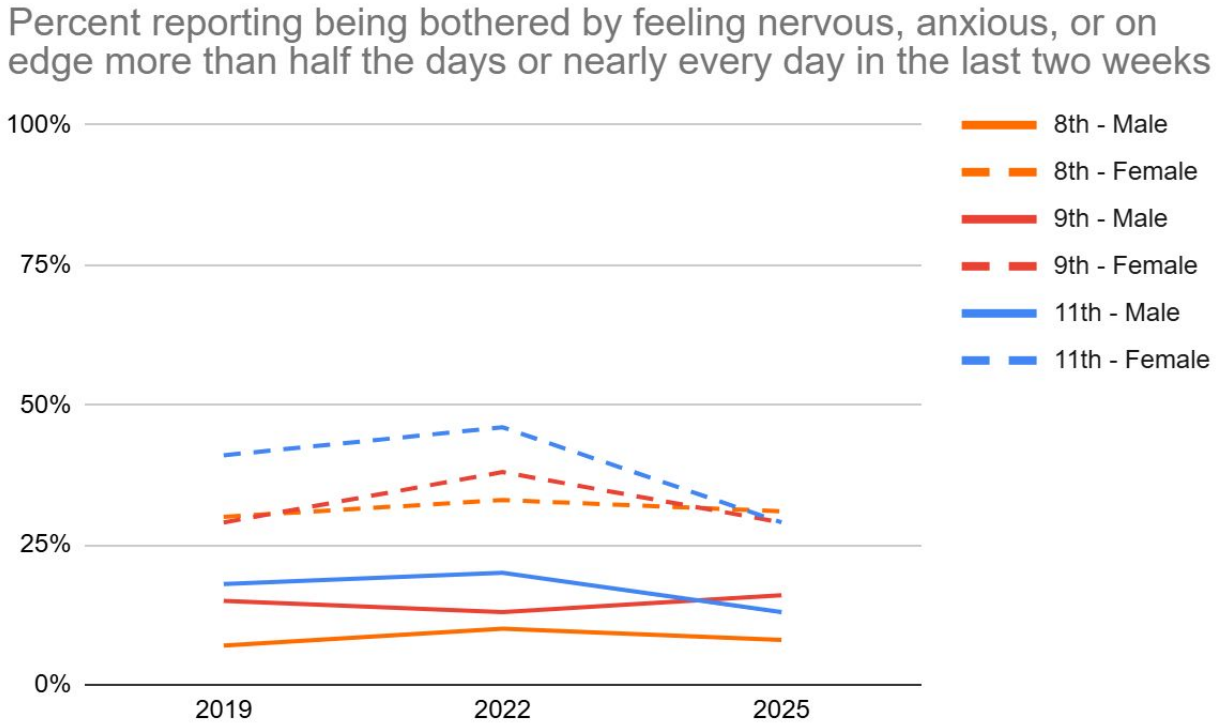
Emotional Well-Being and Distress



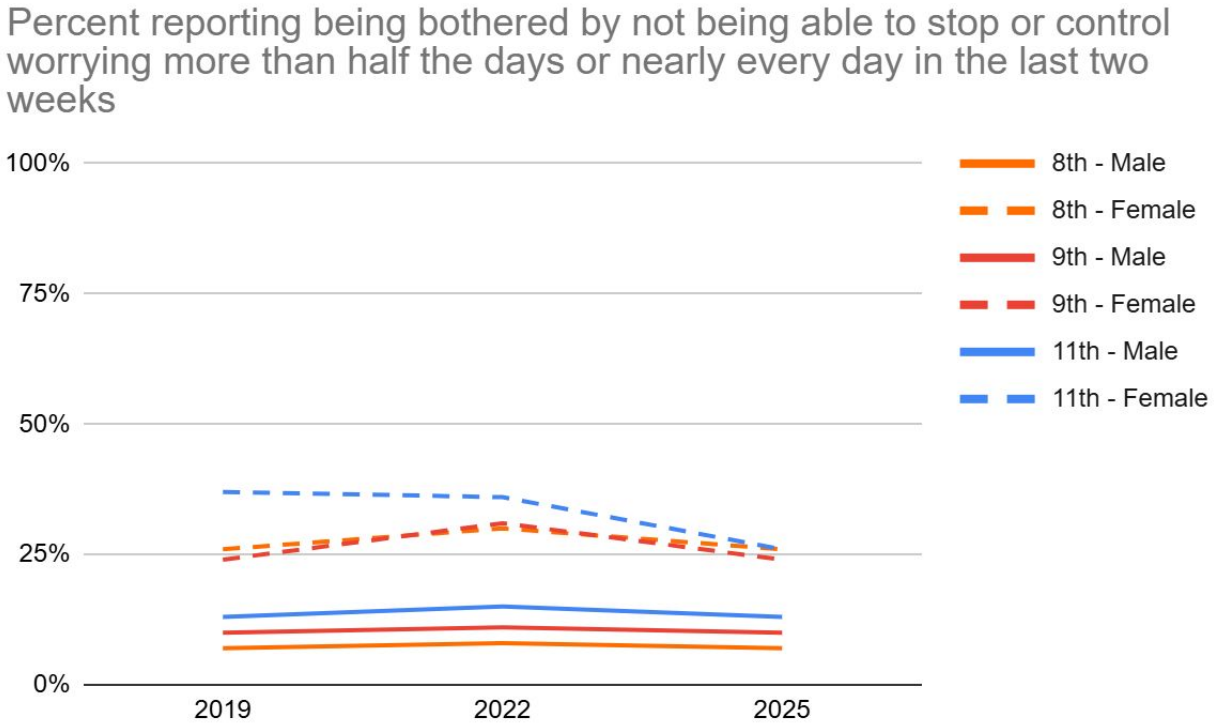
Emotional Well-Being and Distress



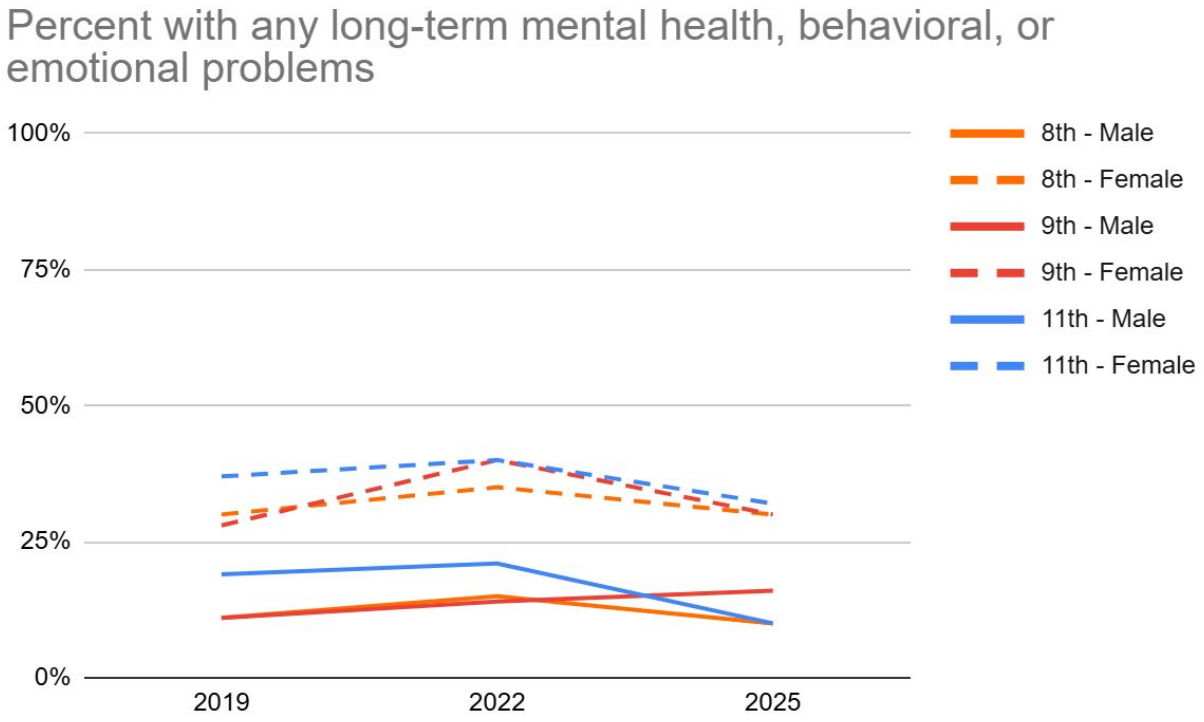
Emotional Well-Being and Distress



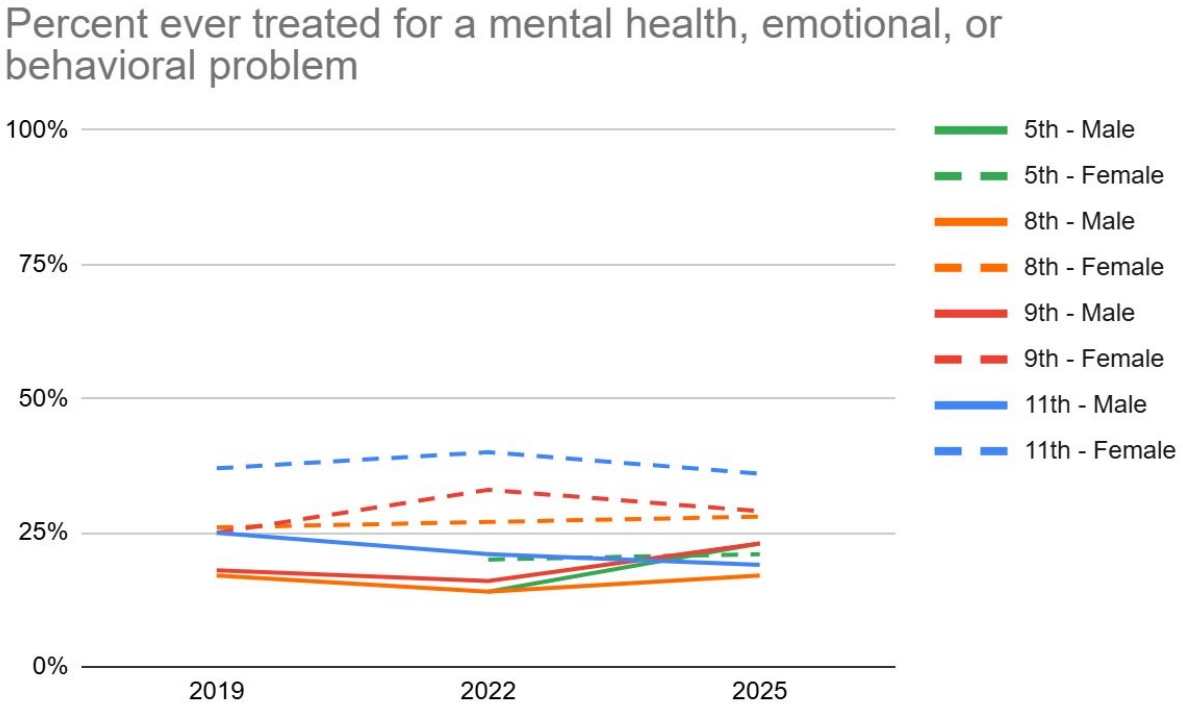
Emotional Well-Being and Distress



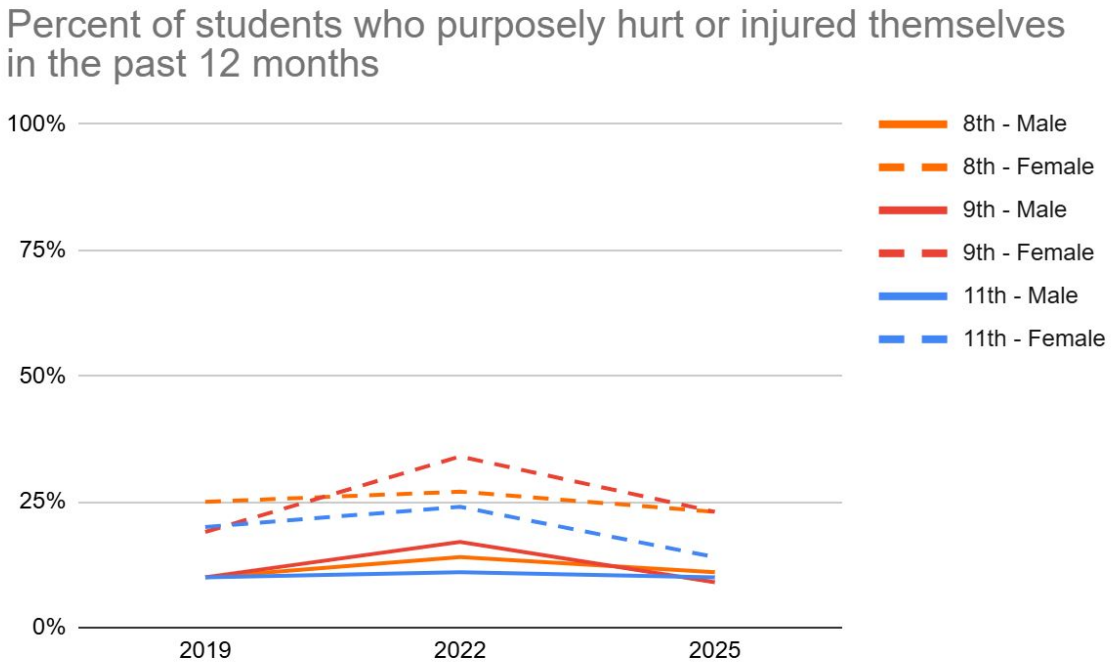
Mental Health Problem



Mental Health Treatment



Self-Inflicted Injury



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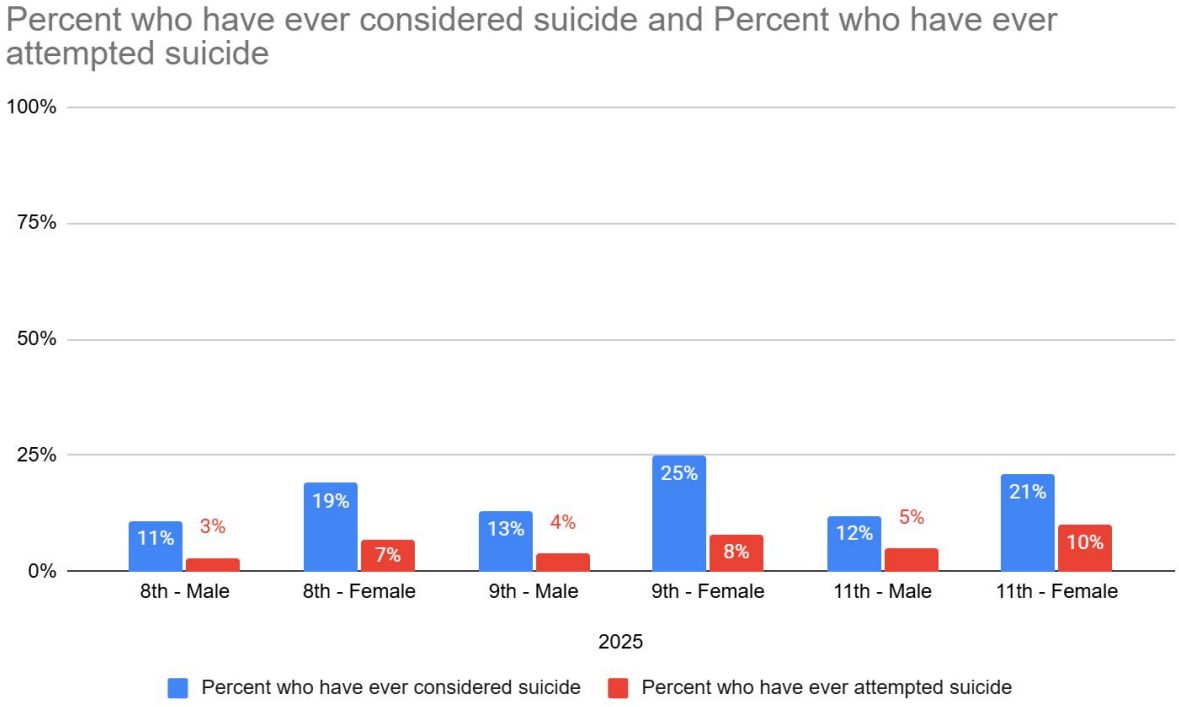
Suicidal Thoughts and Suicidal Behavior



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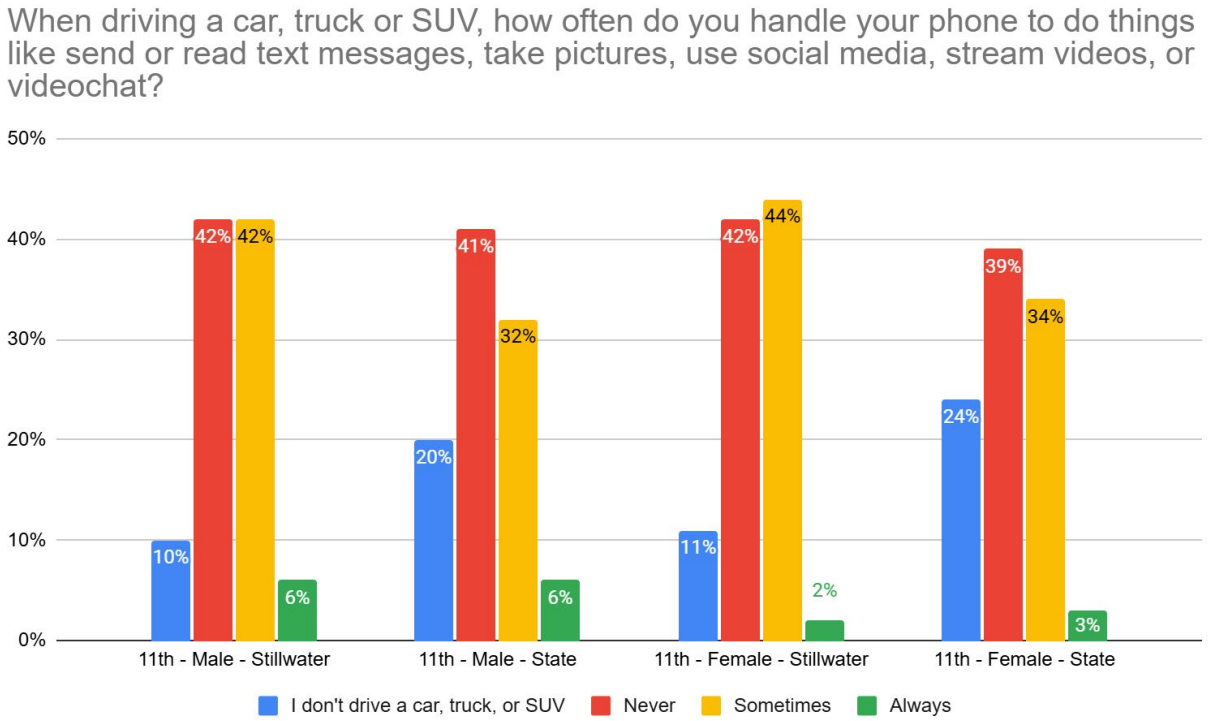
Health Behaviors

