

MINNESOTA SCHOOL DISTRICT FIRST AID KIT



ISD ### - Your District Name

DATA PACK & WORKBOOK

Chapters

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1 Smartphone and Social Media Overuse

Digital devices have upended childhood, parenthood and teaching all at the same time. For two decades parents have fretted through the minefield of tech novelties and upheaval. Their decisions have been complicated by the fact that both expert advice and public opinion have vacillated during that time. In the early 2000's much pediatric and parenting advice was focused on limiting screen time, especially for young kids. In 2011, the American Academy of Pediatrics still advised no screens for infants under age 2 and a limit of two hours per day for older children and teens.

In the 2010's, however, the adult tide shifted. Streaming services came of age, personal phones and iPads were commonplace and edtech companies were producing voluminous content for kids. The ubiquity of screens was undeniable and the notion of limiting children's time on them was shunned as simplistic and burdensome. The new frameworks and parental advice focused on filtering for quality of content, favoring relational uses (like keeping family) and investing in educational apps. Schools and school districts expanded IT departments, added technology classes, mainstreamed digital citizenship curriculum, signed hardware and software deals with edtech companies and passed "1:1" referendums to provide each child with their own individual device.

But the new vision of integrated digital childhoods did not go well. The pendulum swung back in the 2020's. The detriments of kids' long hours of daily screen time became clearer. Hyper-connectivity brought digital privacy objections, mental health declines and profiling and data collection concerns that continue to outpace solutions. Remote school during COVID spotlighted the severe limitations of digital learning in keeping kids engaged, much less keeping them progressing. And the devastating effects of social media use on adolescent mental health, identity formation, real-world relationships and bullying involvement became widespread trends that schools, parents and mental health providers cannot ignore.

Common Sense Media published teens' and tweens' entertainment media use (excluding productivity and school work) for 2021. The average for tweens was 5:33 hours per day and the average for teens was 7:39 hours per day. These astonishing numbers are changing fundamental pieces of children's development—in-person relationships, attention spans, self-image, age-appropriate learning, sleep and adult skill development.

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Minnesota

In 2021, the Minnesota Legislature passed a law to prohibit the unsupervised use of individual screen devices for kindergarten and preschool students in public schools. Beyond that, Minnesota school districts are not bound by uniform policies about students' personal smartphone use at school. This means that technology policies vary considerably from school district to school district. At a minimum, most districts have a written district-wide policy regulating the use of school internet and school-owned devices.

Many school districts have long used a model policy regarding electronics (#524) from the Minnesota School Board Association (MSBA), that dates back several decades. School boards have customized that electronics policy (or their own) over the last twenty years to adapt to the rapidly changing, intended and unintended effects of technology use at school. (Consistent with policymaking best practices, an archive of modification dates is typically listed at the end of formal policies, as are informative legal references and cross references.)

Some school districts include very little language related to student devices in their technology policies. Others have policies that differentiate permissions by elementary, middle and high school. Other school districts allow schools to set their own building policies. (Arrangements of this type are typically found in student handbooks rather than in the school district's centralized policies.) All Minnesota school districts are required to have a bullying policy, which relatedly addresses prohibitions of student harassment and intimidation on social media (cyberbullying).

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FIRST AID ISD 283 DATA

Smartphone + Social Media Overuse in School

Minnesota Student Survey – Hours of Sleep

Insufficient sleep is studied as a key factor affecting children’s health, ability to focus and mental health status and informs school district decisions about start times, technology use, classroom practices, health, mental health and school culture. This donut chart depicts the sleep hours of students as reported in the Minnesota Student Survey 2022. The inner ring of the donut represents statewide data. The outer ring represents data from ISD 283’s largest corresponding county (as determined by MDE).

Source: Minnesota Student Survey Data (2013-2022), provided by the Minnesota Center for Health Statistics, 8/2/23.

Minnesota Student Survey – Experience of Cyberbullying

Bullying and cyberbullying are studied as key factors affecting children’s mental health status and informs school district decisions about technology use, bullying policies, discipline and enforcement, classroom practices, social media access, mental health and school culture. This donut chart depicts the number of incidents of cyberbullying experienced by students as reported in the Minnesota Student Survey 2022. The inner ring of the donut represents statewide data. The outer ring represents data from ISD 283’s largest corresponding county (as determined by MDE).

