

Exhibit 1

MICHIGAN CODE OF Educational Ethics



1 RESPONSIBILITY TO THE PROFESSION

Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.

A. Demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws, and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. Fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
5. Cooperating fully during ethics investigations and proceedings.

C. Promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

2 RESPONSIBILITY FOR PROFESSIONAL COMPETENCE

Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. Demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Michigan Code of Educational Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. Demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. Acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

3 RESPONSIBILITY TO STUDENTS

A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. Respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for engagement in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. Demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background(s);
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. Maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

4 RESPONSIBILITY TO THE SCHOOL COMMUNITY

Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.

A. Promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. Promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. Promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

5 RESPONSIBLE AND ETHICAL USE OF TECHNOLOGY

Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place, and role are maintained when using electronic communication.

A. Uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document, and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. Ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyberbullying incidents and their potential impact on the student learning environment.

C. Maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. Promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights when sharing materials (e.g. original lesson plans, district level curricula, syllabi, grade books, etc.);
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. Understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

D. Promotes the appropriate use of technology in educational settings by:

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

GLOSSARY

Boundaries:

The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/School District:

This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:

The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time .

Educator:

Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this Model Code of Educator Ethics. See a separate definition for “professional educator.”

Ethic of Care:

Responding with compassion to the needs of students.

Ethical Decision-Making Model:

A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the Model Code of Educator Ethics; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:

A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:

The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

Learning Community:

A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.

Multiple Relationships:

Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:

New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:

A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:

A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:

This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.

Sensitive Information:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:

A learner attending a P-12 school.

Technology:

Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:

Openness and accountability with respect to one's behaviors, actions and communications as an educator.

Exhibit 2

Diversity, Equality & Inclusion Classroom Books: Grades K-5

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

TEACHING TOLERANCE ANTI-BIAS EDUCATION STANDARDS

IDENTITY (standards 1-5)

| Title | Author | Grade Level | Overview |
|---------------------------------------|---------------|-------------|--|
| <u>The Colors of Us</u> | Katz | P-2 | A positive and affirming look at skin color, from an artist's perspective. Seven-year-old Lena is going to paint a picture of herself. She wants to use brown paint for her skin. But when she and her mother take a walk through the neighborhood, Lena learns that brown comes in many different shades. |
| <u>Barefoot Books</u> | Strickland | K-3 | How do other children live? What do they eat? What games do they play? How are we different? How are we alike? Innovative and inclusive, this award-winning book empowers young readers to learn about children around the globe and ponder their own place in it. |
| <u>The Day You Begin</u> | Woodson | K-3 | There are many reasons to feel different. Maybe it's how you look or talk, or where you're from; maybe it's what you eat, or something just as random. It's not easy to take those first steps into a place where nobody really knows you yet, but somehow you do it. |
| <u>Let's Talk About Race</u> | Julius Lester | 1-3 | This stunning picture book introduces race as just one of many chapters in a person's story" (<i>School Library Journal</i>). "Lester's poignant picture book helps children learn, grow, discuss, and begin to create a future that resolves differences" |
| <u>Desmond and the Very Mean Word</u> | Desmond Tutu | 1-4 | An actual event from the Nobel Peace Prize winner's childhood forms the heart of a story about the difficulties and rewards of forgiveness. Young Desmond proudly rides his new bike through the |

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| | | | streets of the township when he encounters a group of aggressive boys who taunt him with a "very mean word." Desmond struggles with his own feelings of anger and retribution, but, after wise counsel from trusted mentor Father Trevor, finds his way to forgive. |
| <u>Indian No More</u> | Charlene Willing Mcnanis | 4-5 5th | A bill was passed into law eliminating the Umpqua tribe 10 year old Regina's family belonged to. With no good jobs available in Oregon, Regina's father signs the family up for the Indian Relocation program and moves them to Los Angeles. Regina finds a whole new world in her neighborhood on 58th Place. She's never met kids of other races, and they've never met a real Indian. For the first time in her life, Regina comes face to face with the viciousness of racism, personally and toward her new friends. |
| OTHER IDENTITY TITLES | | | |
| <u>I am Enough</u> | Byers | P-3 | This gorgeous, lyrical ode to loving who you are, respecting others, and being kind to one another |
| <u>Jojo and the Food Fight</u> | Levy | 1-3 | When a food fight frenzy erupts in the jungle, a little elephant named Jojo hatches a silly plan to help all the angry animals become friends again. A fresh, charming introduction to conflict resolution, sharing, and empathy. |
| <u>Happy in Our Skin</u> | Manushkin | P-1 | A cheeky meditation on the everyday miraculousness of skin. |
| <u>Maddi's Fridge</u> | Brandt | K-3 | This storybook addresses issues of poverty with honesty and sensitivity while instilling important lessons in friendship, empathy, trust, and helping others. |
| <u>Wild About Us!</u> | Beaumont | P-3 | Animal characteristics - what makes us special |
| <u>It's Okay to be Different</u> | Parr | P-1 | Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence--and it's never too early to develop a healthy self-esteem. |
| <u>Here We Are</u> | Jeffers | P-2 | Moments of human intimacy jostle with scenes that inspire cosmic awe, and the broad diversity of Jeffers's candy-colored humans...underscores the twin messages that 'You're never alone on Earth' and that we're all in this together." (written as to a baby, |

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| | | | but could work around it) |
| <u>I am Human</u> | Verde (Peter H. Reynolds) | P-3 | Being human means we are full of possibility. We learn, we dream, we wonder at the world around us. But we also make mistakes and can feel fearful or sad. |
| <u>I Can Make This Promise</u> | Christine Day | 3-5 4th | Edie has questions about her Native American heritage she lost through adoption into a white family. |
| <u>Chocolate Me</u> | Taye Diggs | | This book can prompt a discussion about racial bullying |
| <u>Black is a Rainbow Color</u> | Angela Joy | K-2 | Child reflects on the meaning of being Black in this moving and powerful anthem about a people, a culture, a history, and a legacy that lives on. |
| <u>A Family is A Family is A Family</u> | Sara O'Leary | K-3 | When a teacher asks the children in her class to think about what makes their families special, the answers are all different in many ways — but the same in the one way that matters most of all. |
| <u>And That's Why She's My Mama</u> | Tiarra Nazario | K-3 | What is a Mama? A mama is someone who is always there for you. She makes you your favorite food, takes you to the park, and kisses your boo-boos better. Some mamas didn't hold you in their belly, but they will forever hold you in their hearts. Mamas come in all different shapes, colors, and ages, but they all have one thing in common. They love you! |
| <u>Skin Like Mine</u> | Latashia M Perry | | An entertaining yet creative way to address and celebrate diversity among young children. |

DIVERSITY (standards 6-10)

| Title | Author | Grade Level | Overview |
|---------------------------------|-----------------------|-------------|--|
| <u>The Sandwich Swap</u> | Queen Rania of Jordan | K-2 | The smallest things can pull us apart-until we learn thater in the true spirit of tolerance and acceptance. friendship is far more powerful than difference. In a glorious three-page gatefold at the end of the book, Salma, Lily, and all their classmates come together |
| <u>Same, Same But Different</u> | Kostecki | P-2 | Elliot lives in America, and Kailash lives in India. They are pen pals. By exchanging letters and pictures, they learn that they both love to climb trees, have pets, and go to school. Their worlds might look different, but they are actually similar. Same, same. But different! |
| <u>All are Welcome</u> | Penfold | P-3 | Discover a school where—no matter what— young children have a place, have a space, and are loved and appreciated. |
| <u>The Undefeated</u> | Kwame Alexander | 1-4 | This poem is a love letter to black life in the United States. It highlights the unspeakable |

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| | | | trauma of slavery, the faith and fire of the civil rights movement, and the grit, passion, and perseverance of some of the world's greatest heroes. |
| <u>Children In Our World: Racism and Intolerance</u> | Louise Spilsbury Hanane Kaj | 2-4 4th | "What does it mean to be a racist—or intolerant?" and "How can I help?" Children will begin to understand the way others struggle with these issues and become empowered to make a difference. |
| <u>Hand in Hand Ten Black Men Who Changed America</u> | Pinckney/Davis | 2-5 5th | Stories of ten Black men from different eras in American history, organized chronologically to provide a scope from slavery to the modern day, offering the subjects' childhood influences, the time and place in which they lived, their accomplishments and motivations, and the legacies they left for future generations as links in the "freedom chain." Together the stories of these and their individual accomplishments blend to tell one story: a story of triumph. |
| OTHER DIVERSITY TITLES | | | |
| <u>Can I Touch Your Hair? -Poetry</u> | Irene Latham | 3-6 | Two poets, one white and one black, explore race and childhood in this must-have collection tailored to provoke thought and conversation. |
| <u>Sulwe</u> | Nyong'o | P-3 | A powerful, moving picture book about colorism, self-esteem, and learning that true beauty comes from within. |
| <u>Crown: An Ode to the Fresh Cut</u> | Barnes | P-3 | <i>Crown: An Ode to the Fresh Cut</i> is a high-spirited, engaging salute to the beautiful, raw, assured humanity of black boys and how they see themselves when they approve of their reflections in the mirror. |
| <u>These Hands</u> | Mason | P-3 | In this powerful intergenerational story, Joseph learns that people joined their hands together to fight discrimination so that one day, their hands—Joseph's hands—could do <i>anything at all in this whole wide world</i> . |
| <u>Whoever You Are</u> | MemFox | P-3 | They may not look the same. They may not speak the same language. Their lives may be quite different. But inside, they are all alike. <i>Whoever You Are</i> urges us to accept our |

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| | | | differences, to recognize our similarities, and-most importantly-to rejoice in both. |
| <u>Just Like Brothers</u> | Baguley | P-3 | |
| <u>Most People</u> | Leannah | P-2 | Michael Leannah wrote <i>Most People</i> as an antidote to the scary words and images kids hear and see every day. Leading us through the crowded streets of an urban day in the company of two pairs of siblings (one of color). We see what they see: the hulking dude with tattoos and chains assisting an elderly lady onto the bus; the Goth teenager with piercings and purple Mohawk returning a lost wallet to its owner; and the myriad interactions of daily existence, most of them well intended. |
| <u>The Invisible Boy</u> | Ludwig | 1-4 | This gentle story shows how small acts of kindness can help children feel included and allow them to flourish. (shy, quiet) ***not racially diverse, but inclusive of differences |
| <u>I'm Like You, You're Like Me</u> | Gainer | P-3 | learn about diversity in terms they can understand: hair that's straight or curly, families with many people or few, bodies that are big or small. |
| <u>Big Umbrella</u> | Bates | P-3 | This sweet extended metaphor uses an umbrella to demonstrate how kindness and inclusion work |
| <u>The Arabic Quilt; An Immigrant Story</u> | Aya Khalil | K-3 | Kanzi's family has moved from Egypt to America, and on her first day in a new school, what she wants more than anything is to fit in. Mama wears a hijab and calls her daughter Habibt (dear one). When she leaves, the teasing starts. Next day her teacher sees the poem and gets the entire class excited about creating a "quilt" (a paper collage) of student names in Arabic. In the end, Kanzi's most treasured reminder of her old home provides a pathway for acceptance in her new one. |
| <u>Where are You From?</u> | Yamile Saied Mendez | K-3 | This resonant and award-winning picture book tells the story of one girl who constantly gets |

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| | | | asked a simple question that doesn't have a simple answer. A great conversation starter in the home or classroom |
| <u>What's the Difference?</u> <u>Being Different is Amazing</u> | Doyin Richards | K | Because what matters most is not our differences, but what we do together as friends, as families, as colleagues, as citizens. |

JUSTICE (standards 11-15)

| Title | Author | Grade Level | Overview |
|----------------------------------|----------------------|-------------|--|
| <u>Preaching to the Chickens</u> | Asim | K-3 | Young John Lewis! |
| <u>We March</u> | Evans | 1-2 | March on Washington |
| <u>Hidden Figures</u> | Margot Lee Shetterly | 1-4 | Biography- In this beautifully illustrated picture book edition, we explore the story of four female African American mathematicians at NASA, known as "colored computers," and how they overcame gender and racial barriers to succeed in a highly challenging STEM-based career. |
| <u>La Frontera</u> | Mills/Alva/Navarro | 1-4 | Spanish/English: Join a young boy and his father on a daring journey from Mexico to Texas to find a new life. They'll need all the resilience and courage they can muster to safely cross the border - la frontera - and to make a home for themselves in a new land. |
| <u>Separate Is Never Equal</u> | Tonatiuh | 1-4 4th | Almost 10 years before Brown vs. Board of Education, Sylvia Mendez and her parents helped end school segregation in California. |
| <u>Voice of Freedom</u> | Weatherford | 5-6 5th | Fannie Lou Hamer, Civil Rights Movement |
| OTHER JUSTICE TITLES | | | |
| <u>Malcom Little</u> | Shabazz | 1-5 | Biography of young Malcom X. |

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| <u>Schomberg</u> | Weatherford | 3-7 | This law clerk's life's passion was to collect books, letters, music, and art from Africa and the African diaspora and bring to light the achievements of people of African descent through the ages. When Schomburg's collection became so big it began to overflow his house (and his wife threatened to mutiny), he turned to the New York Public Library, where he created and curated a collection that was the cornerstone of a new Negro Division |
| <u>Moses</u> | Weatherford | 1-3 | Harriet Tubman |
| <u>Brave Girl</u> | Markel | P-3 | The true story of the young immigrant who led the largest strike of women workers in U.S. history. |
| <u>The Book Itch</u> | Nelson | 2-4 | Read the story of how Lewis Michaux Sr. and his bookstore fostered new ideas and helped people stand up for what they believed in. |
| <u>Trombone Shorty</u> | Andrews | K-3 | Biography |
| <u>Bread for Words: A Fredrick Douglass story</u> | Keller | 1-4 | This picture book biography focuses on Frederick Douglass's childhood quest to learn to read and write. Narrated from his point of view, the text follows Douglass from one master to the next while he realizes that literacy would be the key to his freedom. His persistence in learning to read and write and the clever means through which he attained these skills are inspiring. |
| <u>The Youngest Marcher</u> | Cynthina Levinson | K-4 | Meet the youngest known child to be arrested for a civil rights protest in Birmingham, Alabama, 1963, in this moving picture book that proves you're never too little to make a difference. |
| Something Happened in Our Town (Also available as read aloud on YouTube) | Marianne Celano | K-3 | National Parenting Product Award Winner (NAPPA) NCSS-CBC 2019 Notable Social Science Trade Book for Young People |

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| | | | Mentioned in <i>The New York Times</i> —"These Books Can Help You Explain Racism and Protest to Your Kids" |
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ACTION (standards 16-20)

| Title | Author | Grade Level | Overview |
|---|-----------------|-------------|--|
| <u>Each Kindness</u> | Woodson | K-3 | When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya. |
| <u>One</u> | Otoshi | K-2 | Blue is a quiet color. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand — until One comes along and shows all the colors how to stand up, stand together, and count. |
| <u>I Walk with Vanessa</u> | Kerascoet | P-3 | WORDLESS BOOK explores the feelings of helplessness and anger that arise in the wake of seeing a classmate treated badly, and shows how a single act of kindness can lead to an entire community joining in to help. |
| <u>Say Something</u> | Reynolds | P-3 | Perfect for kid activists everywhere, this timely story reminds readers of the undeniable importance and power of their voice. There are so many ways to tell the world who you are... what you are thinking... and what you believe. |
| <u>Soldier for Equality</u> | Duncan Tonatiuh | 1-3 4th | Using his signature illustration style and Luz's diary entries from the war, award-winning author and illustrator Duncan Tonatiuh tells the story of a Mexican American war hero and his fight for equality. |
| <u>Sit In - How Four Friends Stood Up by Sitting Down</u> | Pinkney | 1-5 5th | Another story about the 1960 Greensboro lunch counter sit-in, by a very reliable author/illustrator duo. |