Vehicle Safety



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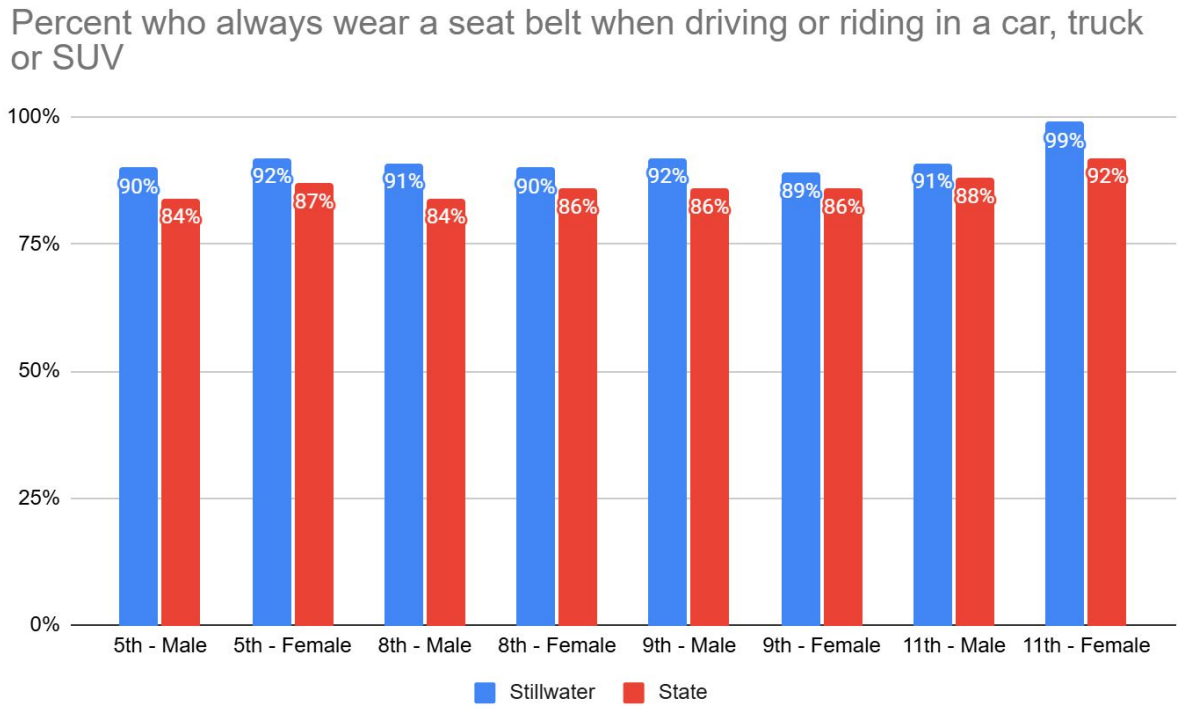
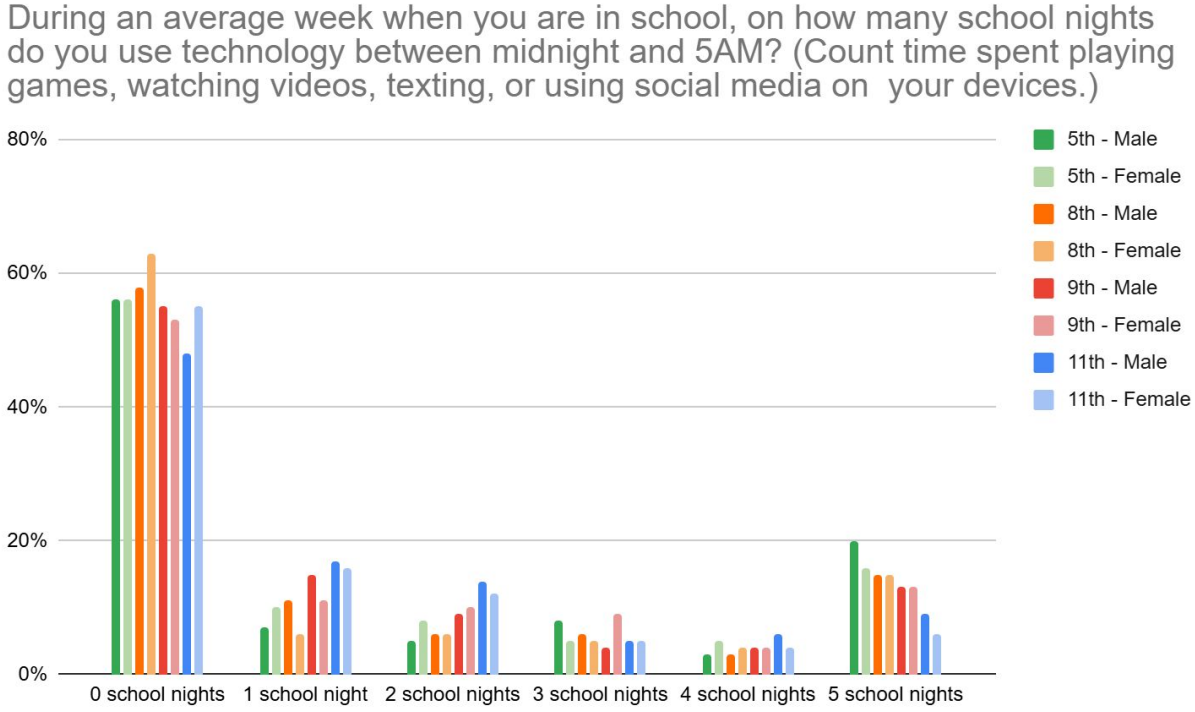
Vehicle Safety



Technology Use



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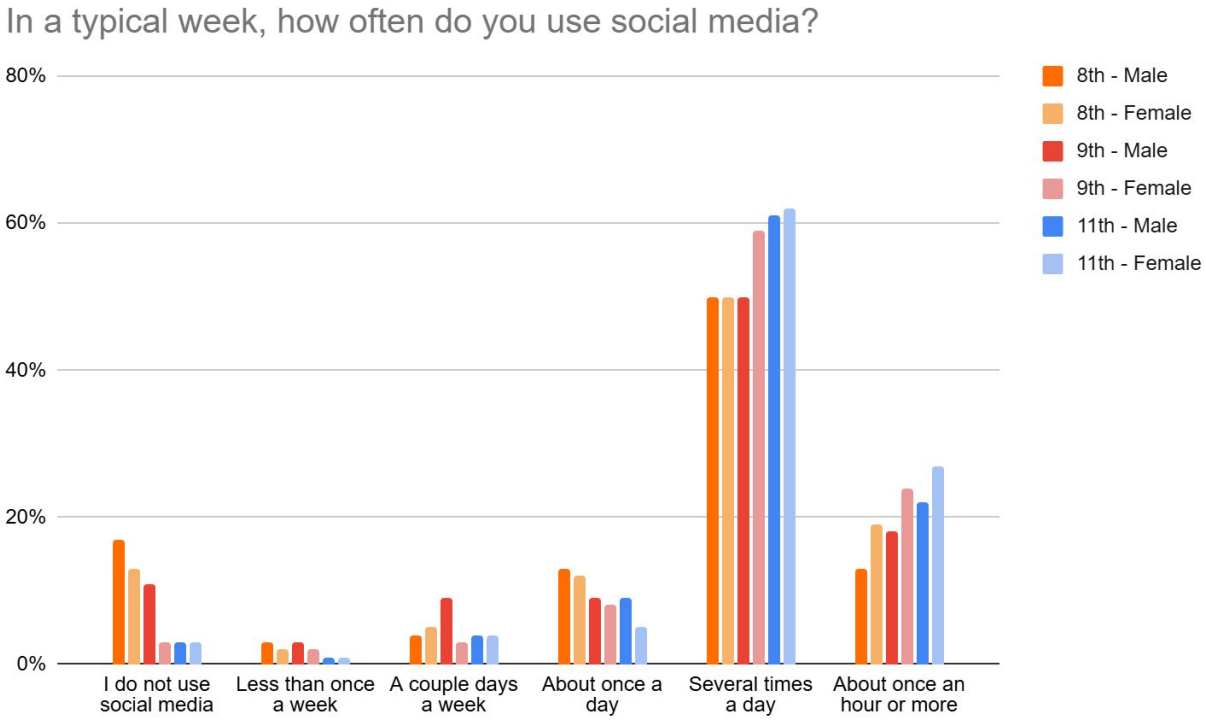
Social Media Use



Social Media Use

Percent of those who use social media who answered yes to the following:	Grade 5		Grade 8		Grade 9		Grade 11	
	Male	Female	Male	Female	Male	Female	Male	Female
Do you feel that you might have a problem with spending too much time on social media?			28%	42%	30%	39%	39%	51%
Do you skip important social or recreational activities like sports or being with friends or relatives to be on social media?			6%	6%	7%	7%	5%	6%
Do you have trouble getting your homework, chores, or other major responsibilities done because you were spending time on social media?			26%	40%	26%	35%	38%	42%

Gambling Behavior

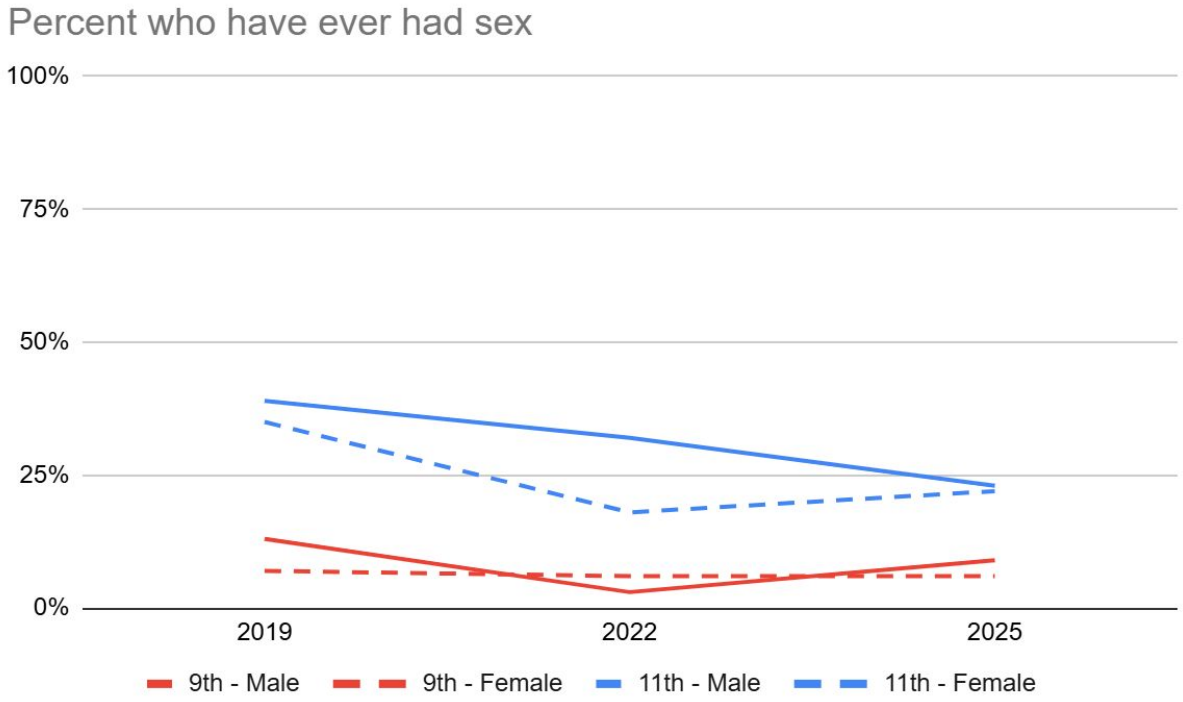
Most common among males:

- Betting on informal games of personal skill
- Betting on formal sports/events
- Purchasing mystery or random paid items in online games without previewing the content first

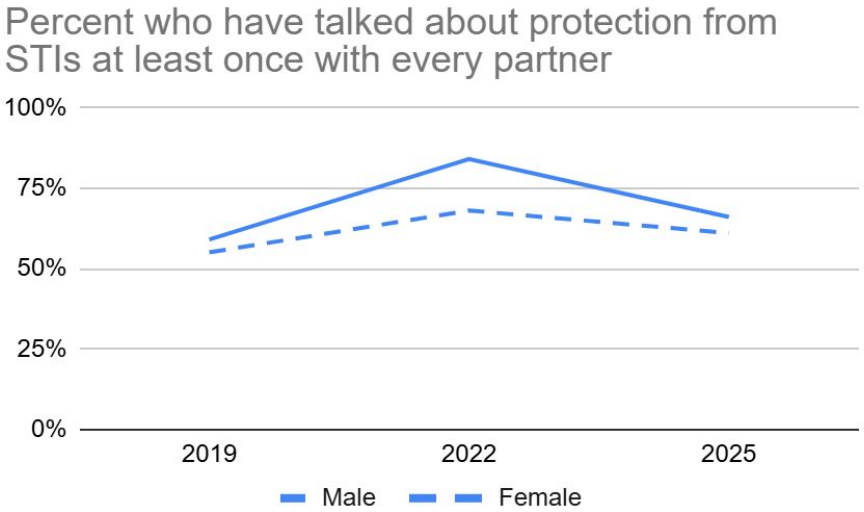
Most common among females:

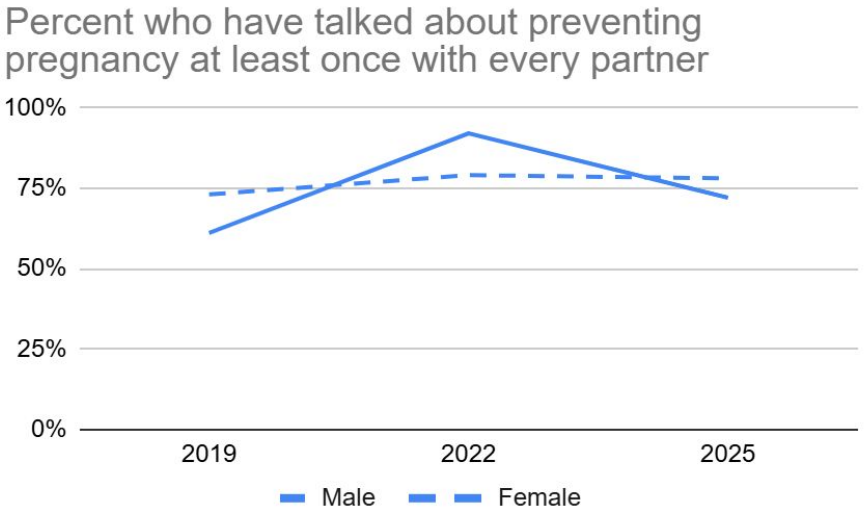
- Betting on informal games of personal skill
- Buying lottery tickets or scratch offs
- Purchasing mystery or random paid items in online games without previewing the content first