Source: Minnesota Student Survey Data (2013-2022), provided by the Minnesota Center for Health Statistics, 8/2/23.

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FIRST AID SUPPLIES

Smartphone + Social Media Overuse in School Resources

Resources

- ✦ Wait Until 8th Movement, FAQ and Pledge
- ✦ Parent Guide on Smartphones and Devices, Common Sense Media
- ✦ Report on Media Use by Tweens and Teens, Common Sense Media (2021)
- ✦ Infographic: Kid Media Use, Common Sense Media (2021)
- ✦ Media Use by Children Younger Than 2 Years, AAP Pediatrics (2011)
- ✦ Away for the Day movement to limit smartphone use by middle schoolers
- ✦ Phone-Free Schools, Jonathon Haidt Substack (2023)
- ✦ Commentary on Sapien Labs Study on Correlation Between Childhood Smartphone Use and Worse Adult Mental Health, Jonathon Haidt Substack (2023)
- ✦ Articles and Interviews by The Coddling of the American Mind authors
- ✦ ScreenStrong movement to limit childhood phone and social media exposure
- ✦ Let Grow movement to promote childhood independence
- ✦ K12 Digital Citizen Curriculum, Common Sense Media
- ✦ Percentage of Schools That Limit Smartphone Use, National Center for Education Statistics, (2022)

Media Coverage

- ✦ Schools Across US Join Growing No-Phone Movement to Boost Focus, Mental Health, CBS (2023)
- ✦ Cellphones in School, US News and World Report (2022)
- ✦ Should Minnesota Students Have Smartphones in Class?, Star Tribune (2022)

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FIRST AID ASSESSMENT

Smartphone + Social Media Overuse in School Worksheet

It is easy to misdiagnose a situation, especially when under stress. Stay calm and assess the circumstances before determining a course of action.

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ISD 283 Technology Coordinator: Thomas Marble (marble.thomas@slpschools.org) (952) 928-6030

1. **Minnesota Statutes §123B.09** and **Minnesota Statutes §123B.02** give the responsibility to govern, manage and control the school district to the district's elected school board. A school board drafts, amends and formally adopts school district policies to help execute these duties. Policies should be dated, compiled and digitally available to the public on a school district's website. (Minnesota school district policies regarding technology use are frequently numbered 524.)

- ✦ What ISD 283 policies govern Smartphone + Social Media Overuse in School (search the ISD 283 policies independently, but validate findings with ISD 283 staff)?
- ✦ What person or group within ISD 283 will draft any new policy or amendments related to Smartphone + Social Media Overuse in School?
- ✦ Will there be a process for public input? If so, what?
- ✦ Is the district considering model policies from any third-parties (the Minnesota School Board Association (MSBA), Education Minnesota; etc.)? If so, what are they?