OTHER ACTION TITLES

| | | | |
|-----------------|--------------|-----|--|
| <u>Speak Up</u> | Miranda Paul | P-3 | Celebrates diversity and encourages kids to speak up, unite with others, and take action when they |
|-----------------|--------------|-----|--|

| | | | |
|--|------------------|-----|--|
| | | | see something that needs to be fixed |
| <u>Hands Up!</u> | McDaniel | P-3 | This triumphant picture book recasts a charged phrase as part of a black girl's everyday life--hands up for a hug, hands up in class, hands up for a high five--before culminating in a moment of resistance at a protest march. |
| <u>Giant Steps to Change the World</u> | Lee | K-2 | Academy Award nominated director Spike Lee, and his talented wife Tonya Lewis Lee offer up an inspirational picture book about activism and taking the big steps to set things right. |
| <i>A is for Activist</i> | Innosanto Nagara | 4+ | <i>A is for Activist</i> is an ABC board book written and illustrated for the next generation of progressives: families who want their kids to grow up in a space that is unapologetic about activism, environmental justice, civil rights, LGBTQ rights, and everything else that activists believe in and fight for. |

JUST BECAUSE (because good quality representation matters)

| Title | Author | Grade Level | Overview |
|-----------------------------------|-----------------------|-------------|--|
| <u>Max and the Tag-Along Moon</u> | Floyd Cooper | k-2 | Max loves his grandpa. When they must say good-bye after a visit, Grandpa reminds Max that the moon above them at Grandpa's house is the same moon that will follow him all the way home. And on that swervy-curvy car ride back home Max smiles as the moon tags along, thinking of Grandpa. But when the sky darkens and the moon disappears behind clouds, Max worries that it did not follow him home after all. Yet when the clouds part and light streams through his window, he realizes that Grandpa was right--the moon was with him all along. |
| <u>Saturday</u> | Mora | P-3 | Join a mother and daughter on an up-and-down journey that reminds them of what's best about Saturdays: precious time together. |
| <u>The Night is Yours</u> | Abdul-Razak Zachariah | K-2 | An empowering picture book about a nighttime hide-and-seek game celebrates blackness and self-confidence. |
| <u>Magnificent Homespun Brown</u> | Doyon | 1-4 | Told by a succession of exuberant young narrators, <i>Magnificent Homespun Brown</i> is a story -- a song, a poem, a celebration -- about feeling at home in one's own beloved skin. |

| | | | |
|-----------------------------------|---------------|--|--|
| <u>The Librarian of Basra</u> | Winter | 1-3, but good can be used 4-5 too 4th | Incredible true story of a war-stricken country where civilians seem powerless in the face of battle, this feminist and inspirational tale about a librarian's struggle to save her community's priceless collection of books reminds us how, throughout the world, the love of literature can unite us all. Good book to show the positive image of Middle Eastern people as well as impact of war on a country. |
| <u>Fall in Line Holden</u> | Vandever | 3-4 5th | "Fall in Line, Holden!" tells the story of a young Navajo student named Holden as he ventures through boarding school while constantly being told to "fall in line". While surrounded by a world that requires him to conform and follow strict rules, Holden's imagination creates a colorful world of excitement. |
| OTHER JUST BECAUSE TITLES | | | |
| <u>Hair Love</u> | Cherry | P-3 | It's up to Daddy to give his daughter an extra-special hair style in this ode to self-confidence and the love between fathers and daughters. |
| <u>Last Stop on Market Street</u> | | P-2 | Every Sunday after church, CJ and his grandma ride the bus across town. But today, CJ wonders why they don't own a car like his friend Colby. Why doesn't he have an iPod like the boys on the bus? How come they always have to get off in the dirty part of town? Each question is met with an encouraging answer from grandma, who helps him see the beauty—and fun—in their routine and the world around them. |
| <u>Hula Hoopin' Queen</u> | Godin | 1-2 | A spunky African American girl has a hula-hooping competition with her friends in Harlem, and soon everyone in the neighborhood—young and old alike—joins in on the fun. Set in Harlem, this intergenerational story shows the importance of staying young at heart. |
| <u>My Best Friend</u> | Rodman | P-3 | story about the difficulties of finding a friend |
| <u>The King of Kindergarten</u> | Barnes | K | empowering story will give new kindergarteners a reassuring confidence boost |
| <u>Jabari Jumps</u> | Gaia Cornwall | K-3 | In a sweetly appealing tale of overcoming your fears, Gaia Cornwall captures a moment |

| | | | |
|---|---|-----|---|
| | | | between a patient and encouraging father and a determined little boy you can't help but root for. |
| | | | |
| | | | |
| | | | |
| <u>Anti-Bias Education for Young Children & Ourselves</u> | Louise Derman-Sparks Julie Olsend Edwards Catherine M. Goins | K-2 | Professional Development book |

Exhibit 3



Lowell Kids 1st



Admin Stefanie Boone · Jul 15, 2021 ·

Homework time!! 🇺🇸 🖋️

Last fall, Nate Fowler thanked the Lowell Education Foundation for a donation of "equity and inclusion" books for Lowell Area Schools. When asked in a private meeting this past Monday whether or not those books had been screened for content before being introduced into the classrooms, his answer was "no".

I am in receipt of said booklist. The 75 books from that donation are on the following 12-page book list (managed by the District's DEI team) are currently in our children's classrooms for use in curriculum and classroom library choice for our kids. Labeled by subject and Grade level. The highlighted ones were given to each grade with the goal to read 1 a month to spark conversation. The others that are not highlighted are suggestions. Please look into these books online for yourselves!! Many of them are available as read-alouds on YouTube! The titles seem appropriate enough, right?! 🙌

We all need to work to scour through these titles and find more evidence of what I showed you in my previous post today. It takes a village!! There is a HUGE difference between "cultural" books and "persuasive" books. Decide for yourself! Clearly, we need to work with Lowell on a better screening/vetting process!!

Exhibit 4



Lowell Kids 1st



Admin Stefanie Boone · Jul 23, 2021 ·

https://www.dailywire.com/news/candace-owens-battles-racial-activist-ibram-x-kendi-youre-fighting-non-racists?fbclid=IwAR3rOIVDN8GuV0GYk55V7TyhNWeONKe3mSwYIWmq0pq9QhEfPUE96_0Lq6o

This past school year Lowell Area Schools used District dollars to allow the DEI Team to bring in Brigham Consulting to shame our teachers into believing they are inherently racist. The owner, Nadia was quoted on MULTIPLE occasions referring to our teachers as "YOU WHITE FOLK". She baited our teachers into stating heartfelt feelings about how they personally handle racial situations in the classroom or their lives, told them it was a "safe space" to share, and then called them racist after they shared their stories. The ZOOM-format Professional Development was MANDATORY and all staff were required to have their cameras on.

Look up the owner, Nadia Brigham. She is an avid follower of a well known name in the DEI/CRT/Marxist community, Ibram Kendi. Now watch Candace Owens tear into Ibram Kendi for using racism to combat racism in the linked article.

Is this what you want your tax dollars going toward, people? Is this how you want your kids teachers to be trained and treated? The BIGGEST RACISTS of them all are the ones trying to bring this INTO our schools. It all trickles down to our KIDS!!

Nate Fowler has confirmed to me that they will no-longer be using this Firm, for undisclosed reasons, however who will they bring in next?

STAND UP AND SPEAK UP. ARROWS!

Exhibit 5



Lowell Kids 1st



Admin Stefanie Boone · Aug 12, 2021 ·

🌟 Fun fact! Nate Fowler (Superintendent of Lowell Schools) was once the head of the DEI Team for Lowell Schools!

🌟 The new leader is the Principal of Alto Elementary, Paul Papes.

Since they REFUSE to offer up the names of the members of the DEI Team, which is PUBLIC information, when asked nicely (5 or 6 times now), FOIA (Freedom of Information Act) requests have been filed for the rest of this pertinent information!

As parents, we have a LEGAL RIGHT to know who is involved in the education of OUR CHILDREN. Not just math, science, language arts and social studies as we "old school" parents would have it. But ALL of the education that "they" deem necessary, including Diversity, Equity and Inclusion.

🌟 Stay tuned as we drop more confirmed-names of the members of Lowell's DEI Team so that we can be informed parents and make the appropriate teacher choices for our children this fall! If you don't want your children to be exposed to racial and/or political propaganda, sex and sexual orientation, terrorist organizations such as Antifa and BLM, defund the police, etc. in public schools, you have the LEGAL RIGHT to say otherwise!

[#whataretheyhiding](#) [#why](#)

----- Original Message -----

From: STEFANIE BOONE <drdboone@comcast.net>

To: Nate Fowler <nfowler@lowellschools.com>

Date: 08/14/2021 11:07 AM EDT

Subject: Re: DEI team

I have spoken with teachers and support staff from every school within the District and when I add up the numbers of people that they tell me had no idea what the DEI Team was prior to last school year and/or who was in it or what it was about, that number is mind boggling. You have well-over half of your staff that were blindsided and very confused by the implementation of DEI into Lowell Schools. Well-over half of the parents of Lowell schools feel blindsided and confused as to what has been going on as well.

At this point we would like to have some questions honestly answered before we move forward with an in person meeting with the leaders of the DEI Team and you. I can't even get YOU to be transparent and honest with me and provide answers to the questions I have asked... how can we trust that anyone on the team will at this point? The staff I have spoken with feel baited into this meeting by people who have historically been intolerant of their views, and it does not feel safe.

When you are ready to answer some honest questions about the DEI Team, let me know.

Finding out that you not only were a past member of the DEI Team, but also the Director, and knowing that you have had MANY opportunities to share that information with me, does not sit well with me.

Finding out that the very men that I have been BEGGING for details about this team from (names, intentions, funding, etc), and denied the right to those details, have been very-closely tied to the DEI team all along, and that Dustin is actually the FOIA Coordinator for the District has been very disheartening as well.

I told you and Dustin last Wednesday that you are not doing much to gain the trust of your District and this information has yet-again proven that.

I'm sure Dustin already told you that I have submitted a FOIA request for all of the pertinent details of the DEI Team that I have been asking for all along. Perhaps we can move forward with a meeting once Jose questions have been answered. Until then, I will continue to share any truth about what is actually going on in our District with the concerned parents of Lowell Schools, as they have EVERY RIGHT to know.

On 08/14/2021 7:09 AM Nate Fowler <nfowler@lowellschools.com> wrote:

I was hoping to meet some time next week.

>>> STEFANIE BOONE 08/12/2021, 06:40 PM >>>

Hi Nate,

I'm still waiting to hear back from some of the teachers regarding a meeting. Do you have an idea of how many you would want to join? And when were you thinking? Questions I'm being asked!

Do you mind if I ask you why you stepped down from your role as head of the DEI Team?

Stefanie

On 08/12/2021 10:58 AM Nate Fowler
<nfowler@lowellschools.com> wrote:

Hi Stephanie,

I had a conversation with Chuck this morning. He talked about the group of teachers frustrated with DEI efforts. I mentioned this to him, but do you think that members of that group would be interested in meeting with some leaders from the DEI team?

Maybe you and I could be a part of the meeting as well if we establish some parameters that build some trust with the group?

Let me know your thoughts,

Nate

Exhibit 6



Lowell Kids 1st



Jessica Duhr Musser · Sep 9, 2021 · 🗨️

Here are the stickers on the outside of the teacher's doors (8th grade hallway). Now I have ABSOLUTELY NO PROBLEM with these signs/stickers, but am I allowed to place my own stickers throughout the school . . . HE IS RISEN - SAFE PLACE, etc?



Exhibit 7



Stefanie Boone

7/24/2017

...

I read an excerpt from this book aloud at the Board of Education Work Session meeting last night. It's currently on the shelves at Lowell High School and is labeled for "Young Adult", also available via audiobook. In Christine Beachler's (Lowell Media Specialist) library presentation last month, she stated that "Young Adult" typically begins around 5th or 6th grade, on up.

Brian Krajewski (Board President) tried to tell me my time was up last night, right about when I said the word "penis". Awkward, right? If our schools think this material is acceptable for our kids in school, then I guess we better be comfortable with it at a Board meeting, right?

I have been voicing my concerns about the NEED for parent filters within book choices for our kids at school, since obviously Lowell's bar is set a little low, and have been poopooed. If any of you feel the way I do about this, please make your voices heard as well.

If we can search by keyword, subject, title, author, etc.... WHY can't we filter by those same criteria for our kids? Someone has to care!

Use this link to do your own searching!

<https://destiny.kentisd.org/common/welcome.jsp...>



"I've just never given one," she answered, her little voice dripping with seductiveness. It was so brazen. I thought I would explode. I never thought. I mean, from Alaska, hearing that stuff was one thing. But to hear her sweet little Romanian voice go so sexy all of the sudden.

"No," I said. "I never have."

"Think it would be fun?"

DO [?!?!?!?!?!] "Um, Yeah. I mean, you don't have to."

"I think I want to," she said, and we kissed a little, and then. And then with me sitting watching The Brady Bunch, watching Marcia Marcia Marcia up to her Brady antics, Lana or buttered my pants and pulled my boxers down a little and pulled out my penis.

.....
We were both very still. She did not move a muscle in her body, and I did not move a muscle in mine. I knew that at this point something else was supposed to happen, but I wasn't quite sure what.

She stayed still. I could feel her nervous breath. For minutes she lay there, stock-still with my penis in her mouth, and I sat there, waiting.

And then she took it out of her mouth and looked up at me quizzically.

"Should I do something?"

"Um, I don't know," I said. Everything I'd learned from watching porn with Alaska suddenly exited my brain. I thought maybe she should move her head up and down, but wouldn't that choke her? So I just stayed in the bathroom, returned with a tube of



Stefanie Boone

Member since 07/2014

So sorry for the R-Rated material, but this MUST be stopped!

Our Media Specialist and Admins at Lowell Schools continue to make EXCUSES and try to JUSTIFY these books being available for check out for MINORS without parental oversight until AFTER your child may have checked one out and brought it home to read. They have taken to shaming those who share these materials and try to make them feel bad for spreading "lies and misinformation".

UNACCEPTABLE. We need to have a better, safer system for vetting library and classroom books for age-appropriateness and content because the current "trusted" sources our Lowell staff and Board of Education worship are pure EVIL with an EVIL AGENDA.

...the book is a...
...the book is a...
...the book is a...

...the book is a...
...the book is a...
...the book is a...



...the book is a...
...the book is a...
...the book is a...

smiles a bright, naive smile and says that it was nothing. Henry, sitting across from her at the table, raised his eyebrows at her over the top of his coffee cup as he studied. "Take a good look at that," he said, leaning in at her as if he were attempting to keep her secret rather than communicating lies to help her.