Sexual Behavior

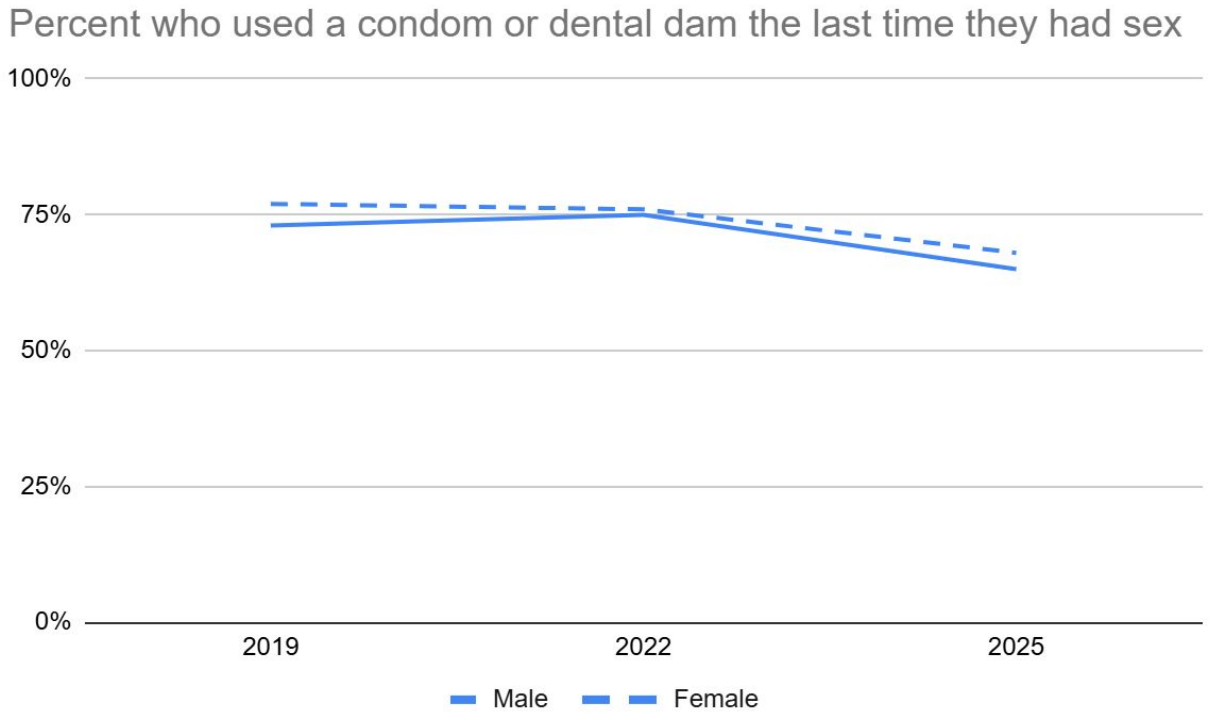


Prevention of Pregnancy and Infection

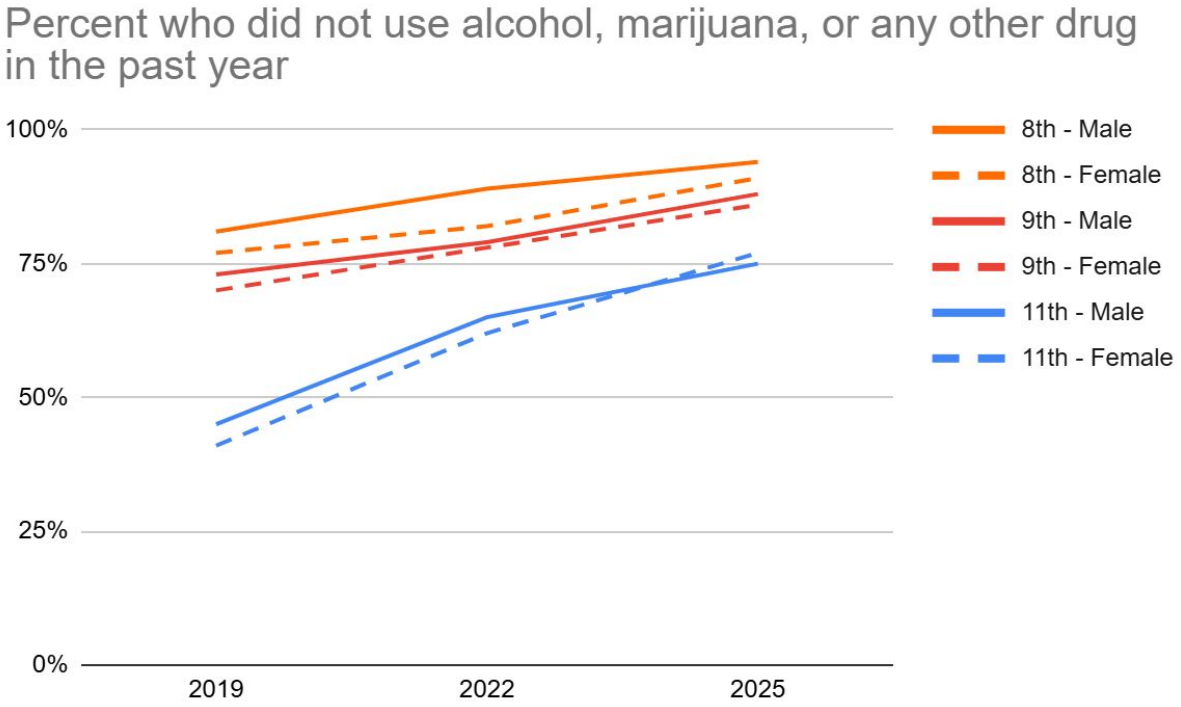




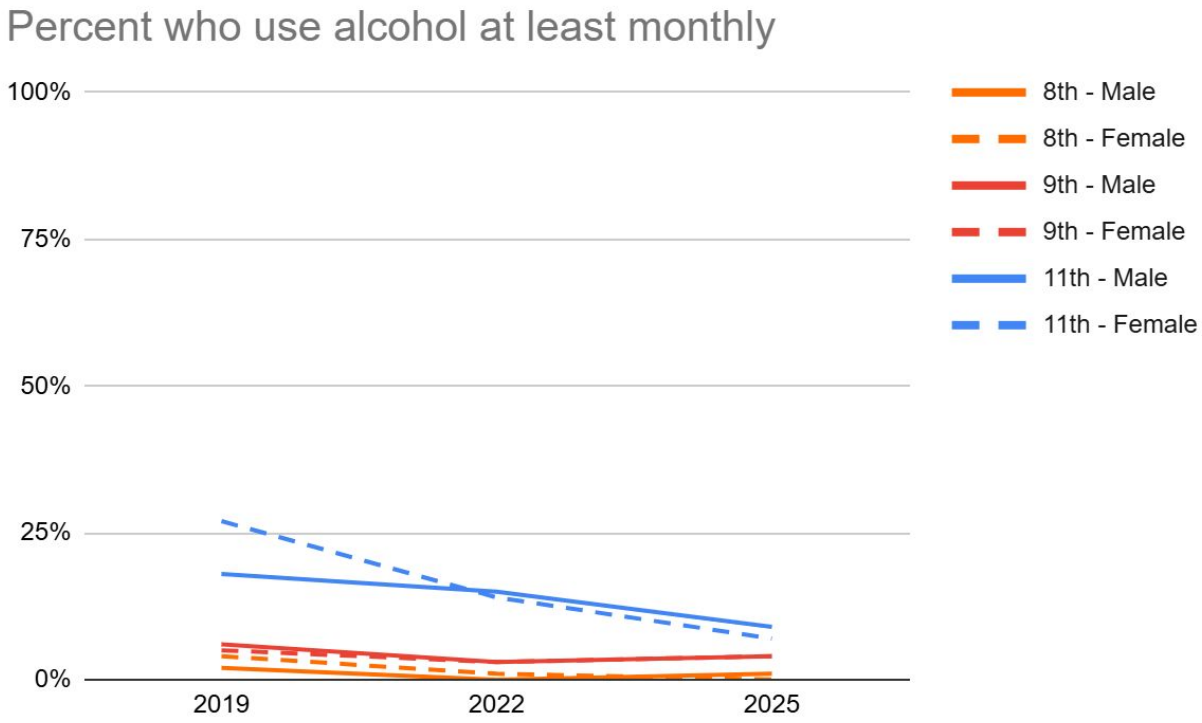
Prevention of Pregnancy and Infection



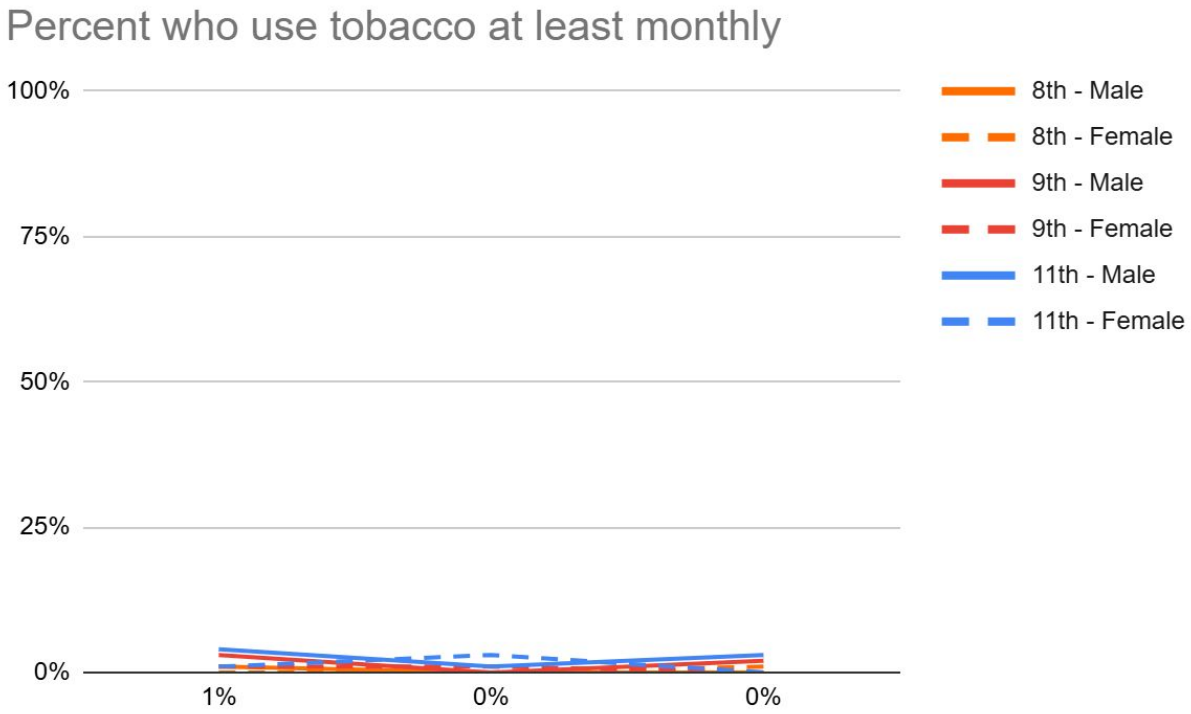
Substance Use



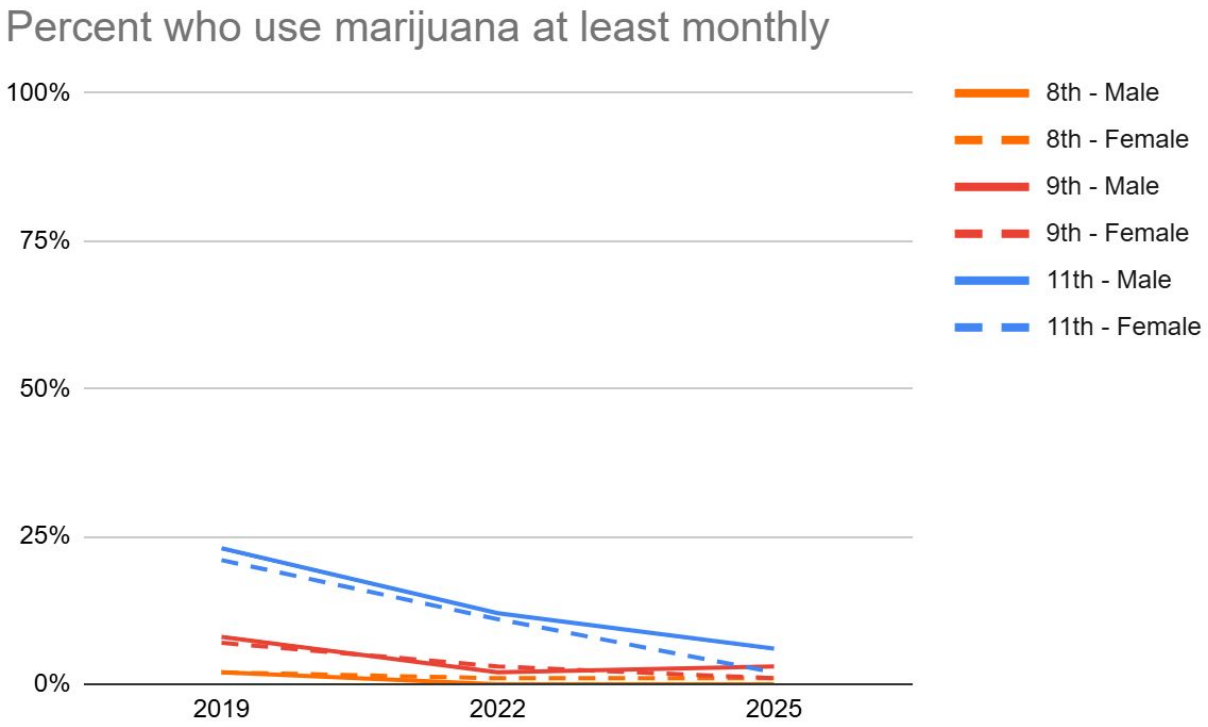
Alcohol Use


Percent who use alcohol at least monthly
100%
75%
50%
25%
0%
2019
2022
2025
8th - Male
8th - Female
9th - Male
9th - Female
11th - Male
11th - Female

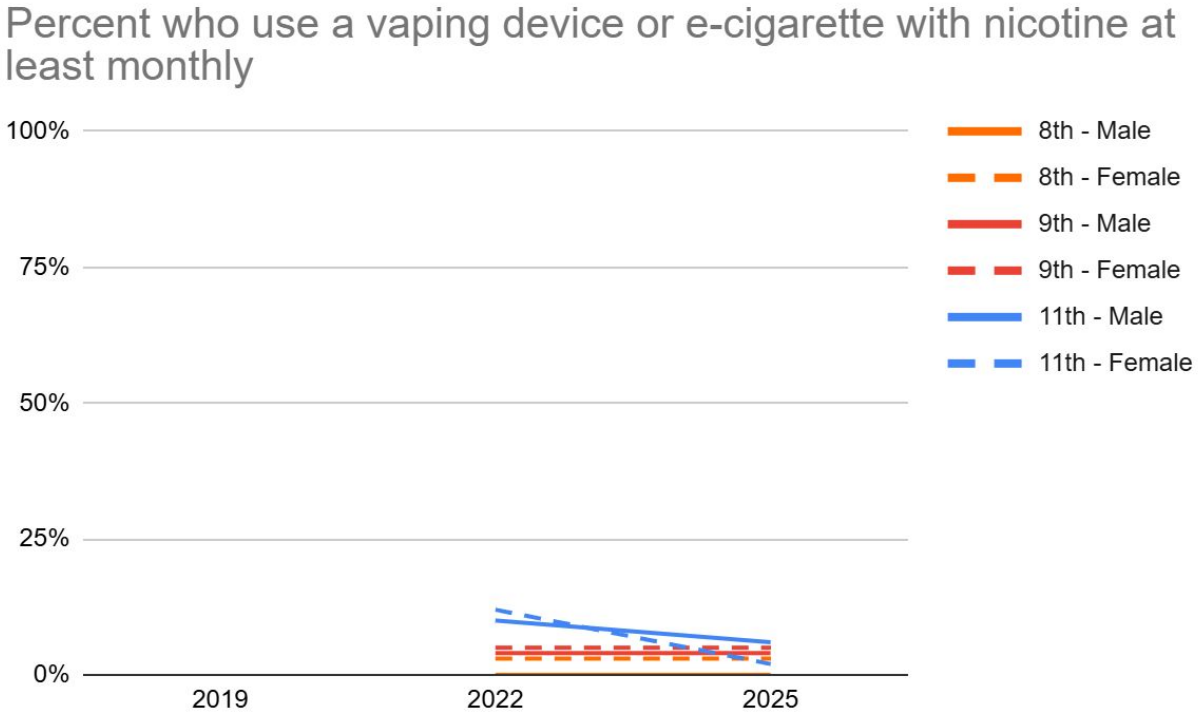
Tobacco Use


Percent who use tobacco at least monthly
100%
75%
50%
25%
0%
1%
0%
0%
8th - Male
8th - Female
9th - Male
9th - Female
11th - Male
11th - Female

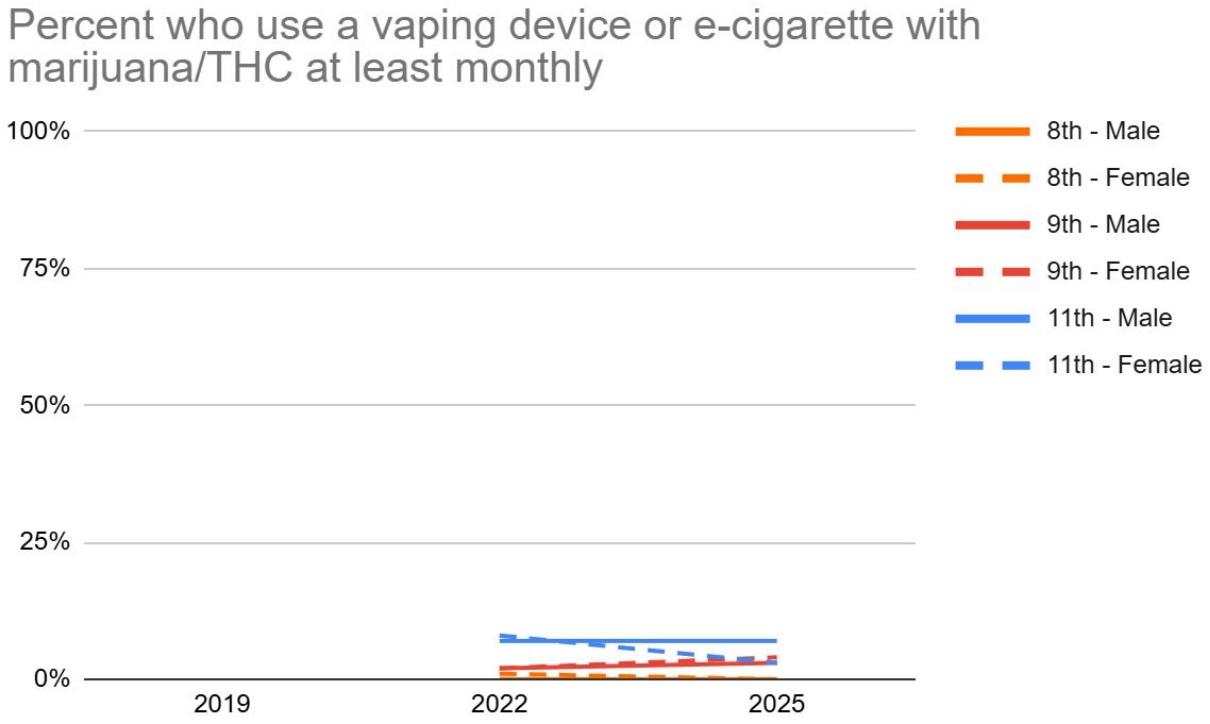
Marijuana Use



E-Cigarettes - Nicotine



E-Cigarettes: Marijuana/ THC



Perception of Others' Substance Use

Percent who have "ever" used the following:	Grade 11 - Male		Grade 11 - Female	
	In your opinion, how often do you think most students in your school use each of the following?	How often do you use each of the following?	In your opinion, how often do you think most students in your school use each of the following?	How often do you use each of the following?
Tobacco (cigarettes, chew)	52%	7%	65%	4%
Alcohol (beer, wine, liquor)	76%	29%	85%	30%
Marijuana (pot, hash, hash oil)	65%	11%	79%	11%
Vaping device or e-cigarette with nicotine	75%	13%	88%	16%
Vaping device or e-cigarette with marijuana/THC	65%	10%	81%	8%

Next Steps

Share information with:

- School principals and BILT teams
- Counselors, social workers, and school psychologists
- Health teachers

Request school-level data for the middle schools

Review key indicators by race/ethnicity

Questions

Educational Technology: Screens in Balance

April 7, 2026

Eric Simmons, Executive Director of Technology
Jessica Schmid, Technology Operations Manager

Expect More.