2. Examine the chart titled...

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ISD 283 Teacher Salary Data

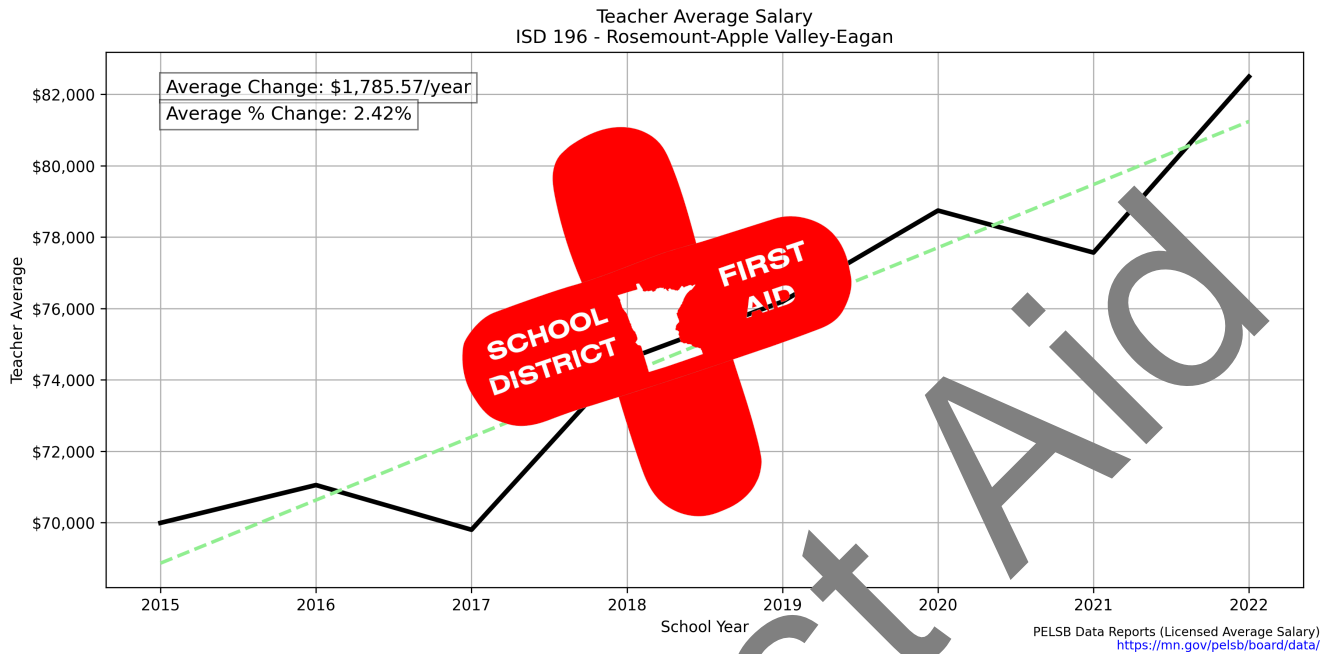


Figure 1: District Teacher Salary Data

Source: <https://mn.gov/pelsb/board/data/>

This data visualization shows average teacher salaries within the school district which is important for understanding the competitive labor market, negotiations between the school district and teachers' union and potential interplay with policies or administrative choices. This graph displays average teacher salaries for the years 2015 to 2022. The solid black line tracks the actual average salary and the dashed green line indicates the trend over time. The graph also summarizes the average yearly salary change and the average percentage change per year in the upper left corner.

House Education Policy Committee on 2/28/2023

- 2/28/2023 hearing audio: [Link](#)
- 2/28/2023 hearing video: [Link](#)

Committee Members

Rep. Cheryl Youakim

- House, 46B, DFL
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House Education Finance Committee on 3/23/2023

- 3/23/2023 hearing audio: [Link](#)
- 3/23/2023 hearing video: [Link](#)

Committee Members

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- Email: rep.cheryl.youakim@house.mn
- Phone: 651-296-9889
- (Heard as: Yoakim)
- Timestamps when Member spoke:
 - 00:39:57,100

Rep. Heather Edelson

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- (Heard as: Edelson)
- Timestamps when Member spoke:
 - 00:16:36,520
 - 00:18:16,920
 - 00:22:59,380

Senate Education Finance Committee on 3/16/2023

- 3/16/2023 hearing video: [Link](#)

Committee Members

ISD 283 Discipline Data by Category

Disciplinary Incidents by Type in Mounds View Public School District



Source: Public Minnesota School District Discipline Data (2012-2022), provided by the Minnesota Department of Education, Request Date: 1/8/24