Lowell High School Library Media Center

Library Search > Search Results

Searched for: out of darkness

[Not what you're looking for? Refine your search's Results Titles]

Sort By

- Out of darkness - Ashley Hope Pérez, Ashley Hope Pérez, Ashley Hope Pérez
Subcategory: High Interest
Published 2015
Interest Level: Young Adult
- Out of Darkness - Ashley Hope Pérez
Published 2015
- Called out of darkness: a spiritual confession - Rick Warren
Call #: R41C
Hick: Anne 1934
Published 2006
Interest Level: Adult

Titles 1 - 3 of 3

Lowell High School Library Media Center

Library Search > Search Results

Search Results for: "Out of Darkness"

Out of Darkness - Ashley Hope Pérez

Subcategory: High Interest
Published 2015
Interest Level: Young Adult





Lowell High School Library Media Center



Library Search > Search Results

Search Results for: "Sold"

Sold - Patricia Polacco

Subcategory: Fiction
Published 1991
Interest Level: Young Adult

 **Lowell Kids 1st** ⋮
Admin Stefanie Boone · May 25, 2022 · 

 **ATTENTION Bushnell 1st Grade Parents** 

The "Walk through Lowell" field trip your children will be attending THIS FRIDAY includes a stop to "Bettie's Pages" bookstore, downtown Lowell. This store is filled with what many would consider to be adult content books and materials and you need to be aware of the material your children will be exposed to!

Do your own research, as there is a TikTok account and other social media accounts for you to peruse as well. If you're not OK with this, perhaps you should let your teacher and/or Principal Walters know that. ewalters@lowellschools.com

Honestly, I'm not sure how they are getting away with this without parental informed consent. Kind of reminds me of the stunt State Farm Insurance just tried to pull!

We have so many fun and celebratory activities to wrap up the last 8 days of school! It's hard to believe our first grade students will be leaving us and headed to Cherry Creek. They will be headed to the zoo, having field day, participating in the annual Walk Through Lowell. They will visit local businesses like Bookers, Bettie's Pages, Balls and Raisers, Etc. They'll also be headed to local service providers like the police station, Lowell Arts Council, and the library. It's an amazing experience to learn all about the community where they live! They will finish the year with a picnic and visit to Cherry Creek.

Our kindergarten class has worked so hard this year! Together, they have been doing an ABC countdown and doing projects each day, as they countdown to the letter A on June 3rd on last day of school! All day next week for them and they will also have a fun picnic at the park. All of our students will get to





Stefanie Boone

Member of Mary in the Library Michigan since October 12, 2022

Lowell High School Principal, Steve Gough, is a member of Mary in the Library Michigan... a Facebook group aimed at finding age-inappropriate materials in our K-12 schools. I am confused because even after seeing first-hand that our schools have smut for minors, he still took to Lowell's First Look to write a letter to the editor (along with our Media Specialist, Christine Beachler) claiming to tue Lowell Community that there is none in our schools. Something's not adding up here. Why won't our LAS staff stand against pornography for kids?

7:45



< Steve Gough in Mary in the Library Michigan



Steve Gough

Add Friend



Member of Mary in the Library Michigan since October 12, 2022



Stefanie Boone

June 3, 2023

Groomers are out in full force. Not even trying to hide the sickness. 😞

SCHEDULE OF EVENTS

10am Kids Area & Vendors Open!
Enjoy our kids area all day with games, crafts, and more! Check out our 70+ vendors along the Riverwalk!

11am Kids Dance Party
Kids of all ages will have a blast expressing themselves through movement followed by a Q&A where kids can ask their burning questions to our fabulous drag queen host.

12pm Intro to Tai Chi
Gerald Browning will be here to share his knowledge and discuss how tai chi benefits our mind, body, and soul followed by demonstrations by him and his students.

1pm Rising in Pride
Join us as Graci Horkema shares her powerful life story and lessons of overcoming adversity, rising into our more authentic selves, empowering others, finding belonging and allyship in LGBTQ+ identities.

2pm Pride Walk
Come strut your stuff and walk across the stage with Pride! Be fabulous, be bold, be You!

3pm Poet Proof
LGBTQ+ artists from our own backyard (both experienced and not!) will share their work with the audience, knowing they are fully accepted and validated in who they are.

4pm Power of Pride
Help us in this hour as we push to raise funds to ensure Pride and other LGBTQ+ events will be able to continue happening in Lowell!

5pm Drag Performance
We welcome Beauty Beyond Drag back to Lowell Pride with this family friendly drag performance to close out the day!

Special performances throughout the day by musical artists Shin Hoo Yong and Izabel Humphrey!

Scan our QR code below to visit our website!

LOWELL PRIDE
LOWELL, MI | DOWNTOWN RIVERWALK
JUNE 3RD, 2023
PROUD TO BE YOUR NEIGHBOR

www.LowellPride.org/Schedule
facebook.com/LowellPrideMI



Stefanie Boone

June 18, 2024



Did you know? We've got a regular hero on our hands in Lowell. I guess everyone has a different definition of "hero". 🙄



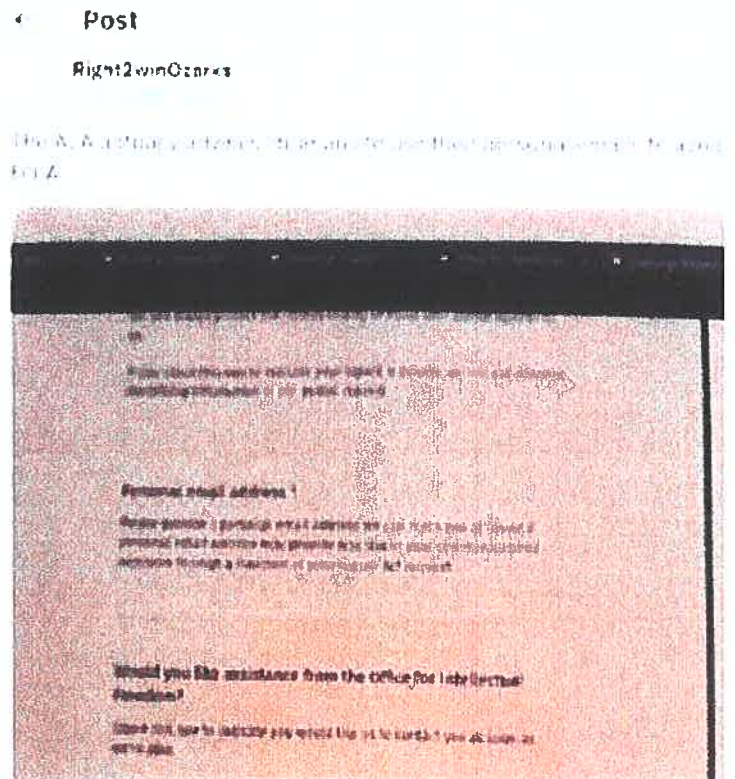
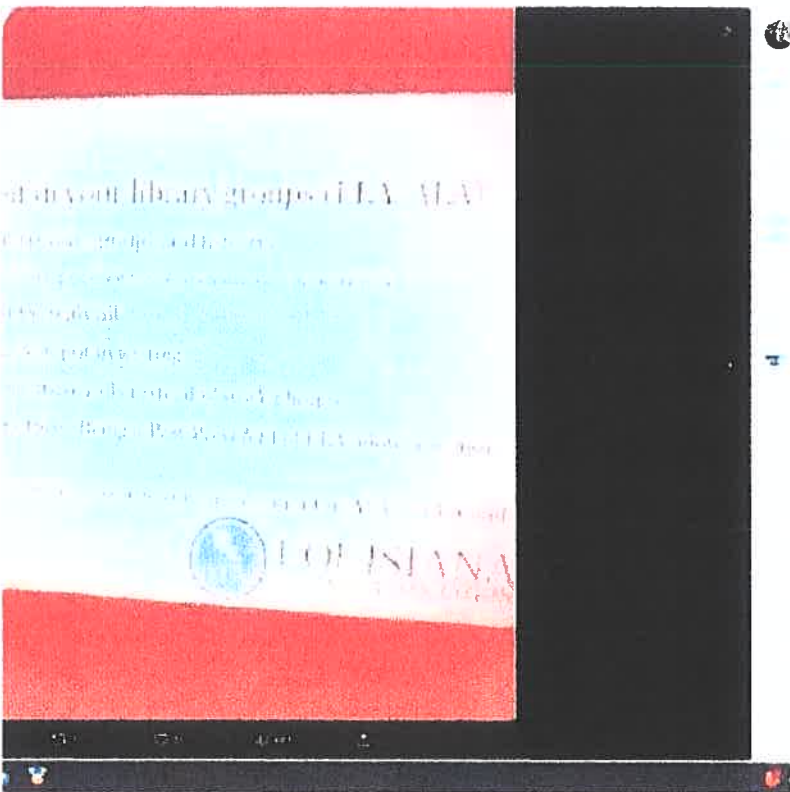
WZZM13.COM

Lowell teacher honors friend who faces brunt of book banning debate: 'Really touched'

 **Stefanie Boone**
March 15

American Library Association is advising Librarians to use their personal email address for communication rather than their school email address... in order to avoid FOIA (Freedom of Information Act) exposure.

I wonder why?? Tell me you're grooming kids without telling me you're a groomer. 🙄



 **Mary Intheschool Librarmichigan**
March 15

The ALA advises librarians to use personal email addresses instead of work emails to avoid FOIA.

Exhibit 8

----- Original Message -----

From: "Dan VanderMeulen (Sonja Dedonado)"

<SDedonado@lowellschools.com>

To:

Date: 08/03/2021 1:36 PM EDT

Subject: Reproductive Health Committee

Thank you for your interest to volunteer to serve on the LAS Reproductive Health Committee. A random, blind drawing was held and you were not selected to be on the committee. We had many parents respond to the survey that was on our district's web site. I am very thankful for the support of our community and for the parents willing to get involved with our schools. That said, we did not have room for everyone that responded to the survey to serve on the committee. Thank you again for your interest.

Go Arrows!

Dan Vander Meulen

Lowell Area Schools

Director of Curriculum

616-987-2510

dvandermeulen@lowellschools.com

----- Original Message -----

From: Christine Beachler <CBeachler@lowellschools.com>

To: drdboone@comcast.net

Date: 05/16/2022 10:39 AM EDT

Subject: Re: Checking in

Good Morning Mrs. Boone,

Thank you for your input. I have no additional comments to add at this time.

Hope you have a good day.

Christine Beachler
Library Media Director
Lowell Area Schools
616-987-2898

Webpage: <https://goo.gl/f7FCLR>



>>> STEFANIE BOONE <drdboone@comcast.net> 5/9/2022 2:02 PM >>>

Hi Christine,

Just checking in with you to see if there is any update from OverDrive or you, regarding a better system of parental oversight for the books within LAS. With the speed that we are discovering more and more inappropriate books in our libraries, it would seem like it would be on the top of your to-do list to work

toward a better system of parental oversight, and I'm just not seeing it. Instead, you are messaging your friends and trying to guilt them into taking your side when you are guilty of supplying (what many would consider) pornographic, violent and inappropriate material to minors on the daily.

I have offered various solutions to this problem which make sense and would save the District money. If you'd like to have a conversation about the library books and the various solutions I've offered (perhaps you've forgotten), why don't you reach out to me? I'm more than happy to have that conversation again. Your lack of action is taken to mean that you do not care about parental input and oversight within the libraries of LAS.

Let me know if you'd like to sit down for a chat! And please don't refer me to the District policy on how to review one book at a time, after my child has already been exposed to them. That is worthless.

Thank you,
Stefanie Boone
(616)862-9832



IMAGE_2.jpg
263K

----- Original Message -----

From: Nate Fowler <nfowler@lowellschools.com>

To: drdboone@comcast.net

Date: 04/20/2023 12:06 PM EDT

Subject: Re: Parent PAC

Hello,

When the initial group formed, I asked the buildings for parent leaders who were involved with PTO, boosters, mentoring or other parent led initiatives.

Recently, we expanded the group to include some of the people who applied to fill the recent school board vacancy. We have one more meeting this year. I'll get some feedback from the group. We haven't recording the meetings or advertised to the public.

Nate

>>> STEFANIE BOONE 04/18/2023, 10:29 AM >>>

Hi there,

I am wondering how a parent would go about becoming a member of your PAC? I have great interest in getting involved in this, as I have 3 currently enrolled students and another awaiting approval for schools of choice. Is there an application process? Or just show up? Are the meetings public? Recorded? I'd definitely like to know more.

Thank you!

Stefanie Boone

(616)862-9832

----- Original Message -----

From: Nate Fowler <NFowler@lowellschools.com>

To: drdboone@comcast.net

Date: 05/08/2023 1:02 PM EDT

Subject: Re: Parent PAC

We do have many different viewpoints and age groups represented in the meetings.

At this time, we feel like the group has a good number of parents. What we did talk about for next year is doing a better job of posting notes and setting up a system for concerns of parents to be relayed to representatives from each building. We aren't meeting again this school year, but we will resume meetings in the fall.

Nate

>>> STEFANIE BOONE <drdboone@comcast.net> 4/20/2023 1:49 PM >>>

Thanks for the information. I think it's important that you have parents from all walks of life included in these meetings, so that all students feel represented, don't you? It seems to me that if a parent would like to be included, that you should welcome them. Is this something you would consider?

On 04/20/2023 12:06 PM Nate Fowler
<nfowler@lowellschools.com> wrote:

Hello,

When the initial group formed, I asked the buildings for parent leaders who were involved with PTO, boosters, mentoring or other parent led initiatives.

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Thank you!

Stefanie Boone

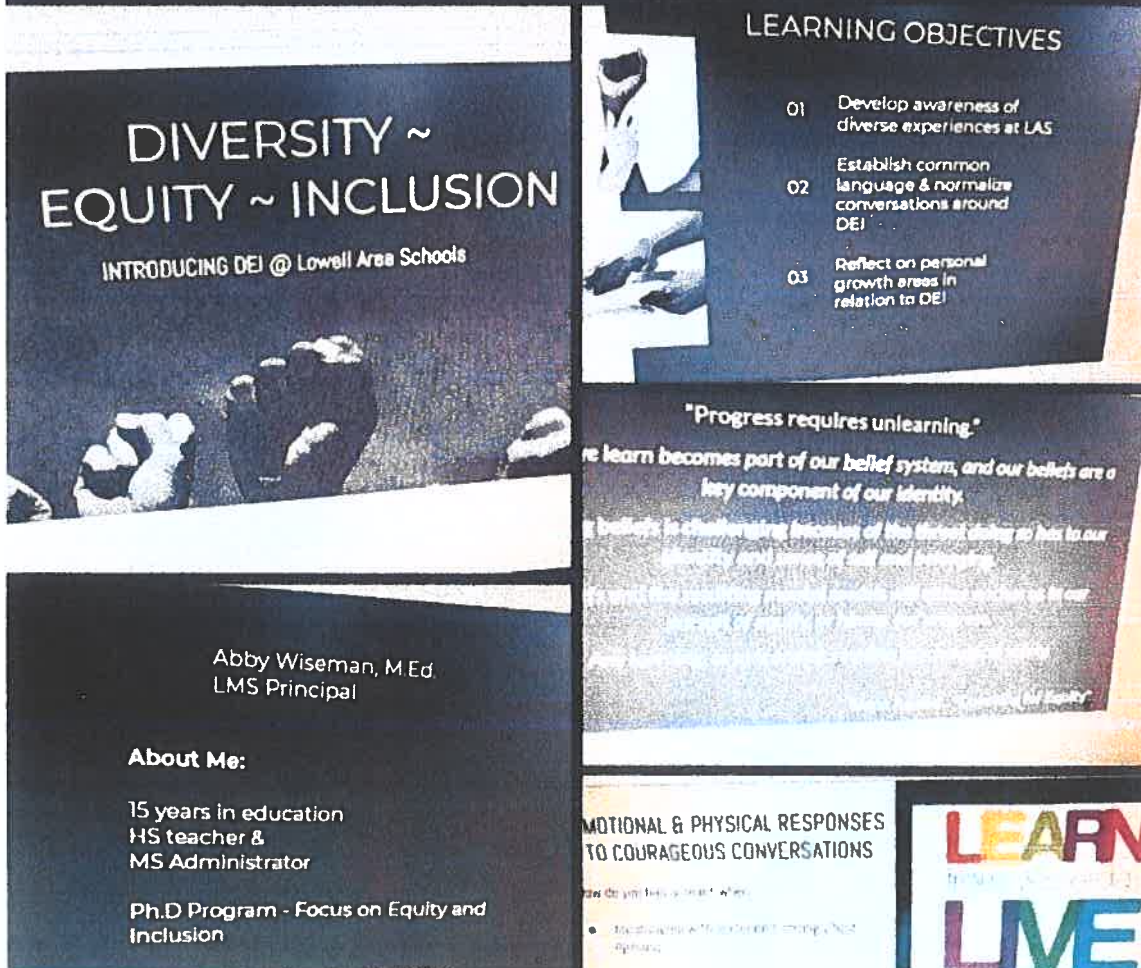
(616)862-9832

Exhibit 9

 **Lowell Kids 1st** ⋮
Admin Stefanie Boone · Nov 18, 2021 · 🗨️

📖 Just so we're all clear right now... our kids are all home on a half-day due to exams... our kids teachers are CURRENTLY sitting in on Professional Development, learning more about Diversity, Equity, and Inclusion (i.e. CRT) and the use of gender pronouns, etc. The new LMS principal, Ms. Wiseman, led the training. It's funny because when I had a meeting this past summer with Dan VanderMeulen, Curriculum Director for LAS, and talked to him about some concerns I had with the "BLM fist" being present in our books and curriculum, he said he didn't know what that meant and had no idea what I was talking about... 😞 The hits just keep on coming people!