Overview

- Background
- What is screen time?
- Technology use in school
- Technology use at home
- Collaboration and Resources

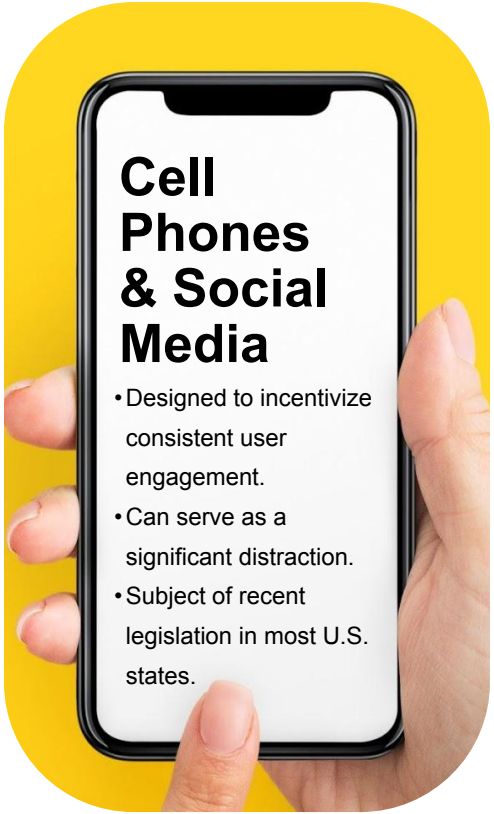
Screen Time Paradox

Technology is essential for learning

There are concerns about screen time

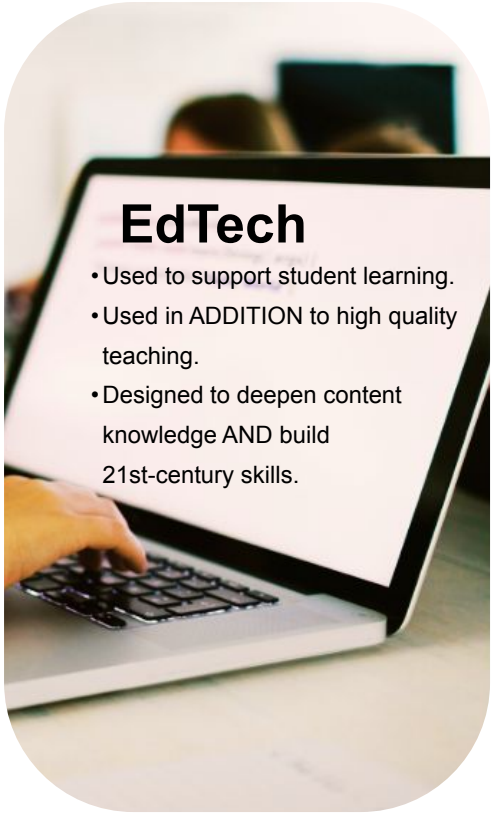
What IS
screen time?

Three Types of “Screen Time”



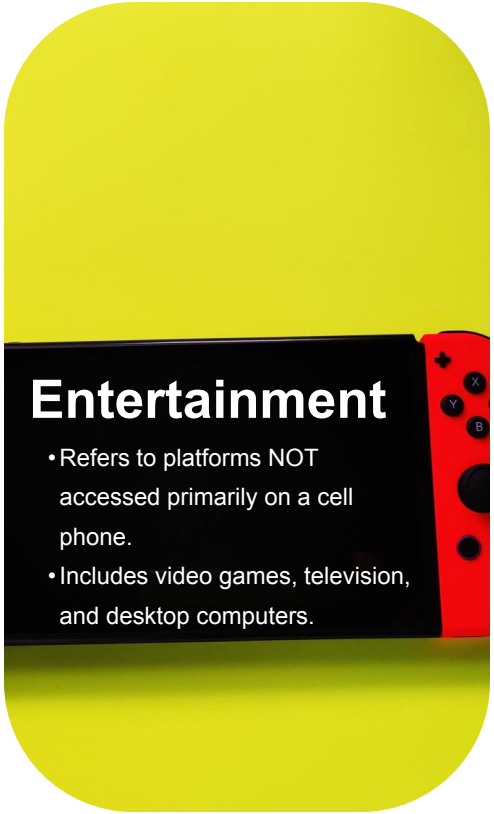
Cell Phones & Social Media

- Designed to incentivize consistent user engagement.
- Can serve as a significant distraction.
- Subject of recent legislation in most U.S. states.



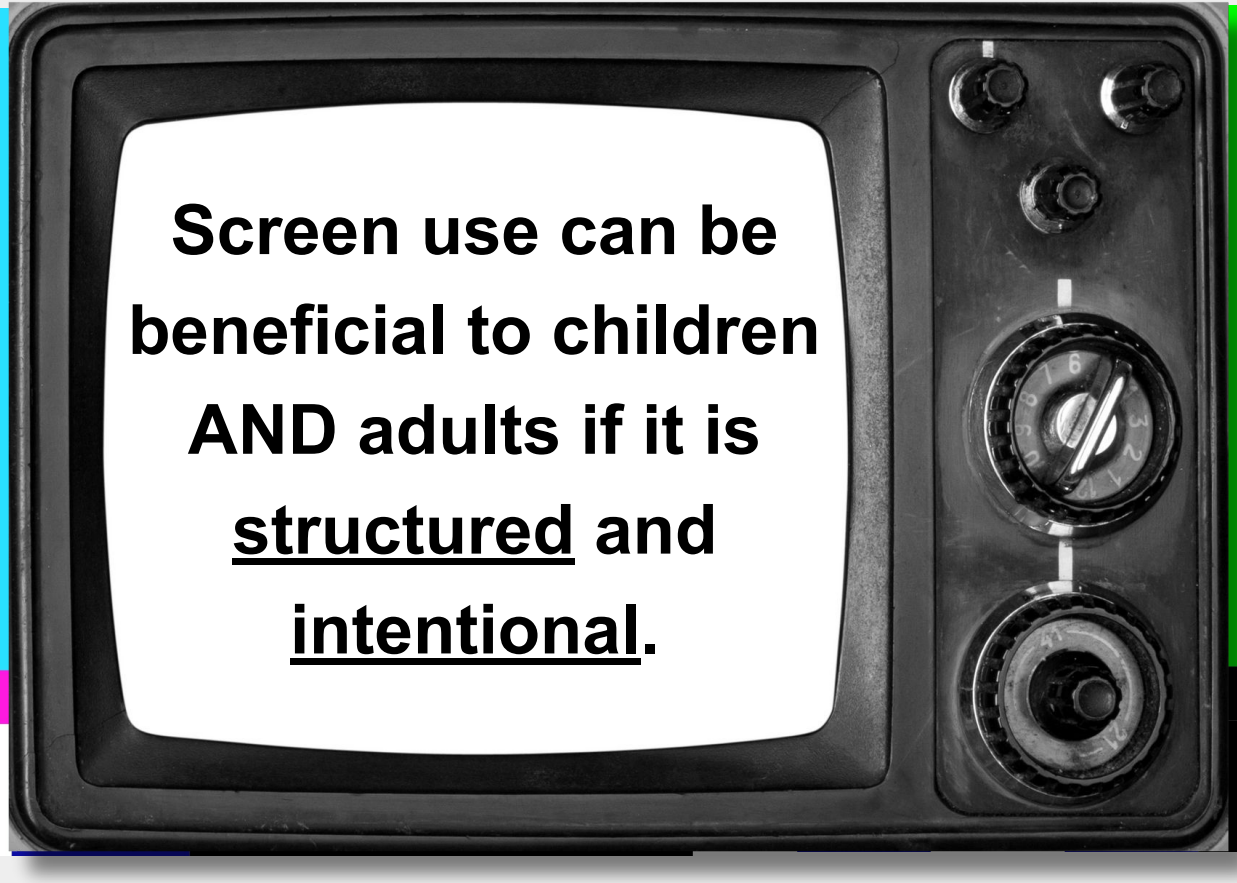
EdTech

- Used to support student learning.
- Used in ADDITION to high quality teaching.
- Designed to deepen content knowledge AND build 21st-century skills.



Entertainment

- Refers to platforms NOT accessed primarily on a cell phone.
- Includes video games, television, and desktop computers.


Screen use can be beneficial to children AND adults if it is structured and intentional.

Structured and Intentional Use

Structured and Intentional

- Used for a clear purpose.
- Used alongside in-person experiences
- Used to target specific skills

Unstructured and Unintentional

- Mindless scrolling (Doom Scrolling!)
- Multiple hours without breaks
- Used as a replacement for in-person activities

Screens in
our schools

Why we use EdTech

Differentiation

Students are able to engage with activities and lessons that are engaging, personalized, and targets the concepts they are developing.

Skill-Building

EdTech allows students to build and maintain important 21st-century skills that they will need beyond their PreK–12 education.

Access and Inclusion

EdTech allows greater access to grade-level academics to ALL students, including those in special education and English-learner programs.