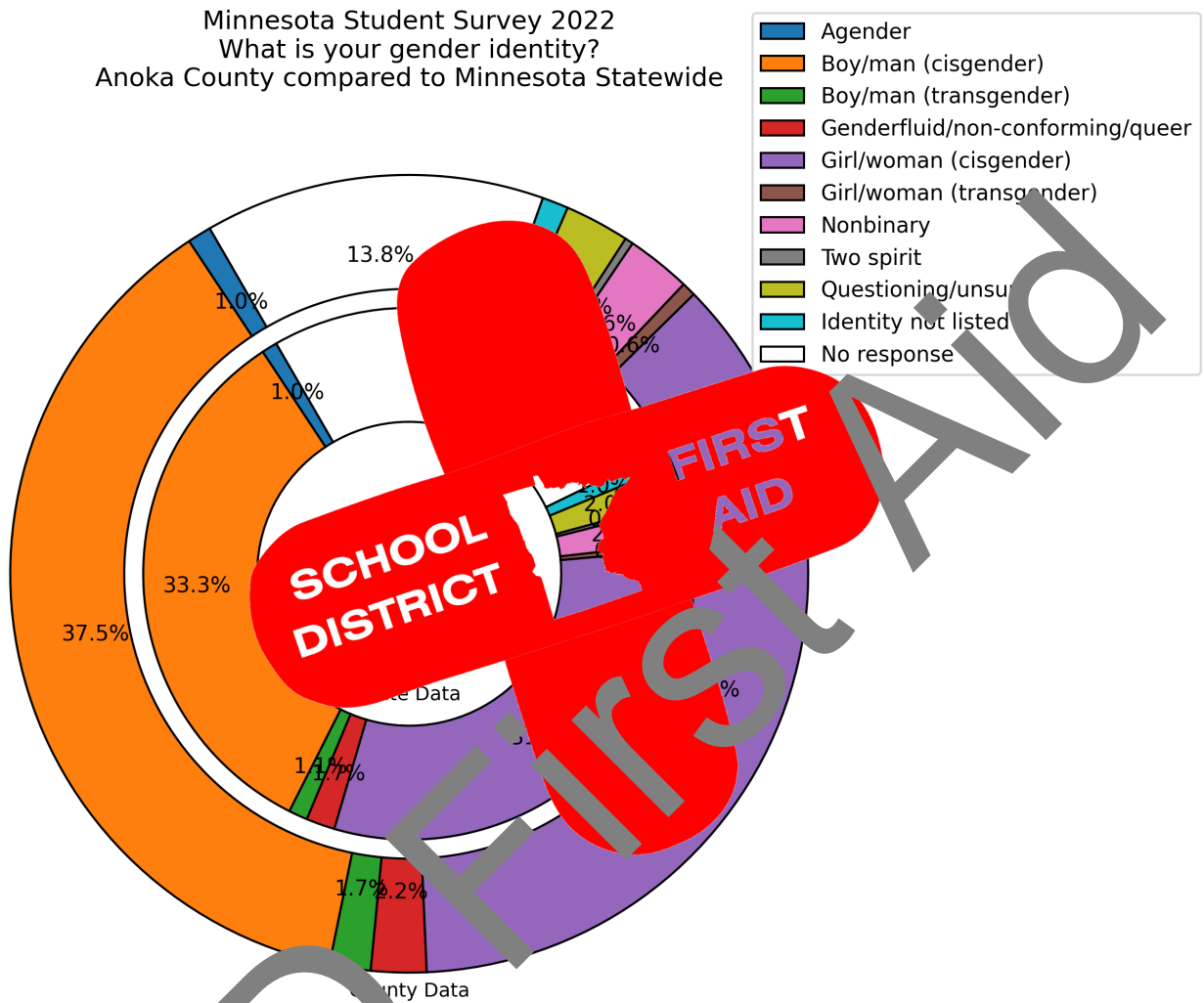
Figure 2: ISD Discipline Data by Category

Source: Public Minnesota School District Discipline Data (2012-2022), provided by the Minnesota Department of Education, 1/8/24.

These data visualizations of Minnesota Department of Education data show the number of total discipline incidents in different categories and help to identify categories of concern and positive and negative trends over time within a category. The plot presents a matrix of bar charts displaying the number of incidents within various disciplinary categories between 2012 and 2022. Each school year is designated by its starting year (ie: the school year spanning 2021 and 2022 is referenced as 2021). The bar charts are sorted by their prevalence from the top-left to the bottom right allowing for quick assessment of which issues are most and least common in a district.

ISD First Aid

Minnesota Student Survey - Gender Identity



Source: Minnesota Student Survey Data (2013-2022), provided by the Minnesota Center for Health Statistics, Request Date: 8/2/23

Figure 3 Minnesota Student Survey - Gender Identity

Source: Minnesota Student Survey Data (2013-2022), provided by the Minnesota Center for Health Statistics, 8/2/23.

This plot highlights the significant number of new answer categories offered in 2022 regarding gender identity. The data reflects the student population's self-reported gender identities in the Minnesota Student Survey 2022. The inner ring of the donut represents statewide data. The outer ring represents data from ISD 283's largest corresponding county (as determined by MDE).