💰 Our tax dollars hard at work!



DIVERSITY ~ EQUITY ~ INCLUSION
INTRODUCING DEI @ Lowell Area Schools

LEARNING OBJECTIVES

- 01 Develop awareness of diverse experiences at LAS
- 02 Establish common language & normalize conversations around DEI
- 03 Reflect on personal growth areas in relation to DEI

"Progress requires unlearning."
re learn becomes part of our belief system, and our beliefs are a key component of our identity.

Abby Wiseman, MEd
LMS Principal

About Me:
15 years in education
HS teacher &
MS Administrator
Ph.D Program - Focus on Equity and Inclusion

EMOTIONAL & PHYSICAL RESPONSES TO COURAGEOUS CONVERSATIONS

LEARN LIVE

Exhibit 10

246



**Ms. Wiseman
Principal**

WORK ROOM

Exhibit 11



Lowell Kids 1st



Admin Stefanie Boone · Apr 18, 2022 ·

Get your FREE shirts today!!

In case you missed it last week... we are giving these shirts away for FREE in order to promote truly inclusive LOWELL PRIDE for ALL Red Arrows!

We dropped off almost 100 of these last week and are happy to deliver to you as well!

We have sizes AXS(same as YL) thru Adult 4X.

Get one for each of your family members! Just PM me your quantity, sizes, and address!

We need to represent all kids in Lowell!!



Exhibit 12



Lowell Kids 1st



Admin Stefanie Boone · Apr 14, 2022 ·

The shirt on top is currently being sold at Lowell High School and completely supported by our Administration. Teachers are wearing these in the schools as we speak. Even lower elementary teachers.

The shirt on the bottom is available to anyone in this group for FREE if you PM me. We need to make a LOUDER statement. Let me know how many you need and we will get them to you! We have Adult XS (like a YL) through Adult 4X sizes!

Don't be shy!!





Lowell Kids 1st



Admin Stefanie Boone · May 4, 2022 ·

My middle schooler brought a bag of Lowell Red Arrow Pride shirts to school today to hand out to ANYONE who wants one, for FREE.

They were confiscated by the admins and I was told the shirts are DIVISIVE.

I gave Nate until the end of the school day to send me an email with his reasoning, in writing, as to why it is completely acceptable for teachers and/or students to sport BLM and gay Pride shirts and masks at school, but our shirts are somehow divisive because they say "all red arrows matter"?! If he cannot, and still will not allow the shirts to be circulated, I will be contacting the media and an attorney regarding discrimination.

If you can call or email the school today and let them know how you feel it would be much appreciated. Where has Lowell Schools gone that we can no longer have pride in our mascot and school colors?!



Exhibit 13



Lowell Kids 1st



Admin Stefanie Boone · Aug 18, 2022 ·

This is Abby Wiseman, the current Lowell Middle School Principal. See an excerpt from her bio in the comments below. "I collect the children..." 🤔

WHY does a Middle School principal feel the need to display her sexuality (lanyard, sticker on ID badge, even on her watch!, pronouns in emails, etc.) while working with adolescents all day long?? What does this have to do with EDUCATION and SCHOOL?



schoolnewsnetwork.org

From coaching to educator, she's inspired by listening to students and an empowering playlist

Alexa Otte and 7 others

15 comments

Exhibit 14



Home › Lowell

Lowell Meet Your Administrators

From coaching to educator, she's inspired by listening to students and an empowering playlist

 By Beth Heinen Bell November 1, 2021



After 15 years at Kenowa Hills, Abby Wiseman is the new principal of Lowell Middle School

Lowell — Abby Wiseman is the new principal at Lowell Middle School. SNN gets to know her in this edition of Meet Your Administrators.

Education/degrees: Wiseman earned her bachelor's degree in secondary education from Eastern Michigan University, with a major in language, literature and writing and a minor in speech, communications and theater arts. Her master's degree from Grand Valley State University is in the area of educational leadership.



She's currently in the process of earning a Ph.D. in K-12 leadership from Western Michigan University and will be writing her dissertation on equity and inclusion.

Other positions you have held in education: All of Wiseman's previous 15 years in education were spent in Kenowa Hills. She started at the high school, teaching speech communication, broadcast journalism, interpersonal communication, and coaching the competitive debate and forensics teams. She later became the middle school assistant principal for two years and then principal for six years.

How about jobs outside education? Education is Wiseman's second career; after playing basketball in college, she decided to become a basketball coach. Her first job was as an assistant coach at Central Michigan University, and she later moved back to her alma mater for an assistant coach role at Eastern.

When Eastern hired a new head coach, Wiseman found herself at a career crossroads: "I was trying to decide if I was going to use my degree in education or stay coaching under a new coach who didn't hire me but was willing to work with me. I was really uncertain about the whole thing. So I did what anybody who can't decide things should do — and this is a true story! — I made this decision based on what a fortune cookie told me. I got Chinese food and ate my entire meal and then opened up the fortune cookie. It said, 'Now it's your time to try something new.' So I decided, well, okay. I guess I'll try teaching."

Family life: Wiseman lives in downtown Grand Rapids with her partner. She has five godchildren, one of whom has a room in her apartment and occasionally lives with her, and several nieces and nephews. "I collect the children, because I have not ever had my own, but I definitely love on all the ones that are in my life. I actually think that's part of my calling in not having my own children, is that I've been able to give so much more of myself to the children in my life."

Hobbies/interests: "I love anything sports-related, so you'll often find me at a sporting event somewhere. I'm a thrill-seeker, too, so I've been bungee jumping and I am determined to jump out of a plane one day."

When her feet are on the ground, Wiseman is always up for a karaoke night: "At my heart, I love to entertain, but I cannot sing — I don't possess any musical skills whatsoever. So karaoke is great for me. Madonna is always a good go-to for karaoke, or really, anything from the '80s."

What kind of kid were you at the age of your students at Lowell Middle? "I



was a very active kid, very social and heavily involved in sports. And nobody ever described me as quiet. My parents always say that they got more phone calls home about me than they did my brothers. I think it's because I have always been somebody who is not afraid to speak my truth. In middle school, I spoke my truth. But too often, I was told that I shouldn't do that."

For Wiseman, this experience led her to becoming a fierce advocate for student voices: "In middle school, they're learning how to speak their truth. ... Often they get in trouble not because they spoke their truth, but because of the way they did it. But their voice should be heard. So we just need to teach them *how* their voice needs to be heard and *how* they can be seen and *how* they can show up."

What's the biggest lesson you have learned from students? "They teach us things every single day, which is why this profession is so rewarding. But the biggest lesson I've learned from students is to listen. If we listen more than we talk, we will uncover all sorts of wonderful things about each other, about these kids, about their behavior, about their needs, about their hopes. I think kids are not given enough credit for their voice, or we don't listen well enough to hear what they're telling us. And they're so valuable. If you create that space to listen, you'll learn a lot."

If you could go back in time, which grade would you return to? "I'm not a person that likes to live in the past, so that's a really tough question. I don't want to go back and redo anything. All of it has been a beautiful experience and there's not really a grade level I would want to do again. It was perfect for me at the time or it wasn't, but even if it wasn't, I learned and moved on from it. I use the past to help me move forward."

What positive changes in education are you seeing as a result of the pandemic? "I'd like to highlight two things. The first is adaptability. I don't think we give teachers or kids enough credit for how fast they can adapt and still make learning happen. I mean, that's a super power. No matter what, teachers will adapt, because they are not capable of giving up on kids. And the same goes for kids. ... Too often, I think we discount them: they won't get it, or they can't handle it. Well, they can. And in many cases, the kids are 10 times more adaptable than adults in our society."

She's also encouraged by the collaboration she sees on a daily basis: "There's been so much division outside of the bricks and mortar of our schools. But inside this building, so far, I've seen the exact opposite. I've seen more collaboration than ever before, more support of each other than ever before. ... It doesn't



matter if you've been teaching for 30 years or for two, everybody is trying to navigate the same thing for the first time. It's a beautiful thing to see, especially knowing that outside of these (school) walls, division seems to be happening pretty pervasively."

If you walked into school to theme music to suit your personality, which song would you choose and why? Wiseman has actually curated a 17-song playlist, titled "Me," on her phone. She listens to it to feel encouraged and empowered, especially when she's going somewhere new: "I had three different interviews (for the principal job at Lowell Middle). Every time I had an interview, I listened to the playlist on the way here. It gets me thinking, 'All right, who am I?' These are all the songs that say, 'This is who I am.' It's a really empowering thing."

After much deliberation among the 17 songs, Wiseman settled on "All I Know So Far" by Pink for her answer.

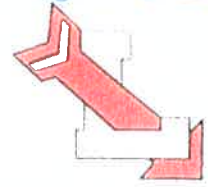
"(The song) basically says, 'Here's what I know, but I don't know everything. I'm still a living person in this messy world, and we will learn, every day, together.'"



Exhibit 15

Lowell Area Schools

300 High Street
Lowell, Michigan 49331
Office: (616) 987-2517 Fax: (616) 987-2511



MEMORANDUM

TO: Lowell Area Schools-All Staff
FROM: Dustin Cichocki, Director of Human Resources
DATE: August 10, 2023
RE: Staff Dress and Grooming (BOE Policy 3216)

The following guidelines are established to clarify expectations related to staff dress and grooming which fall under Board of Education Policy 3216. As a public school, it is our responsibility to create a learning environment that is accepting and respectful of all students. Professional dress is part of that responsibility.

All staff members are expected to:

- dress in a manner **consistent with the professional responsibilities**;
- dress in a manner that communicates to students a pride in personal appearance;
- dress in a manner that does not cause damage to District property;
- be groomed in such a way that their hair style or dress does not disrupt the educational process nor cause a health or safety hazard.

The following expectations are established to encourage clarity regarding the above listed Board of Education Policy:

- Staff members are expected to represent themselves as professionals through business casual attire. **Jeans and t-shirts are generally not considered business casual attire.**
 - Please note that content related t-shirts that align to what you teach are okay.
 - Fridays will be "Red Arrow Fridays." This means you can show your school spirit by wearing your Red Arrow gear and jeans, a school appropriate top with jeans is acceptable as well.
- Staff members may dress in ways other than business casual when it is necessary to facilitate their professional assignment. This applies to certified staff when instances arise such as labs, physical education classes, field trips, etc. Business casual attire may apply differently to non-certified staff based on their position within the district (Bus Drivers, Custodial Staff, etc.).
- "Casual" or "Theme" days may be designated by the administration through collaboration with various student organizations and the Building Leadership Team for the purpose of promoting school spirit, a positive school climate, and student/staff morale. All staff members are encouraged to participate in these school culture and climate activities.
- Staff members are encouraged to seek clarification regarding these expectations from their immediate supervisor(s) and/or school administration.

Note:

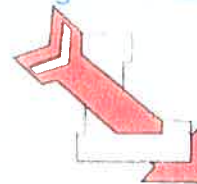
- **BOE Policy 3231** prohibits staff members from "...supporting or opposing one or more candidates, issues, or a particular point of view..." while representing the district or performing their assigned duties as a district

LEARNERS TODAY – LEADERS TOMORROW – RED ARROWS FOR LIFE!

Director of Human Resources - Dustin Cichocki

Lowell Area Schools

300 High Street
Lowell, Michigan 49331
Office: (616) 987-2517 Fax: (616) 987-2511



representative/employee. Staff members should not dress in a way that could be reasonably construed to violate this policy expectation.

- Clothing promoting political beliefs, religious beliefs and/or any other **controversial issues** are not to be worn by staff at any time.

✕

Exhibit 16



Boone's After Party

Aug 10, 2022 · 🌐

Our schools have no problem whatsoever with these displays of sexuality and support for violent organizations such as BLM and Antifa within the halls of our local public schools... but the t-shirt being handed out for FREE to ANYONE who wants one (pic in comments below) is considered contraband and must be confiscated immediately!

You can't make this up, people!! This is our current reality. And your silence about it isn't helping one bit. School is starting soon. Do you think it's all magically been fixed over the summer? We need to be fighting for resolutions against divisive displays and teachings such as these. And we need to be fighting for unity amongst our children and community by finding COMMON ground and unifying efforts to move forward.

on of double standard

of principles that applies differ
ually more rigorously to one grou
or circumstances than to anothe
olly : a code of morals that applies r
standards of sexual behavior to wo
men. 2 : bimetallism.

/www.merriam-webster.com · ...

e standard Definition & Meaning
m-Webster

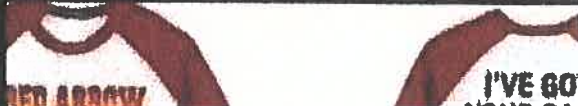




Exhibit 17



Lowell Kids 1st



Admin Stefanie Boone · Sep 22, 2022 · 🗨️

🌈 Lowell Middle School Principal, Abby Wiseman, flexing sexuality in her office at school again. Do you want this pushed on your children??

Who pays for this anyway?! The taxpayers??

Vote wisely November 8! 🇺🇸



Exhibit 18



Stetanie Boone

3:47

Game on!

I find it interesting that Mrs. Beachler stated that the book is only available to seniors. I wonder what their reasoning is? Also, are they aware that not all seniors are adults? I replied asking these questions, and also wondering where parents can find the list of books only available to seniors since it doesn't state that in Destiny. I wonder what they do to stop kids from browsing this smut while IN the library? So many questions...

I'll keep you posted!

ie Beachler

one@comcast.net Dan VanderMeu

Book Review Request

Attachments

Dear Mrs. Boone,

I received your formal reconsideration request for *All Boys Aren't Blue* by George M. Johnson. Pursuant to EAS Board Policy 913, I have formed a committee to review this library book that currently has availability to only 12th grade students at Lowell High School. Lowell Area Schools Superintendent, will notify you of their recommendation regarding the book once that has been made.