Student Technology Access

- Universal Access Device Program (One-To-One)
  - **Grades PreK-1:** Shared device access in classrooms for specific programs or lessons (2:1 iPads)
  - **Grades 2-5:** Devices available in the classroom for (1:1 Chromebooks in Carts)
  - **Grades 6-12+:** Individual device for learning (1:1 Chromebook)

EdTech in Stillwater

1:1 Devices

PreK-1: Classroom iPads
2-5: Classroom Chromebook carts
6-12: 1:1 Chromebooks

Reading Program (Benchmark)

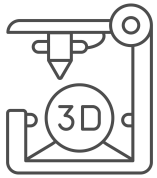
Reading,
Grades K-5

Google Drive

Creative Thinking, All Grades

Feedback for Growth

All Grades

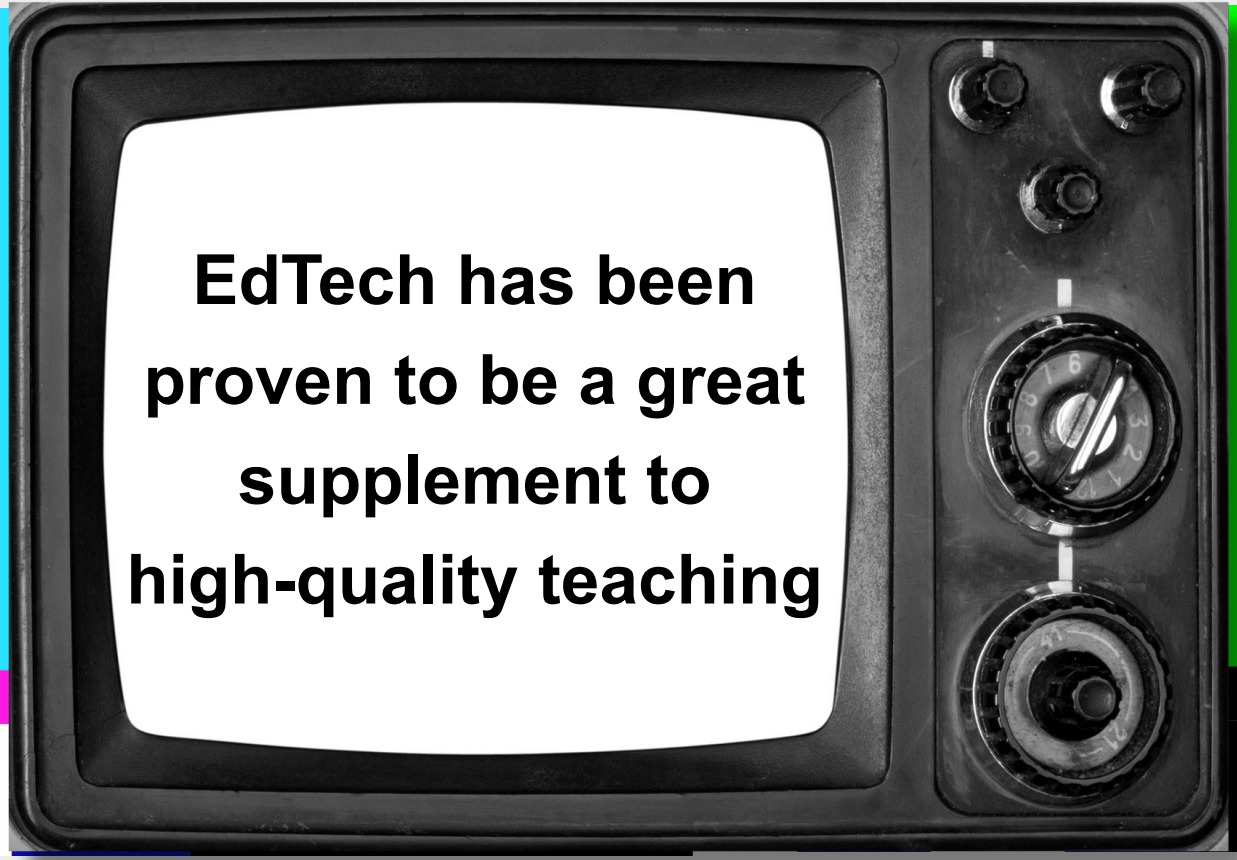


User-Centered Design Project

Grade 8

Problem-Solving

All Grades


EdTech has been
proven to be a great
supplement to
high-quality teaching

Guardrails for Technology Use

- Safety: Internet filters, “walled gardens” and safeguards
- Teachers can support students and view screens in real time (Hapara)
- Technology is used for specific learning purposes
- Digital Citizenship and clear expectations for student use (and non-use)
- Teachers redirect students when needed

Cell Phone Policy

Policy 524.5: Personal Electronic Communication Devices

1. All students (preK-12) are **prohibited from using personal electronic communication devices** - including phones, smart watches, earbuds, etc. - on school premises **from the first bell of the school day to the last**. This includes instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.
2. All personal electronic communication devices shall be **kept in designated areas** and turned off.

Approved March 4, 2025

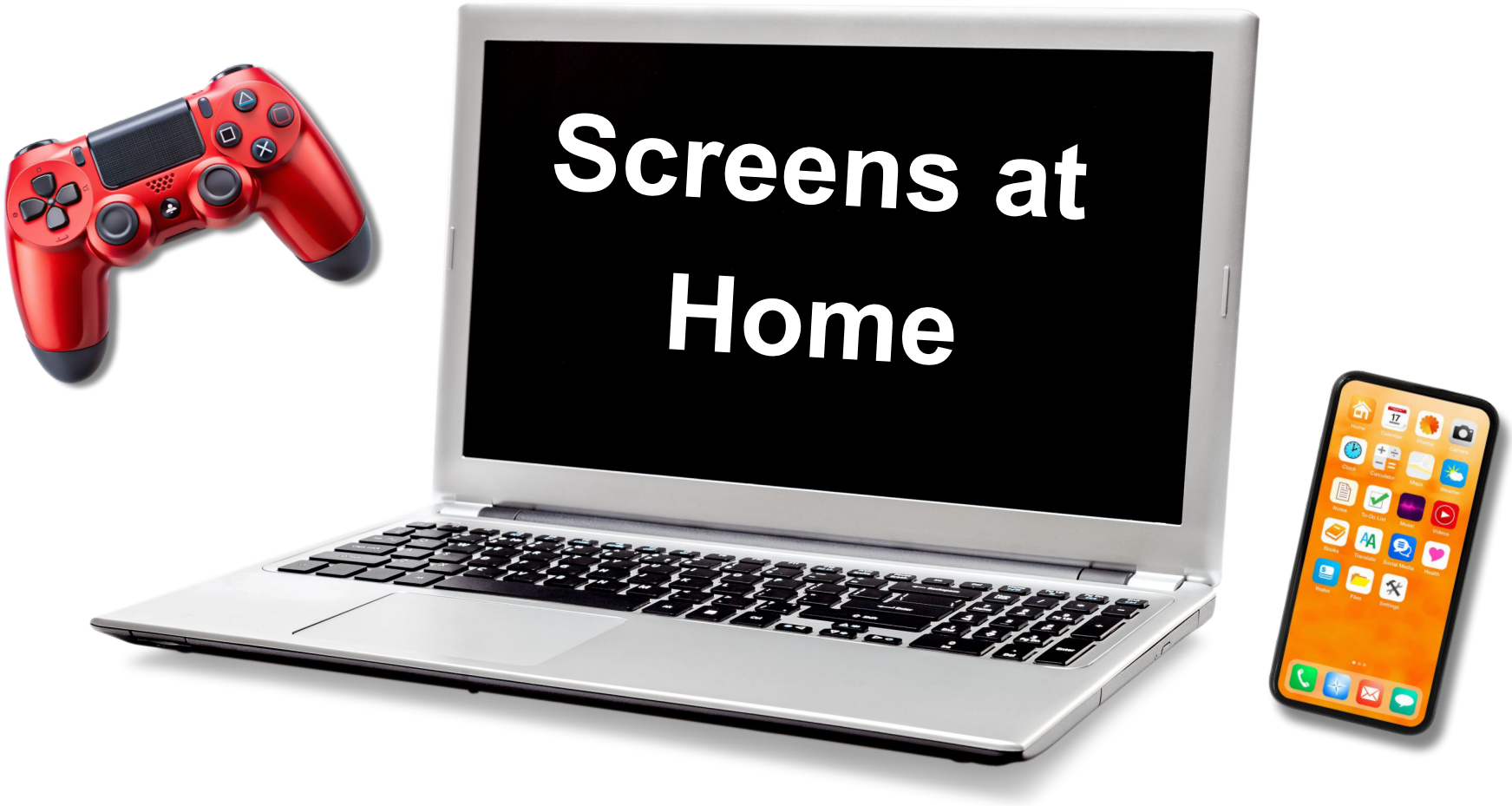
Cell Phone Policy Exceptions

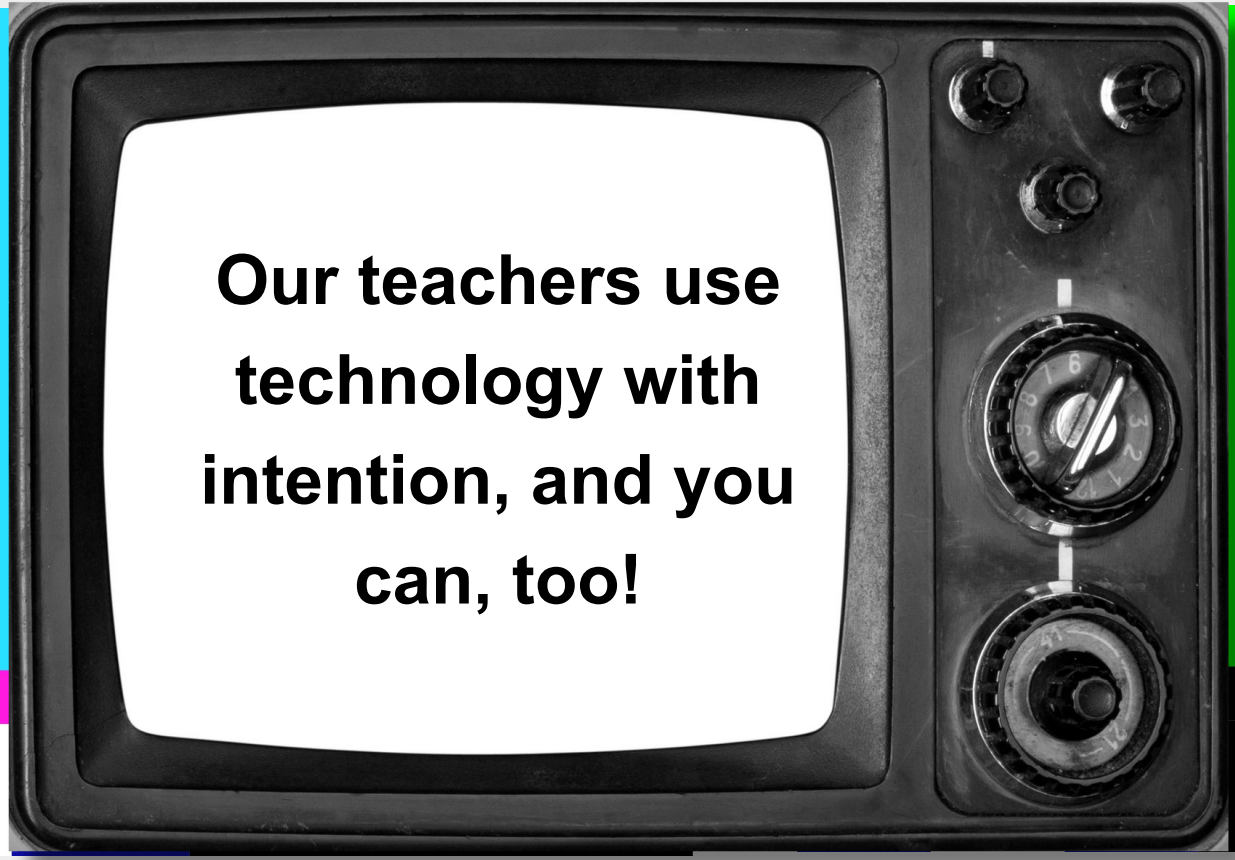
- Use allowed under an **IEP, 504 Plan, or documented health care plan**
- Use allowed to monitor or address a health concern or medical condition upon permission granted by school administration
- Families will work with Student Support Services to determine if there is a need

Less Media.
More Social.