Enrollment in Public, Homeschool, Private

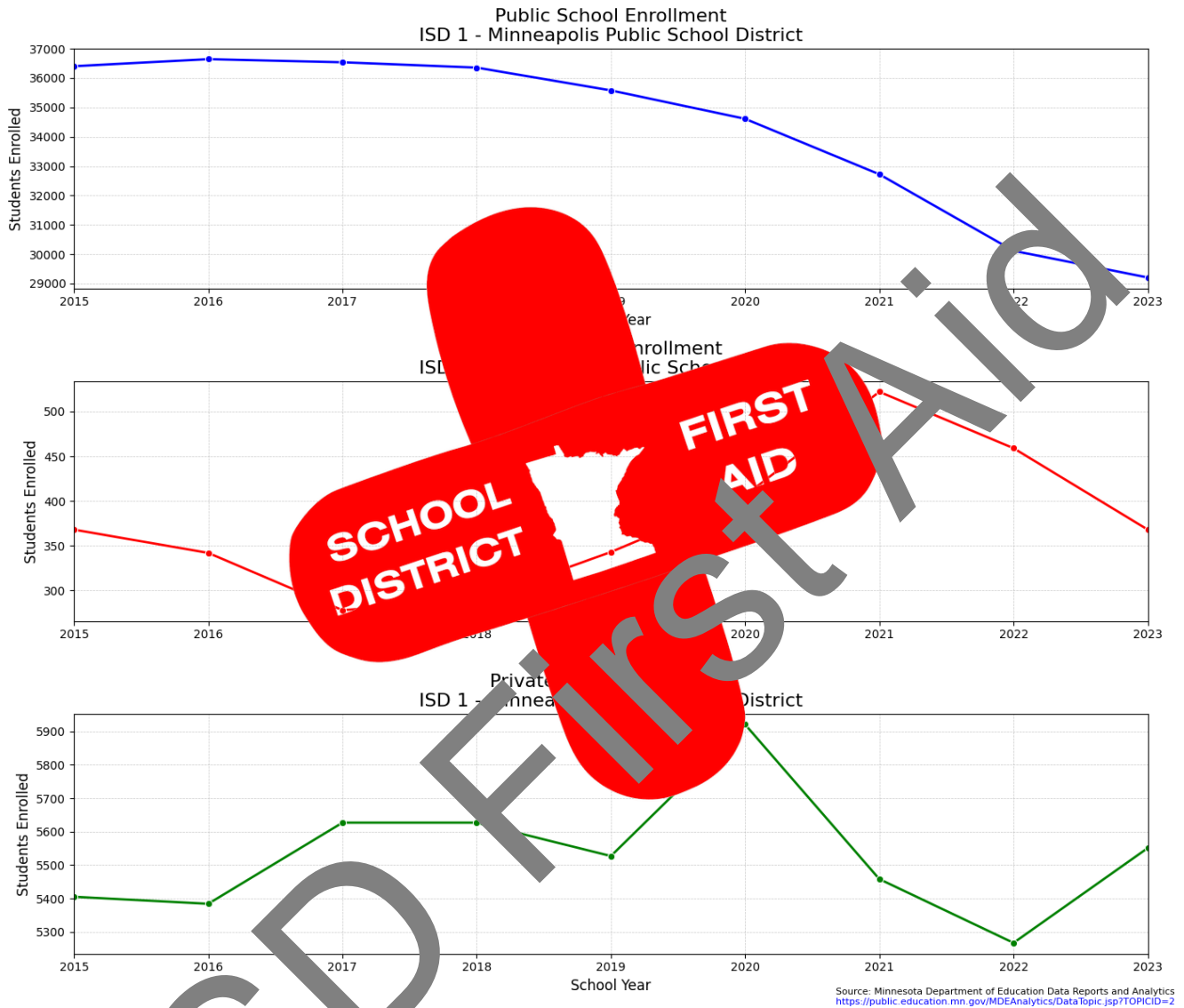


Figure 4: School District Enrollment in Public, Homeschool, Private

Source: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>

These three graphs show the number of enrolled students in ISD 283 by type of school, revealing parent and student preferences influenced by economic conditions, school policies, school performance, availability of competing alternatives, demographic shifts, relocation patterns and other causes. Data is shown for the years 2015 through 2023. This plot presents enrollment data according to MDE’s convention, which labels academic years by their concluding year. For example, the 2021-2022 school year is referenced as 2022. The top plot shows public school enrollment. The middle plot shows home school enrollment. The bottom plot shows private school enrollment.

*Note, the scale of the y-axis varies across graphs.