Thank you,

ie Beachler
Media Director
Lowell Area Schools
7808

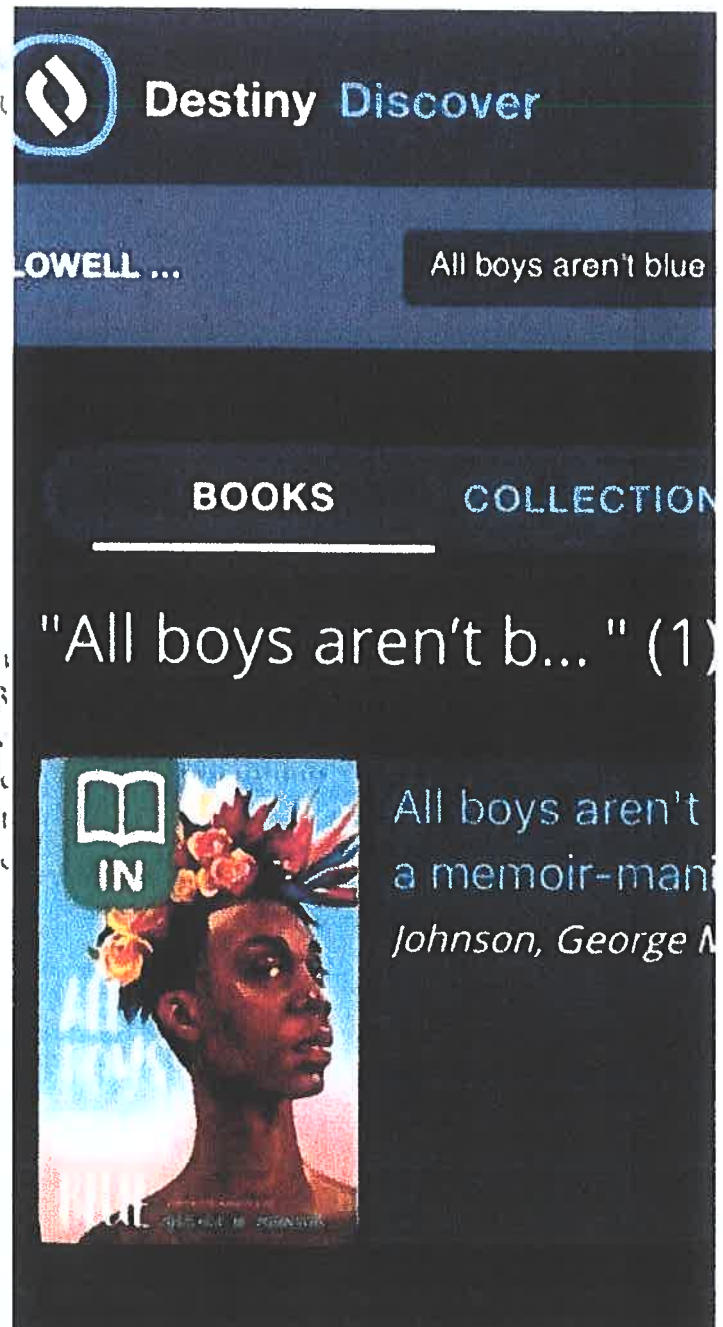


Exhibit 19



Stefanie Boone

MAR 1 2023

Groomers are out in full force. Not even trying to hide the sickness. 😞

SCHEDULE OF EVENTS

10am **Kids Area & Vendors Open!**
Enjoy our kids area all day with games, crafts, and more! Check out our 70+ vendors along the Riverwalk!

11am **Kids Dance Party**
Kids of all ages will have a blast expressing themselves through movement followed by a Q&A where kids can ask their burning questions to our fabulous drag queen host.

12pm **Intro to Tai Chi**
Gerald Browning will be here to share his knowledge and discuss how tai chi benefits our mind, body, and soul followed by demonstrations by him and his students.

1pm **Rising in Pride**
Join us as Graci Markema shares her powerful life story and lessons of overcoming adversity, rising into our more authentic selves, empowering others, finding belonging and allyship in LGBTQ+ identities.

2pm **Pride Walk**
Come strut your stuff and walk across the stage with Pride! Be fabulous, be bold, be You!

3pm **Poet Proof**
LGBTQ+ artists from our own backyard (both experienced and not!) will share their work with the audience, knowing they are fully accepted and validated in who they are.

4pm **Power of Pride**
Help us in this hour as we push to raise funds to ensure Pride and other LGBTQ+ events will be able to continue happening in Lowell!

5pm **Drag Performance**
We welcome Beauty Beyond Drag back to Lowell Pride with this family friendly drag performance to close out the day!

Special performances throughout the day by musical artists Shin Hoo Yong and Isabel Humphrey!

Scan our QR code below to visit our website!

LOWELL PRIDE
LOWELL, MI | DOWNTOWN RIVERWALK
JUNE 3RD, 2023
PROUD TO BE YOUR NEIGHBOR

www.LowellPride.org/Schedule
facebook.com/LowellPrideMI

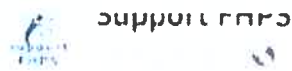
Exhibit 20



Stefanie Boone

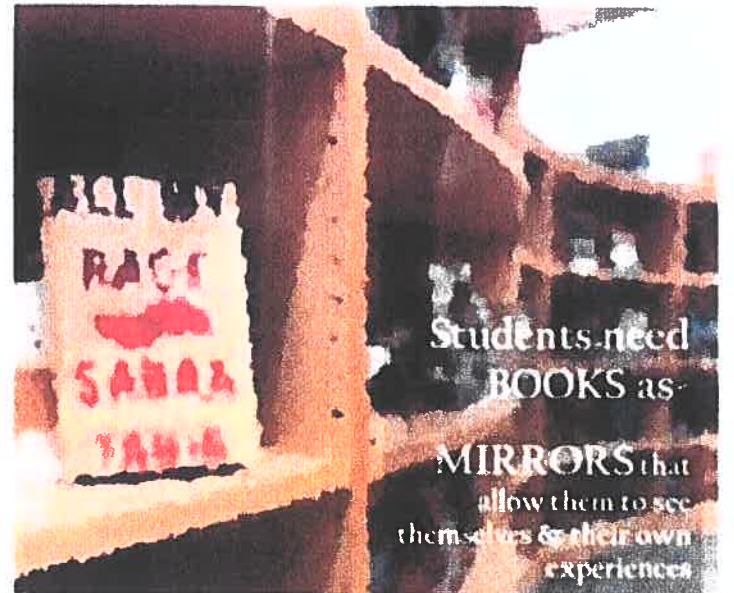
For the love of all that is good, can someone PLEASE explain to me how meeting students "book needs" somehow must include graphic and explicit pornography, vile language, rape and incest, and material inappropriate for minors ANYWHERE ELSE in society other than the K-12 school LIBRARY?!

I am SO DISGUSTED and DISAPPOINTED with those in positions of leadership and authority over our children who are pushing to keep, and bring in MORE of this absolute TRASH. Christine Beachler is BOLD in her ways, make no mistake, flaunting her smut on other social media pages in the area as well. And Steve Gough and Nate Fowler back her like nobody else. They are all complicit in providing pornography to minors. They WILL be exposed in due time.



What a beautiful reminder of how our public school libraries serve a broad and diverse community. 🙏

Image courtesy: Lowell Area Schools Library Media Centers and Support LAS



Common Sense

Erin Boekstein
I LOVE this metaphor

Christine McDaniel Beachler
Thanks for the kind words! The photo looks right from our LPS library!

Erin L. Foltz
Christine McDaniel Beachler I didn't realize that! That's awesome

All My Rage
Book: How to Write, Study, and...
Common Sense says
age 14+
★★★★★
Beautiful...
Support Group



Exhibit 21



Stefanie Boone

March 5, 2023

...

Christine Beachler and Steve Gough's idea of "fixing" our sexually explicit book pandemic in our schools is to label sexually explicit books for "Seniors-Only" and that by doing so, it somehow magically means all Seniors are adults. There can be Seniors as young as 16 years old, and most are not legal adults until Spring of their Senior year, or after.

The better question is... WHY are these people defending the "need" for sexually explicit ADULT content in our schools (akin to the "Adult" section at your local video store) instead of trying to protect our children?? This is embarrassing!

I just got a permission slip for some movies one of my kids needs to watch in class this trimester. They are Rated R for content far-less explicit than these books contain. Why bother with a permission slip at all if you're going to serve it up to them on a silver platter in the books anyway?!

Make it make sense!

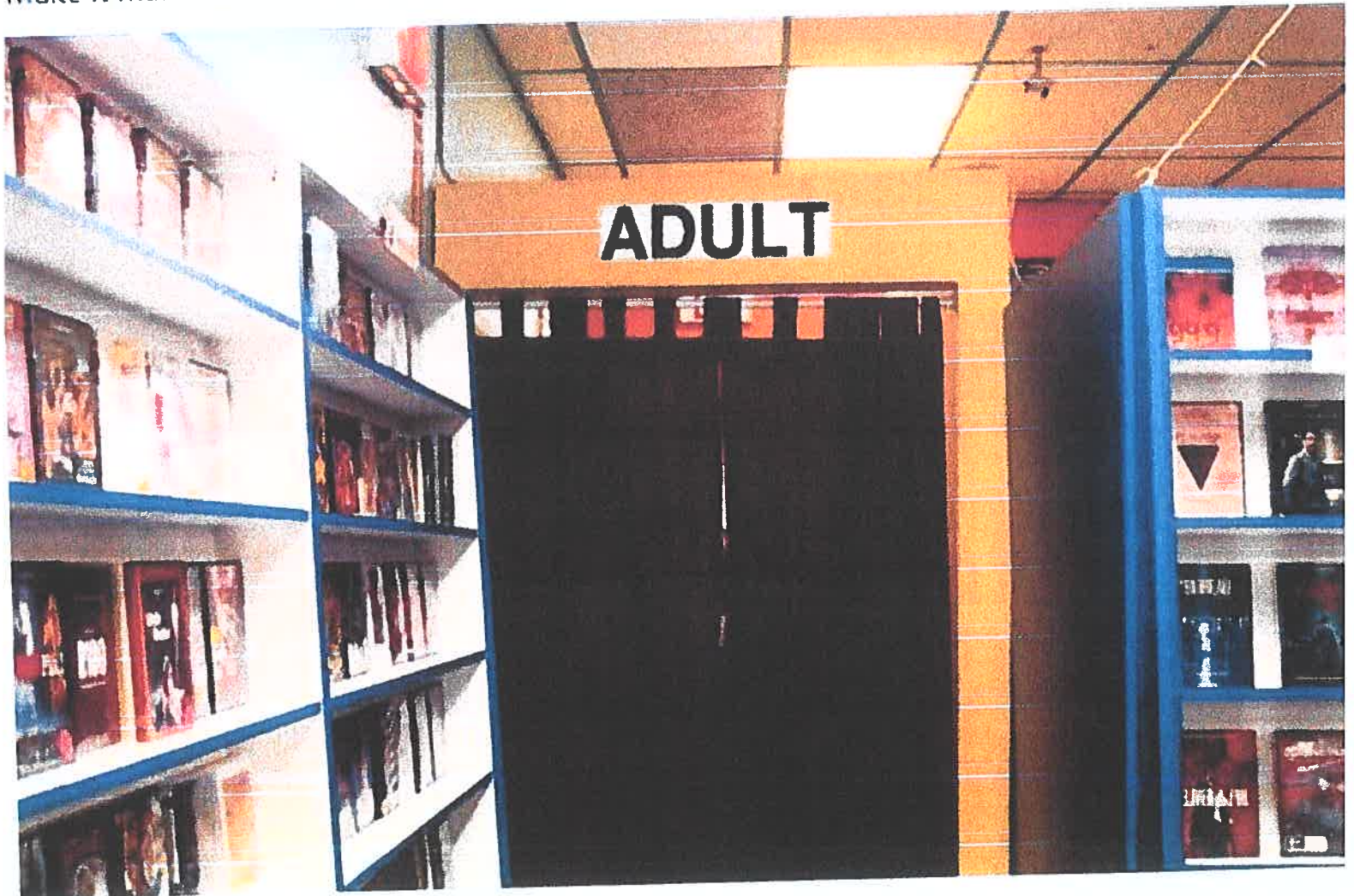


Exhibit 22



Stefanie Boone

Member since 2022

Also last night, after many teachers and staff attended and sang praises and love for Christine Beachler, our Board of Education voted 6-0 in favor of KEEPING this trash in our schools, now available to only-Seniors (why, I'm not sure, because they claim there is nothing obscene or inappropriate in our schools so why do they keep moving the goalposts? 😞).

Our school community has turned the pushback against sexually explicit content in our schools for minors into some sort of odd love fest for Christine Beachler. No one is saying she isn't a nice person or hard working. I'm sure she is. But she is actively working to keep trash like "All Boys Aren't Blue" in our schools instead of working to PROTECT our children and their growing minds from potentially harmful and addictive content.

Even Nate Fowler made excuses for this smut, stating some scraped together statistics about how many kids have accessed porn on their phones by the age of 17-18. So what?! Does that mean we should offer them more at their fingertips at school?

I am NOT FOR BANNING BOOKS.

Sexually explicit content for minors is illegal and morally wrong. If it is not an active part of the K-12 Curriculum by law it is not supposed to be in our schools. Period. I will not back down on this stance and will continue to work hard to right this wrong. I am working with parents and groups across the state and country. We will win this battle. The more they dig their heels in, the more complicit they are.

<http://booklocks.org/.../A/All%20Boys%20Aren't%20Blue.pdf>

.L BOYS AREN'T BLUE



Book Summary:

Summary of Concerns:

...the book is a collection of essays and stories that explore the author's experiences with racism, homophobia, and transphobia. The author, Juneteenth Johnson, is a Black transgender man who shares his journey of self-discovery and resilience. The book is written in a candid and honest style, making it a powerful read for anyone who has experienced discrimination or is seeking to understand the experiences of marginalized communities.

The author's writing is both personal and political, as he discusses the challenges he has faced in a society that often marginalizes people like him. He touches on topics such as family rejection, workplace discrimination, and the importance of community and self-love. The book is not just a memoir but also a call to action, encouraging readers to stand up for their rights and support the rights of others.

Exhibit 23



Lowell Kids 1st

Admin Stefanie Boone · Aug 10, 2023 ·

Bushnell Elementary's new librarian.

as well! Class supply lists are below as well as on our Bushnell website.

Meg ZeePoo

School Office

Our school office is now open from 8:00-3:30! Call us at 987-2650 if you have questions or address updates. Our office is well staffed by Mrs. Jennifer Haywood and Mrs. Kaitlyn Richardson, our spectacular administrative assistants!



Welcome New Staff!

We have a few new staff members this year!

Meg ZeePoo



Meet Your Teacher! Monday August 21st

We can't wait to meet and see all of you! Our Meet the teacher night will be from 4:30-6:00 in an open house style. Feel free to bring in your supplies this evening as well! Class supply lists are below as well as on our Bushnell website.

School Office

Our school office is now open from 8:00-3:30! Call us at 987-2650 if you have questions or address updates. Our office is well staffed by Mrs. Jennifer Haywood and Mrs. Kaitlyn Richardson, our spectacular administrative assistants!

Welcome New Staff!

We have a few new staff members this year!