Devices off

Engagement on


Screens at
Home


Our teachers use technology with intention, and you can, too!

Research-Backed Recommendations

- Model thoughtful technology and cell phone use around your child
- Create clear, consistent expectations for technology use (e.g. one television episode on weeknights)
- Monitor what your child is accessing on their devices
- Provide engaging in-person experiences for your child
- Remember that there is no one correct way to use technology. Do what works best for your family

Collaborate with Us!

Schools

Share Resources:

- Common Sense Media .org
- Google Family Resources
- Internet provider tools to manage access and screen time

Provide Meaningful Guidance:
Teachers offer personalized recommendations on technology and education, leveraging their expertise in education and child development

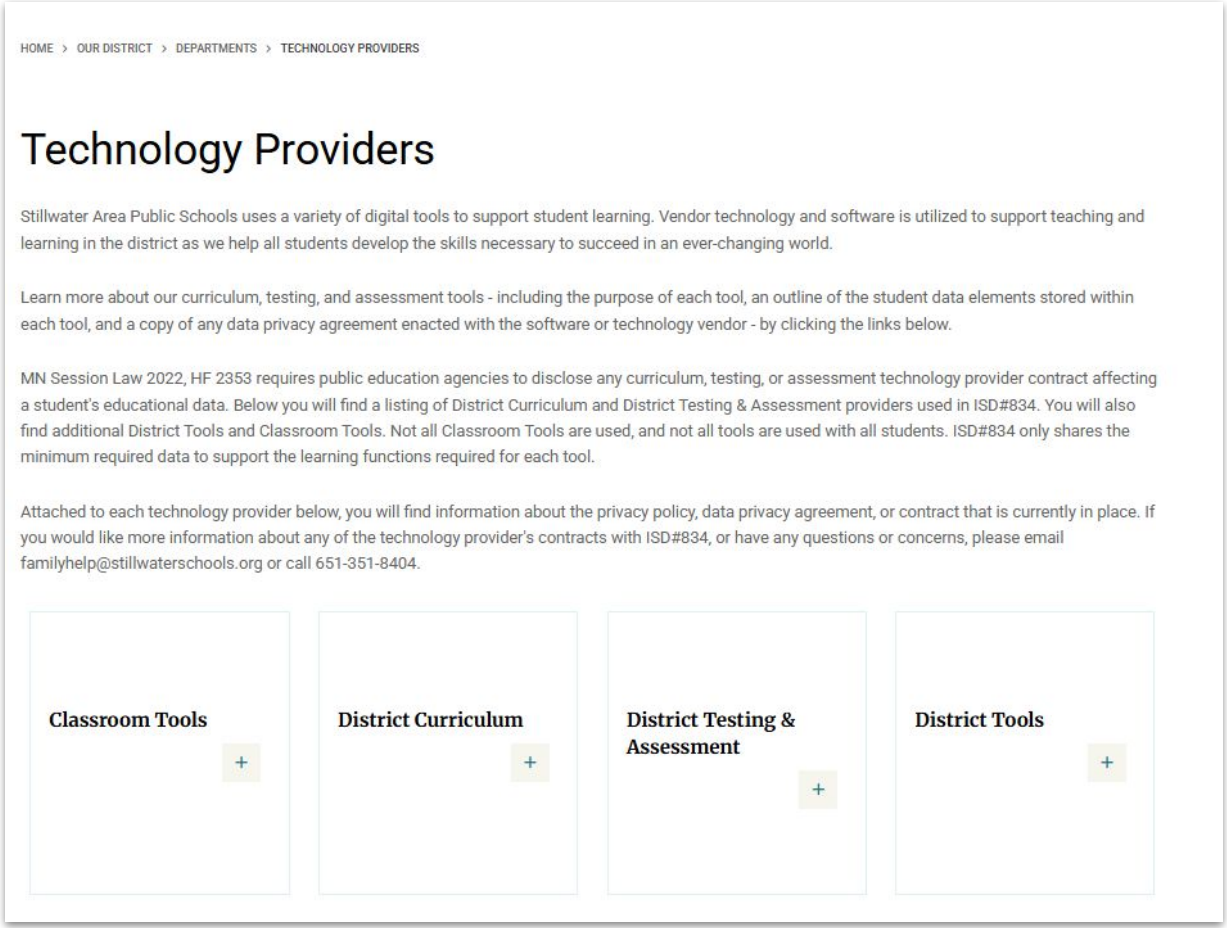
Families

Ask Questions: Our staff is happy to help answer any questions you have related to our use of screens in classrooms.

Share Personal Expectations:
What are your family's technology goals? How do you want to balance screen use and school expectations?

Viewing Classroom Applications

We believe in transparency with the tools used in classrooms



HOME > OUR DISTRICT > DEPARTMENTS > TECHNOLOGY PROVIDERS

Technology Providers

Stillwater Area Public Schools uses a variety of digital tools to support student learning. Vendor technology and software is utilized to support teaching and learning in the district as we help all students develop the skills necessary to succeed in an ever-changing world.

Learn more about our curriculum, testing, and assessment tools - including the purpose of each tool, an outline of the student data elements stored within each tool, and a copy of any data privacy agreement enacted with the software or technology vendor - by clicking the links below.

MN Session Law 2022, HF 2353 requires public education agencies to disclose any curriculum, testing, or assessment technology provider contract affecting a student's educational data. Below you will find a listing of District Curriculum and District Testing & Assessment providers used in ISD#834. You will also find additional District Tools and Classroom Tools. Not all Classroom Tools are used, and not all tools are used with all students. ISD#834 only shares the minimum required data to support the learning functions required for each tool.

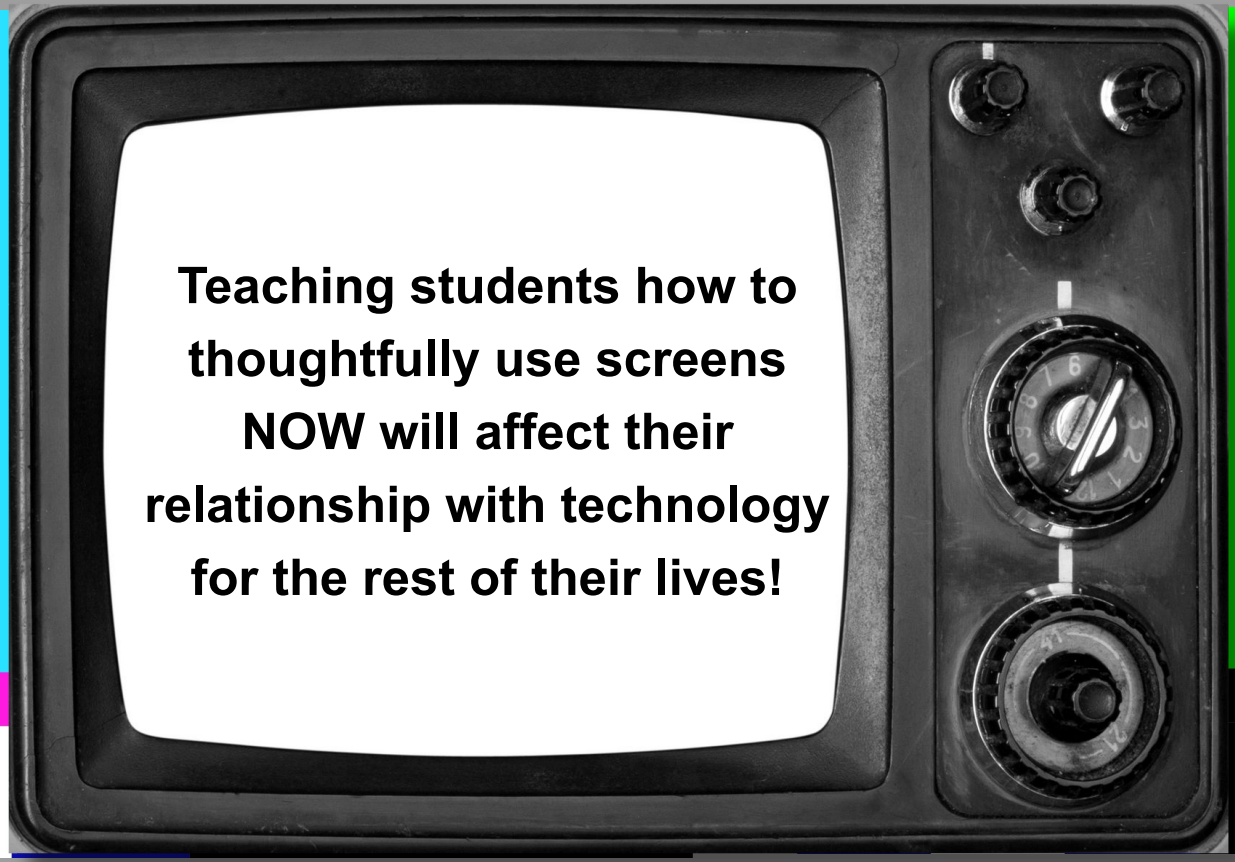
Attached to each technology provider below, you will find information about the privacy policy, data privacy agreement, or contract that is currently in place. If you would like more information about any of the technology provider's contracts with ISD#834, or have any questions or concerns, please email familyhelp@stillwaterschools.org or call 651-351-8404.

Classroom Tools +

District Curriculum +

District Testing & Assessment +

District Tools +


Teaching students how to thoughtfully use screens NOW will affect their relationship with technology for the rest of their lives!

Questions