ISD 283 Revenues

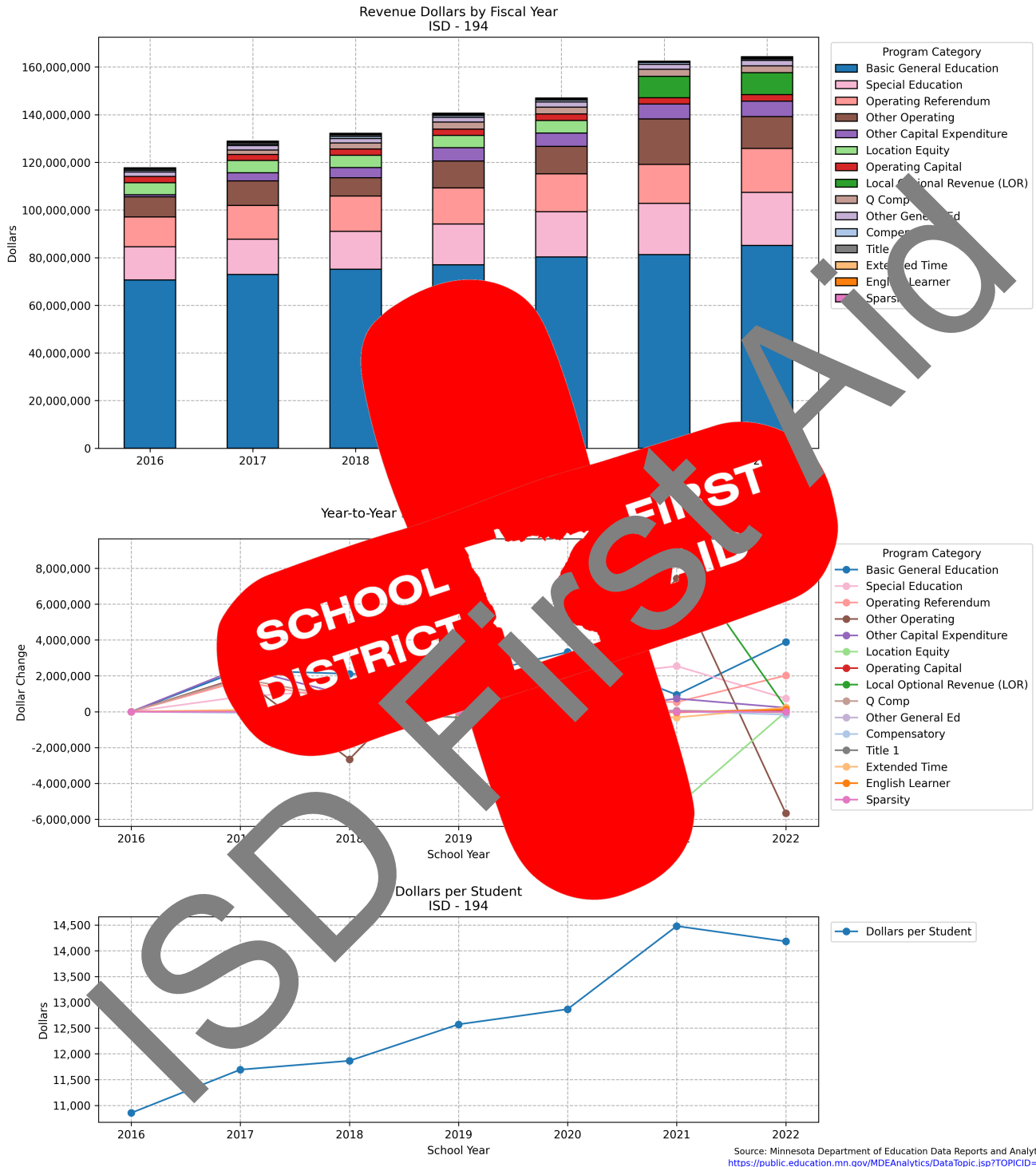


Figure 5: School District Revenue

Source: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=81>

These visual representations of school district revenue sources make it easier to understand how

school districts are funded in order to plan for future budgets, identify fluctuations, ensure sufficient resources for key programs and evaluate the financial health of a school district. The top plot shows ISD 283 total dollar revenues from 2016 through 2022 with categories of revenue colored and stacked per year so that comparison between categories as well as total dollars is visible. The middle plot shows the change (in dollars) in each category year over year so increases and decreases are easier to see. The bottom plot shows the dollars per student received (total dollar amount of all categories for a given year (Total General Fund), divided by the number of students). The years specified in the plot are fiscal years. Note: dollars/student calculations vary by analyst source based on what revenue categories are included or excluded.

ISD First Aid