Renee Rowan- Kindergarten Teacher

Kaitlyn Richardson- Administrative

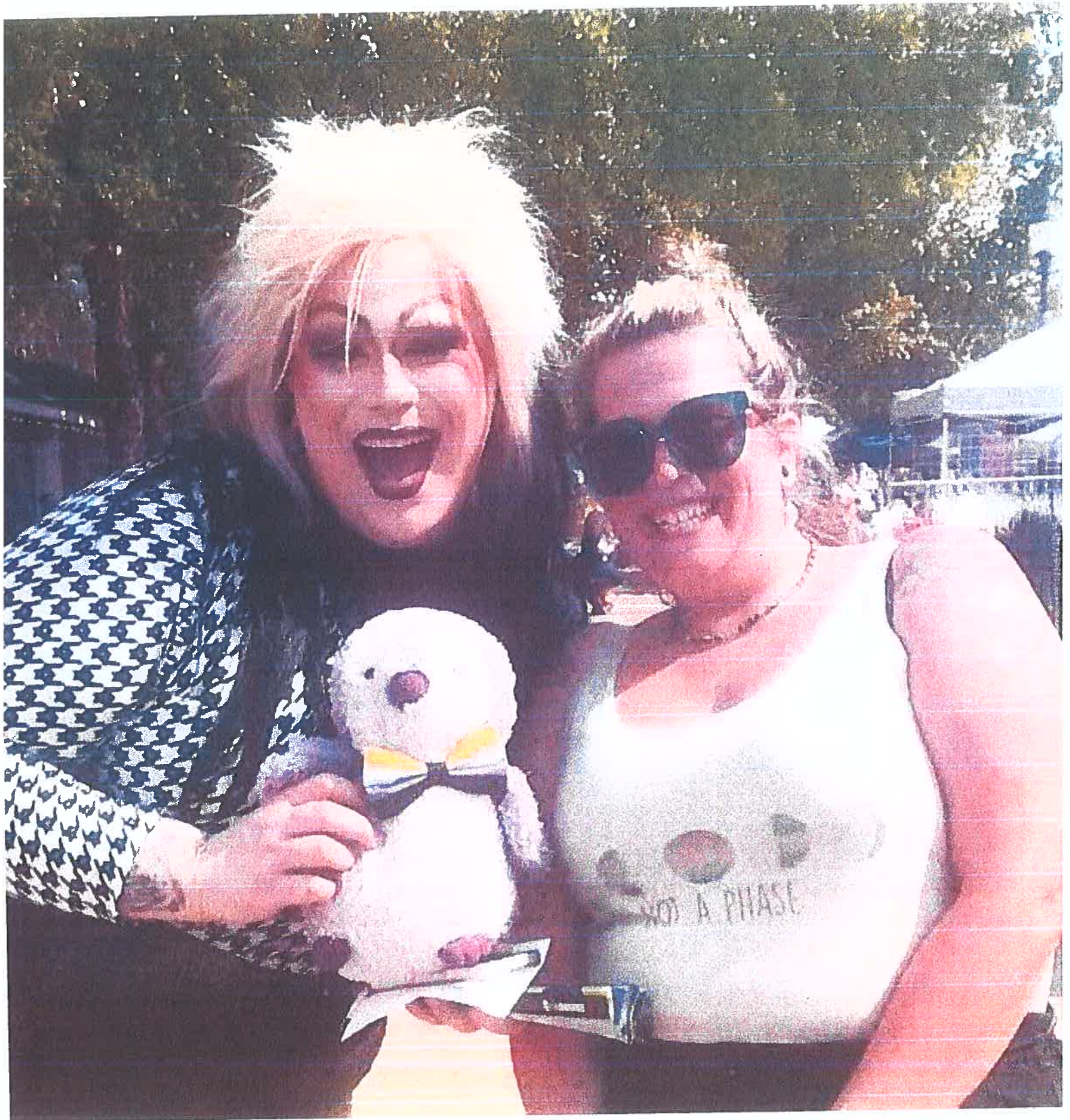
Assistant

Meg March- Bushnell Librarian

We are in the process of hiring a new first grade teacher as well.









Meg ZeePoo



Meg ZeePoo

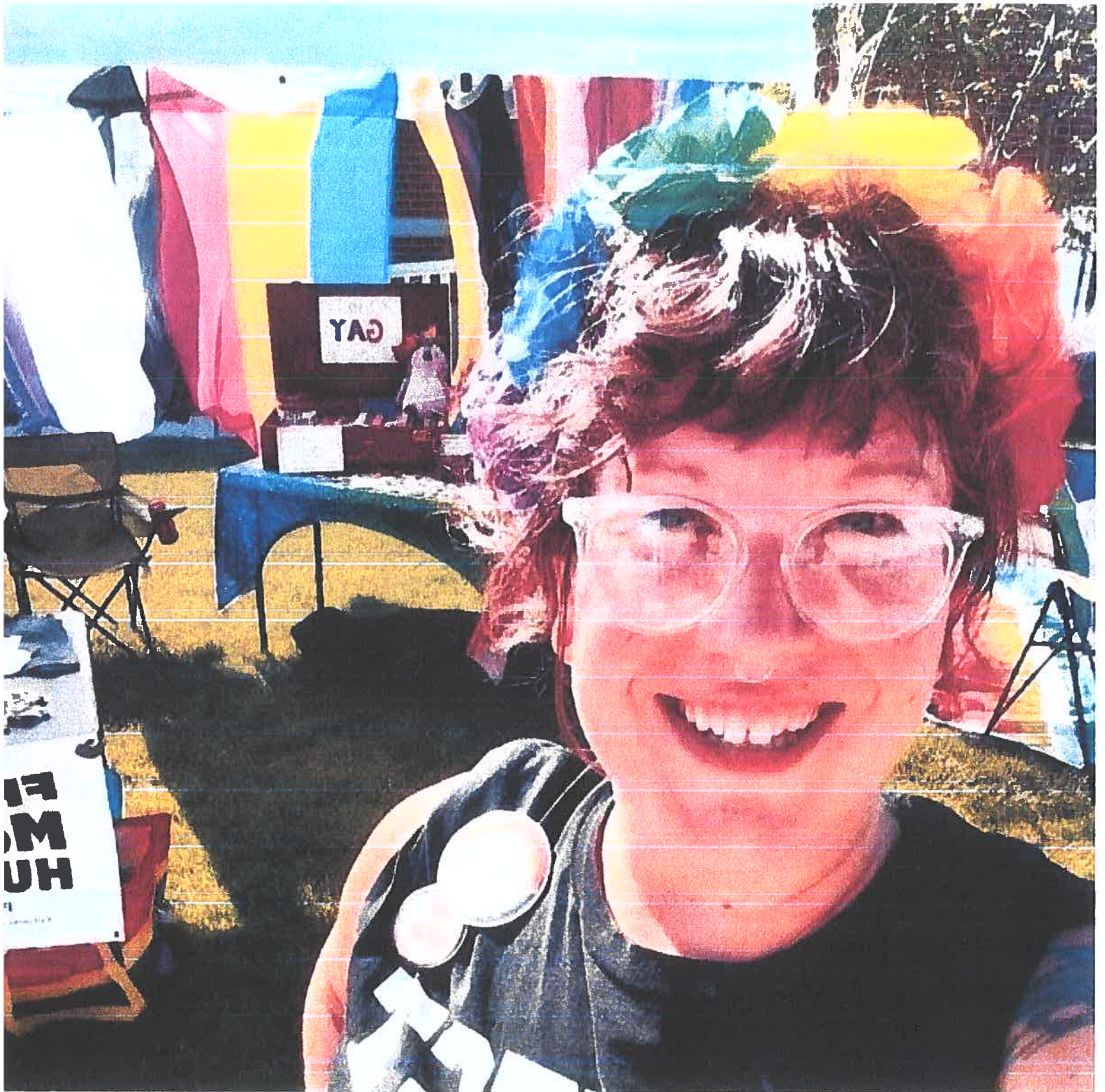
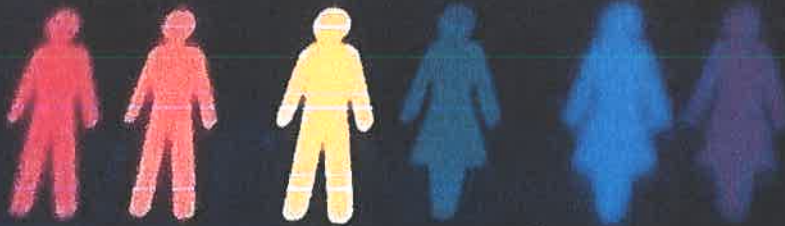


Exhibit 24

Exhibit 25

Love is Love



Be an ally.

Support LGBTQ people in your community through love, kindness and compassion.

USA Marriage every other Wednesday, after school in the Drama Room (D-200)
OCT 21, NOV 4, NOV 18, DEC 2 & DEC 16

 Red Arrow PAIDE 



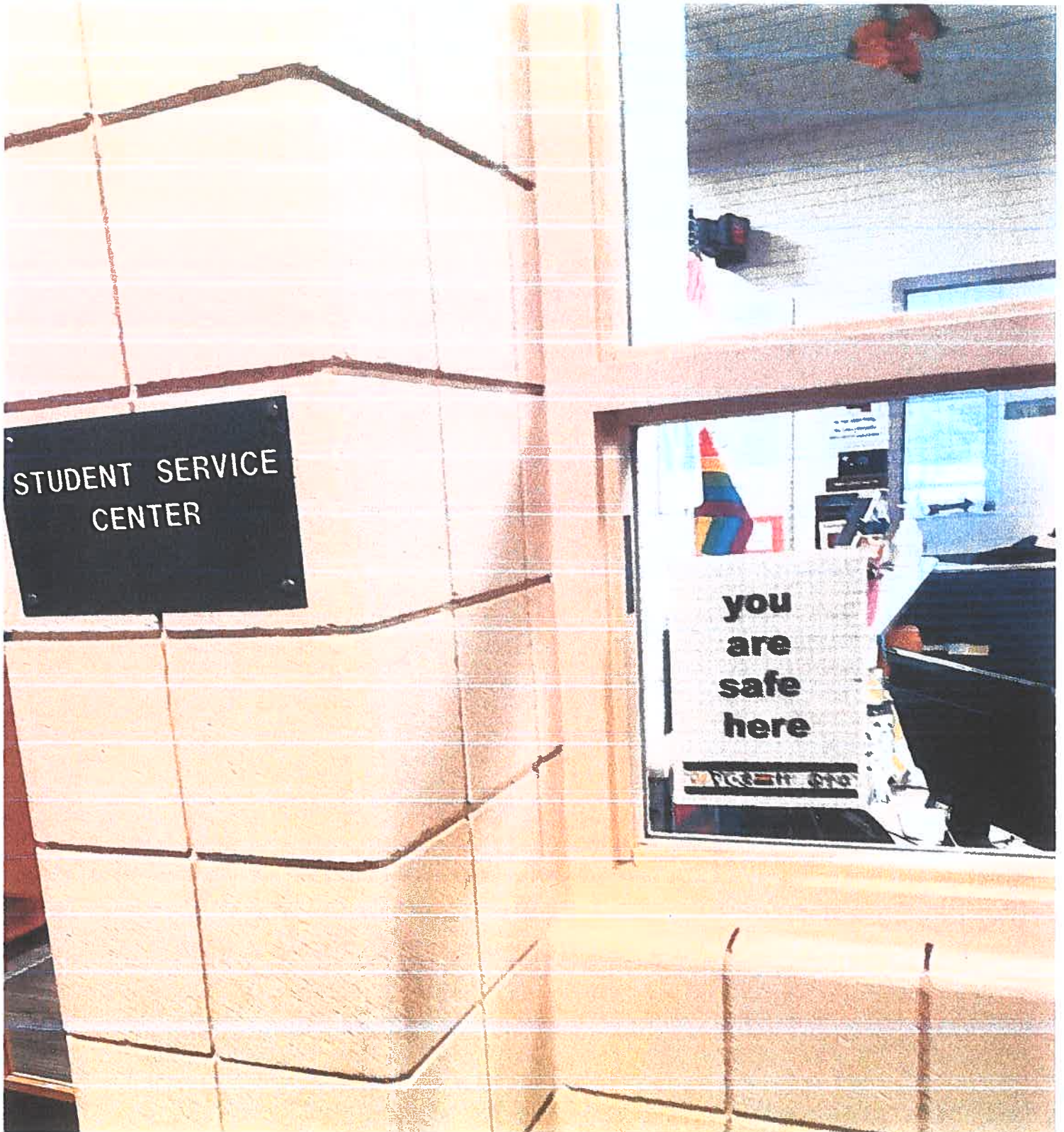




Exhibit 26



Stefanie Boone

September 29, 2023 · 🌐

Another one... on the shelves for your children at LHS. We have such a HERO for a librarian, don't we? Working hard to protect young minds on the daily. 😊

<http://booklooks.org/.../Book.../N/Nineteen%20Minutes.pdf>

NINETEEN MINUTES

Book Summary:
The events leading up and the aftermath of a school shooting are uncovered.

Summary of Concerns:
This book contains sexual activities; sexual nudity; gender and derogatory terms; violence; controversial social and political commentary; controversial religious commentary; violence; hate; abortion; and suicide commentary.

By Jodi Picoult
ISBN: 978-1-4165-3895-0

CONTENT WARNING

BookLooks.org

| Page | Content |
|------|---|
| | "I don't drink." "Ah," he said. "Here, then." He handed a pair of small tubes to Peter, and then took two for himself out of his pocket. There was no powder in them—just air. Peter watched him open the top, inhale deeply, then do the same with the second vial in his other nostril. Mimicking this, Peter felt his head spin, like the one time he'd drunk a six-pack when his parents had gone off to watch Joey play football. But unlike then, when he'd only wanted to fall asleep afterward, Peter now felt every cell of his body buzzing, wide awake. "My name's Kurt," the man said, holding out his hand. "Peter." |
| | ...When they started making out, he'd lean in and look at her as if he couldn't possibly see any other part of the world. ...Then he'd kiss her, so slowly that there was hardly pressure on her mouth, until she was the one pushing against him for more. He worked his way down her body, from mouth to neck, from neck to breasts, and then his fingers would do a search-and-rescue mission below the waistband of her jeans. The whole thing lasted about ten minutes, and then Matt would roll off her and take the condom |

223 She felt Matt's lips move from her cheek to her neck to the spot behind her ear that always made her feel like she was dissolving. She was a novice at fooling around, but Matt had coaxed her further and further each time they were alone. It's your fault, he'd say, and give her that smile. If you weren't this hot, I'd be able to keep my hands off you. That alone was an aphrodisiac to Josie. Her? Hot? And—just as Matt had promised every time—it did feel good to let him touch her everywhere, to let him taste her. Every incremental intimacy with Matt felt as if she were falling off a cliff—that loss of breath, those butterflies in her stomach. ...Now she felt his hands moving under her T-shirt, slipping beneath the lace of her bra. Her legs tangled with his; he rubbed up against her. When Matt tugged up her shirt, so that the cool air feathered over her skin, she snapped back to reality. "We can't do this," she whispered.

BookLooks.org

| Page | Content |
|------|---|
| | out of his wallet so they could have sex. |

BookLooks.org

| Page | Content |
|------|--|
| | Matt's teeth scraped over her shoulder. "We're parked on the side of the road." He looked up at her, drugged, feverish. "But I want you," Matt said, like he had a dozen times. This time, though, she glanced up. I want you. ...She heard the rip of a foil condom packet—How long had he been carrying that around? Then he tore at his jeans and hiked up her skirt as if he still wanted her |

hands over her head and ground his hips against hot against her stomach. It wasn't the way it no it that it was exciting. She couldn't remember ev heart were beating between her legs. She clawed "Yeah," he groaned, and he pushed her thighs a as inside her, pumping so hard that she scooted he backs of her legs. "Wait," Josie said, trying to t he clamped his hand over her mouth and drove e felt him come. Semen, stick and hot, pooled on

Exhibit 27



Lowell Kids 1st



Admin Stefanie Boone · Nov 20, 2023 ·

I'm sure you've all seen the nods to the "Arrow Assist" Closets at LMS and LHS in recent newsletters and postings.

On the front end this would appear to be a very noble effort to be sure that children's needs are met. However since when is it the school's job to outfit students and provide daily toiletries for them? An occasional forgotten pair of boots or spilled-on shirt is one thing, but this is different. The postings state that no student will be turned away.

I began by emailing the principals of both LMS and LHS with some questions I have, related to the closets and parent communication.

Please read through the email exchange below. Note that neither of the principals, nor Superintendent Fowler are willing to answer my specific question: "If a boy enters the closet dressed in boy clothing (jeans and a tshirt) and exits in girl clothing (skirt and high heels), would that warrant a call home to parents?"

Where do we draw the line? With lack of any policy related to school staff providing free items to students without parental knowledge... where is the accountability? The transparency? And ultimately the liability?

If you found out your child was entering the "closet" as the identity they left your home in the morning as, and exiting as another identity at school, without your knowledge, would you be OK with that? Forest Hills Northern High School has one of these "closets" and recently requested donations of "chest binders" for the closet. Does the LHS or LMS closet have chest binders available for students as well? Think about that!

LMS Arrow Assist

The clothing closet at our middle school is designed to meet the diverse needs of our students. Located within our school building, this closet is a valuable resource to ensure that every student feels confident and comfortable regardless of their circumstances.



The clothing closet operates on a system of confidentiality and respect. Students can access it discreetly, either through self-referral or with the help of a trusted adult, such as a teacher, counselor, or school nurse. This approach ensures that student's privacy is protected and there is no stigma associated with utilizing this valuable resource.

This is not just about providing essential clothing; it also fosters community and compassion. Donations from staff, students, and community members play a significant role in keeping the closet well-stocked, highlighting the importance of empathy and helping one another.

In essence, our middle school's clothing closet is a symbol of our commitment to creating a supportive environment for our students. It promotes self-esteem, reduces barriers to learning, and reinforces the idea that every student is valued and deserving of the opportunity to thrive academically and socially.

On Mon, Nov 13, 2023 at 12:07 PM STEFANIE BOONE <drdboone@comcast.net> wrote:

Good afternoon,

I have seen some references to the "Arrow Assist Closet" in recent newsletters and postings and it brought a couple of questions to mind.

The description states that no student will be turned away from access to the closet. If a student chooses to make use of the closet for any reason, are parents contacted and made aware that their child did-so, as well as which items their child took advantage of from the closet?

Thank you in advance!

Stefanie Boone
(616)862-9832

On 11/14/2023 1:16 PM EST Abby Wiseman
<awiseman@lowellschools.com> wrote:

Hi Stefanie,

In many of the cases, parents will be contacted. There are certain situations that do not necessarily warrant a call home (i.e a student forgot deodorant and needs some or a student spilled on themselves at lunch and just needs a different shirt).

Thanks,
Abby

STEFANIE BOONE

To Abby Wiseman

Re: Arrow Assist Closet

11/14/2023 2:41 PM

Thanks for the response, Abby. Another question for you: If a boy enters the closet in boy clothing and exits the closet in girl clothing, or vice versa, would that warrant a call home to the parents? Or is that not the intent of the closet?

Stefanie

Mrs. Boone,

In regards to your follow up question: If a boy enters the closet in boy clothing and exits the closet in girl clothing, or vice versa, would that warrant a call home to the parents? Or is that not the intent of the closet?

That is not the intent of the closet. The intent of the closet is to help children in need.

-Ms. Wiseman

On Wed, Nov 15, 2023 at 1:00 PM Steve Gough <sgough@lowellschools.com> wrote:

Good afternoon Mrs. Boone,

Our procedure here is the same. Parents are often contacted, but not always depending on the circumstances and needs.

Regards,

Principal Gough

On Wed, Nov 15, 2023 at 3:08 PM STEFANIE BOONE
<drdboone@comcast.net> wrote:

Thank you, however, you did not answer my question. If a boy enters the closet in boy clothing, and exits the closet in girl clothing, would that warrant a call home to parents? What is your school policy on this?



Thanks again,
Stefanie

On 11/15/2023 3:40 PM EST Abby Wiseman
<awiseman@lowellschools.com> wrote:

Mrs. Boone,
Both Mr. Gough and I have answered your question. The procedure is that, when a student needs something from the Arrow Assist Closet, parents are often contacted, but not always depending on the circumstances and needs. I also answered the question of the intent of the closet which is to help students in need.

Thanks,
Abby

Exhibit 28

 **Lowell Kids 1st** ⋮
Admin Stefanie Boone · Mar 28 · 

Why are teachers allowed to display their sexual preferences and allegiances to sexual ideologies in their classrooms at Lowell High School? What does this have to do with academics?

May a teacher fly a Christian flag in their classroom as well, Mr. Fowler? Asking for a teacher friend.

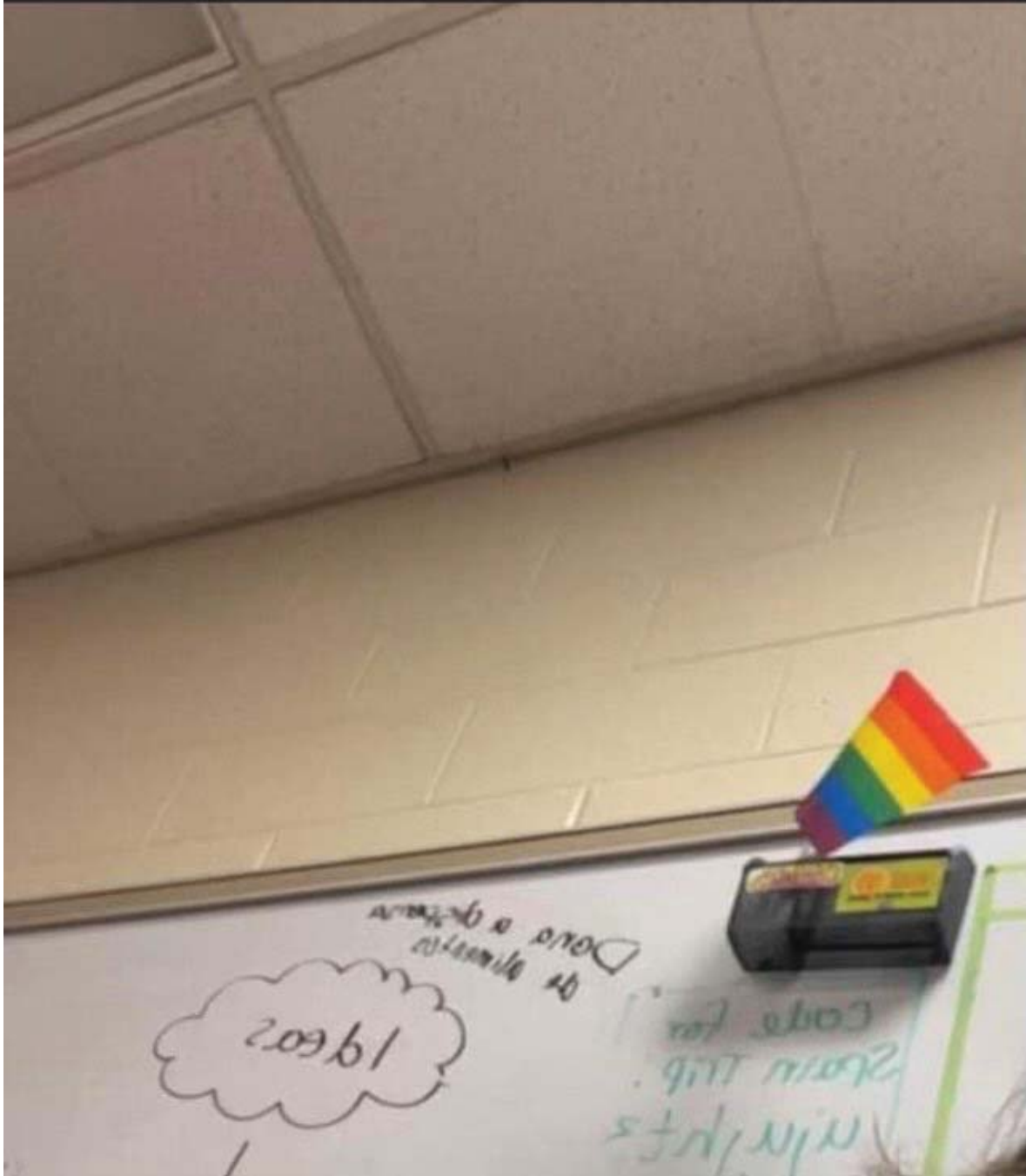


Exhibit 29

9:43



← Lowell Kids 1st



Stefanie Boone

14h · 🌐

This is the same teacher who is was hailed for creating a shrine to a disgusting pornographic, incestual, sexually explicit book (All Boys Aren't Blue) in honor of our "hero" media specialist who faces "constant attacks" for simply trying to provide "literacy" (porn) for all. 🙄

"Once she was able to convey... her dedication to diversity and inclusion... she was accepted into the program..." Is this all anyone ever cares about anymore??

Christ said, "Whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and drowned in the depth of the sea" (Matthew 18:6)

https://lowellsfirstlook.com/lhs-teacher-receives-fulbright-scholar-award-destination-uruguay-2024/?fbclid=IwAR1Qa-S6DEbhsSe6zcp5IWJ-2bqe74-nbyofDVrwiFv7wiWtVW2LUHstYos_aem_AfSJPIqV7ILY_g8P0DJoLktclgLKNTNouU44Dcwb9KchHvbDwBWqNJgQjK3Fo5ftiKs

HS Teacher Receives Fulbright Scholar Award: Destination Uruguay 2024

is writing essays, acc
nd submitting a res
onent is showing th
use your leadership

Exhibit 30

NEED HELP? **LIVE CHAT NOW!** 



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Lowell art teacher's paintings honor school librarian's courage

© JUNE 6, 2023

By Brenda Ortega

MEA Voice Editor

When MEA member Sarah Ellis learned she had several months to create five works of art on a theme of “inspiration,” she chose to honor her school district’s media specialist – Christine Beachler – who has faced ongoing harassment while staunchly defending students’ access to books over three years.

The question was how to convey all she knew, believed and felt about the w [^] her Lowell Area Schools colleague and fellow MEA member?

“I wanted to dedicate a series

of paintings to Christine because she's a rock star— she's withstood unrelenting attacks with incredible poise and just continued to uphold what we all believe in and the freedoms we value," Ellis said. "And it got me thinking: what would that look like?

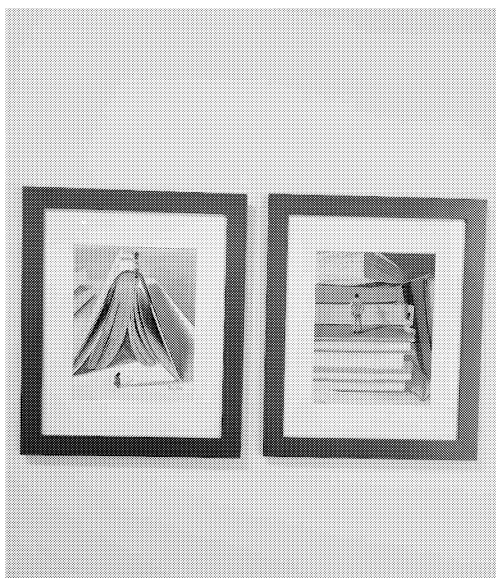
"How do I get across what's happening related to books, and what that means for our larger society, while also showing in some slight way the battle behind the scenes of fighting for our freedom of information and our democracy?"

The five related oil paintings on canvas that resulted are beautifully moody and contemplative works, featuring stacks of books arranged in various configurations and populated with miniature people painted from tiny faceless figurines used to decorate model train sets of the 1950s.

"I ordered a bunch of the plastic train figurines thinking they would create a sort of stifled nod to the McCarthyism of that era," Ellis said.

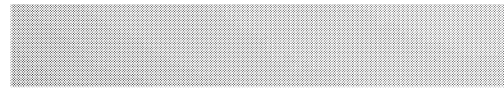


Three Lowell High School art teachers are exhibiting work in a Lowell Arts show, L-R Christine Cosgrove, Emma Bandos, and Sarah Ellis.



The work was featured earlier this summer in a show of four distinct exhibitions by four groups of artists – called Connections – at Lowell Arts. The three artists in Ellis's exhibit are all art teachers at Lowell High School, who created in the "Inspirations" theme. The show ran through late June.

Her personal favorite, titled "Deep Dive," ^ s a woman in orange standing on the precarious edge of a messy stack of books – one leg slightly bent as if she might leap off. Another



“What Binds Us” and “And So it Goes” – Sarah Ellis

features a book standing spine up with a woman sitting atop it and turned away from a second figure below.

“That’s called ‘What Binds Us,’ and that one – to me – signifies not working with each other, turning away from one another and turning away from facts,” Ellis said.

One of the paintings includes no people. Titled “All Books Aren’t Blue,” the piece is an homage to a frequently banned book that survived a challenge in Lowell this year, *All Boys Aren’t Blue* by George M. Johnson, a memoir about growing up Black and queer.

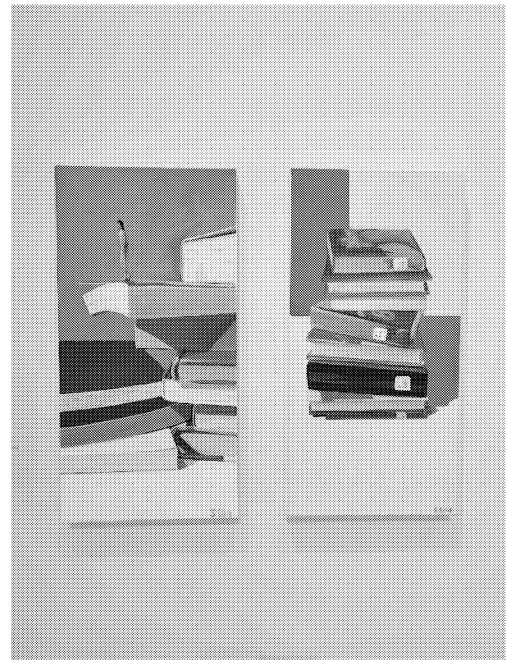
“The very top book (in the painting) gives the illusion of the cover from *All Boys Aren’t Blue*, and having the shadow on either side be in blue is a nod to that as well, with composition and placement of things to make it interesting.”

Ellis said she wanted to recognize the admirable courage and accomplishments of the Lowell district’s only certified librarian – who serves as treasurer of her local union in addition to other roles – but also to acknowledge her friend and colleague’s humanity in the face of personal attacks.

“Christine upholds such an amazing standard for what education and educators can do in the face of adversity, but she’s human and she hurts,” Ellis said.

The inspiration for it all – Beachler – said she found Ellis’s work of tribute deeply moving.

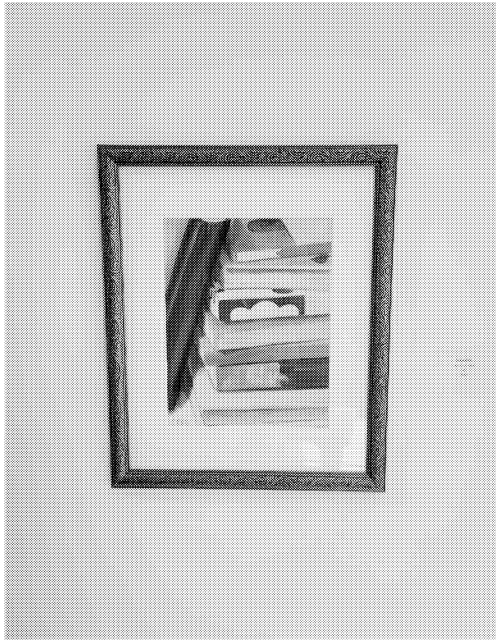
“Sarah is just very thoughtful and inspiring, and when I saw her artwork it made me realize if I didn’t have support from wonderful people like her, I don’t know how I could have kept going,” Beachler said.



“Deep Dive” and “All Books Aren’t Blue” – Sarah Ellis

^





“Volumes” – Sarah Ellis

The past few years have been increasingly difficult as a small group of people have used bullying and harassment to try to remove books they find objectionable from school libraries, she said. Beachler has faced a barrage of terrible name-calling at board meetings and online.

Beachler’s work was featured last year in ***part three*** of our five-part series, Freedom to Read, on rising book bans in Michigan and across the country.

She has been verbally accosted at the grocery store and even at a family picnic in the park in her small town east of Grand Rapids. A certified media specialist for 23 years, Beachler just completed her 35th year in education and needed to take time off from work due to stress this year.

“It’s something I never thought I would have to endure being a school librarian,” she said. “Most days I know I’m doing the right thing and doing my job to the best of my ability, and I have great support from my administration and from our staff and our community. But there are some days where I just fall apart and cry.”

This year for the first time in the district’s history, two books were formally challenged. Beachler followed her profession’s best practices, longstanding board policy, and the law in determining the outcome for *All Boys Aren’t Blue* and *the sun and her flowers*.

Two separate committees of seven people, including a parent, student, teachers and administrators, read and discussed the books before voting 6-1 and 7-0 to keep them on the shelves. Both decisions were reviewed by the school board and upheld in votes of 7-0 and 6-1.



In one case, the complainant [^] on to file a police report against the school board claiming district officials were distributing



Christine Beachler

pornography. The same people continue to speak against books and use derogatory insults and personal smears against Beachler and other school officials at meetings and on social media.

“I’m not really sure what more we can do,” she said. “We already offer every single parent the ability to choose every book for their own child, and that’s not enough; they want to choose the books for everybody’s children even though the other parents don’t want that.”

Last November, Beachler was honored by the Michigan Association of Media in Education – now renamed the Michigan Association of School Librarians – with the Roger Ashley Freedom to Read Award, which recognizes an individual or group who demonstrates exemplary support for First Amendment rights.

“Walking through all of these challenges has been difficult, but it is definitely wonderful to have recognition from the professional organization and support from so many people – especially other school librarians that have gone through similar situations.”

Equally meaningful was an end-of-the-school-year conversation Beachler had with a student who stopped in to thank her for defending young people’s access to books. Beachler does not talk with students about what is happening unless they bring it up, she said.

“We had a lovely conversation, and she was full of grace, mature and well-spoken, and she looked at me and said, ‘Thank you for speaking up for our rights because if it wasn’t for you, none of this would be possible.’ When she walked out, I just fell apart in tears.”

Beachler said Ellis’s artwork similarly “hit my heart very hard.”

“That’s what life is, I guess, trudging through the trials and tribulations of pæ ^ your journey and having people to be there for you when you need them. I mean— what else is there? It’s how you deal with those parts of your life that give it meaning.”



Christine Beachler and Sarah Ellis

For her part, Ellis hoped to honor not only Beachler’s courage but her determination. For example, after the district used \$100,000 in federal funding to update library collections in all six schools, Beachler won a \$60,000 state grant to staff extended hours – even through summer for high schoolers

“She’s making things available for students and families, ordering things for everybody and anybody, and generally doing her job very well,” Ellis said. “She’s got her game on with all of these policies and procedures in place to uphold our ideals, and she holds everything

together.”

Soon some of the works made in her honor will grace the high school library’s walls. After visiting the exhibit with Ellis, Beachler secretly returned to the gallery and bought two of the paintings.

“They’re beautiful pieces, and they mean the world to me,” Beachler said. “I’m so happy that I’ll be able to look out there and see them, and they can keep me going.”

Editor’s note: Christine Beachler was one of many MEA members featured last year in Freedom to Read, our five-part series on rising book bans in Michigan and across the country.

^

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webmaster@mea.org

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Hours:

Monday –

Thursday 7:30a

– 6p

Friday 7:30a –

5p









Stack of Books
2017, Oil on Canvas
18" x 14"
\$1,200





Exhibit 31

Lowell High School

11700 Vergennes Street
Lowell, Michigan 49331
Office: (616) 987-2900 Fax: (616) 987-2911



January 19, 2024

Mrs. Boone,

It has been brought to my attention by concerned members of the community that you *continue to post* inappropriately to social media about members of our staff related to their professional practice as employees of the District. You have stated on more than one occasion that you want to work with and help the District, yet you continue in this inappropriate and unproductive behavior even after we have asked repeatedly that you stop. The most recent post that I am aware of can be construed as threatening in nature and significantly elevates my concern. As a result, **I am compelled to request that you immediately cease and desist from any reference to any Lowell Area Schools employee on social media and/or other public communication platforms.** Failure to comply with this request will be perceived as a deliberate and inappropriate act against the involved staff and the District further demonstrating your lack of willingness to work with the District in any constructive manner and may result in further action including but not limited to all available legal remedies.

While individuals may have differing opinions regarding all manner of issues, it is a basic and minimal expectation that all members of our school community, including parents, express their differences and concerns in an appropriate, respectful and productive manner. Making derogatory, disrespectful, disparaging and/or threatening comments on social media platforms is not only unconstructive but also damaging to the well-being of our dedicated staff members and the school community in general. As principal of Lowell High School, I have an obligation to do all that I can to ensure a safe and appropriate environment for all students and staff. As a result, **I am directing that you have no contact with our staff without prior permission from the involved building principal or the superintendent.** Failure to comply with this directive may result in further restrictive action including but not limited to an order of no trespass prohibiting your presence at all school functions.

We remain committed to working constructively and in good faith with all members of our community to resolve issues and challenges. To that end, I encourage you to reach out to the appropriate administrators when you have questions or concerns. We are also committed to ensuring that all members of our school community are treated *with decency, dignity and respect* which is why I believe the actions outlined in this letter are, unfortunately, *necessary at this time.*

Sincerely,

A handwritten signature in black ink that appears to read "Stu" followed by a large, stylized flourish.

Stephen Gough
Principal

LEARNERS TODAY – LEADERS TOMORROW – RED ARROWS FOR LIFE!

OFFICE OF THE PRINCIPAL - STEPHEN GOUGH

Exhibit 32

----- Original Message -----

From: Steve Gough <sgough@lowellschools.com>

To: STEFANIE BOONE <drdboone@comcast.net>

Date: 04/16/2024 3:26 PM EDT

Subject: AP English Literature and Composition

Good afternoon Mrs. Boone,

Mr. Larsen notified me that you emailed him directly regarding the AP Literature and Composition course. Please note that you were notified in January that you should not have direct contact with staff without prior permission from the involved principal.

Your inquiry was in regard to *The Handmaid's Tale* and the reasoning behind its selection as part of the AP Literature and Composition course at Lowell High School.

AP English Literature and Composition is a non-required college level course intended for the most mature learners at Lowell High School. The literature used in the course is selected based on its literary merit in support of the course goals which are described in the course syllabus provided to all students who select the course in May the year before the course begins. This allows for students and parents to review the course expectations before making a final decision about their schedule for the upcoming year. The current course syllabi, which was distributed to students in May of last year, lists the major works to be studied in the course including *The Handmaid's Tale*.

Please let me know if you have additional questions.

Respectfully,

Principal Gough

Exhibit 33

----- Original Message -----

From: Steve Gough <sgough@lowellschools.com>

To: STEFANIE BOONE <drdboone@comcast.net>

Date: 04/19/2024 4:00 PM EDT

Subject: AP English Literature and Composition Response

Mrs. Boone,

I understand that you have made direct contact with Mr. Larsen again even though you have now been twice notified that you should not have direct contact with staff without prior permission from the involved principal. I am also aware that you are already posting to social media in an effort to generate artificial outrage in order to pressure the District and/or this staff member into imposing your personal, cultural and political views onto other people's children.

Thank you for validating my decision to prohibit your direct contact with staff. It is not appropriate to subject good educators to this inappropriate public persecution. You have been engaged in this inappropriate behavior for more than three years now and I will not passively allow any further mistreatment of our staff. I am fully aware that I cannot control your inappropriate behavior, but I will do all that I can to protect the staff from it. Your direct contact with staff has been restricted so that when you choose to engage in this inappropriate social media behavior, you will be able to disparage only me.

You stated in your email that you have "...no hidden agendas...no strings attached," but the evidence supports that there might be some "hidden agendas" and "strings attached." You were aware in May of last year that this book would be part of the AP English Literature and Composition course before your student chose to take the course and you expressed no concern at that time related to this course and, in fact, waited 10 months before asking this question. You first posted to social media about the use of this book in this course on March 30 without identifying the course as a non-required college level course and before asking any staff about the use of this book in this course. You did not contact the teacher until April 12, after the April 8 BOE Meeting. Based on the social media posts that I have seen, it seems there may likely be an agenda at play here and maybe a string or two attached.

I have answered every question over the past several years no matter how legitimate or frivolous and I will continue to do so in the hope that you might, eventually, resolve to work with us in good faith, but I will also make every effort to prevent any further

mistreatment of staff. That is, again, why I have restricted direct contact with staff. If you feel this is a violation of your “legal rights,” I would suggest you work through the legal process to resolve your concerns. I believe that I am protecting the legal rights of our staff, students and families as you do not have the right to force your views onto staff and other people’s children and you do not have the right to disparage those who will not bend to your personal, cultural and political views.

Here are the answers to your most recent questions.

My question was regarding your reasoning for the selection of “The Handmaid’s Tale” for use in instruction in your classroom.

This was answered in my previous email, “The literature used in the course is selected based on its literary merit in support of the course goals which are described in the course syllabus provided to all students who request to be placed in the course in May before the course begins.” The Handmaid’s Tale is literature used in the course.

Which benchmarks and requirements are fulfilled in your AP Lit class through the study of “The Handmaid’s Tale”?

Again, this is answered generally in the course syllabus which was provided to you last May. The AP English Literature and Composition Framework is attached here for your reference as well.

I’m wondering if you would be open to working with me to find a piece of literature for use in your classroom which fulfills the necessary benchmarks and requirements, but that does not contain controversial content?

No.

If not, what would be your reason for turning me down?

It has become abundantly clear over the past three years that you are not willing to work with us in good faith for the good of all students, but rather are working to force your personal, cultural, and political views onto other people’s children. Additionally, I am unaware of any qualifications you have to select literature for a college level course. We contract certified educators who are qualified to construct curriculum. This particular educator has many years of successful experience in this specific course.

I do want to thank you for posting my previous email response in its entirety to at least some of your social media pages. I would respectfully request that you continue with this practice so that those like minded individuals who follow your pages might at least have the full communication if not the full context before passing uninformed judgment through social media.

Respectfully,

Principal Gough



Exhibit 34

Abby Wiseman <awiseman@lowellschools.com>

To STEFANIE BOONE Copy Ron Acheson

Re: Re: Communication

11:15 AM

Stefanie,

I will not be scheduling a meeting with the teacher to discuss perceptions. It is the teacher's perception that he said it multiple times and it is Dylan's that it was only said once. I am not going to question the teacher's perception any more than I question Dylan's. It is agreed upon that he used profanity and the differing perceptions would not change the actions moving forward. Dylan and Mrs. Guile have already had a discussion and have moved forward. Discipline was assigned by Mr. Acheson accordingly.

If you would like to talk with Mr. Acheson or me, we are more than happy to do that.

Thanks,

Ms. Wiseman

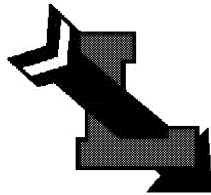
On Thu, May 30, 2024 at 4:18 PM STEFANIE BOONE
<drdboone@comcast.net> wrote:

Good afternoon,

I would like to request a meeting with you, Ms. Guile, Dylan, and me (possibly my husband as well) to discuss this concern further please.

Thank you,
Stefanie Boone
(616)862-9832

Exhibit 35



| | |
|---------|-------------------|
| Book | Policy Manual |
| Section | 9000 Relations |
| Title | PUBLIC COMPLAINTS |
| Code | po9130 |
| Status | Active |
| Legal | 20 U.S.C. 1232h |
| Adopted | November 8, 2010 |

9130 - **PUBLIC COMPLAINTS**

Any person or group, having a legitimate interest in the operations of this District shall have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, or complaints reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure.

Matters Regarding a Professional Staff Member

A. First Level

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and District administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by school officials prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the principal.

B. Second Level

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor and in compliance with provisions of a collective bargaining agreement, if applicable.

C. Third Level

If a satisfactory solution is not achieved by discussion with the principal, a written request for a conference shall be submitted to the Superintendent. This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

Matters Regarding the Superintendent

Should the matter be a concern regarding the Superintendent which cannot be resolved through discussion with the Superintendent, the complainant may submit a written request for a conference to the Board. This request should include:

- A. the specific nature of the complaint and a brief statement of the facts giving rise to it;
- B. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
- C. the reason that matter was not able to be resolved with the Superintendent;
- D. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

The Board, after reviewing the request, may grant a hearing before the Board or a committee of the Board or refer the matter to an executive session.

The complainant shall be advised, in writing, of the Board's decision within thirty (30) business days. The Board's decision will be final and not subject to appeal.

Matters Regarding an Administrative Staff Member

Since administrators are considered members of the District's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

Matters Regarding a Support Staff Member

In the case of a support staff member, the complaint is to be directed, initially, toward the person's supervisor, and the matter then brought as required to higher levels in the same manner as prescribed for "Matters Regarding a Professional Staff Member."

Matters Regarding District Services or Operations

If the request, suggestion, complaint, or grievance relates to a matter of District procedure or operation, it should be addressed, initially, to the Superintendent and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff

Member."

Matters Regarding the Educational Program

If the request, suggestion, complaint, or grievance relates to a matter of District program, it should be addressed, initially, to the Superintendent and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding Instructional Materials

The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection. (see AG 9130A and Form 9130F3)

If the request, suggestion, complaint, or grievance relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:

- A. The criticism is to be addressed to the media specialist, in writing, and shall include:
 1. author;
 2. title;
 3. publisher;
 4. the complainant's familiarity with the material objected to;
 5. sections objected to by page and item;
 6. reasons for objection.
- B. Upon receipt of the information, the media specialist shall, after advising the principal of the complaint, and upon the Superintendent's approval, appoint a review committee which may consist of:
 1. one (1) or more professional staff members;
 2. one (1) or more lay persons knowledgeable in the area.
- C. The Superintendent shall be an ex officio member of the committee.
- D. The committee, in evaluating the questioned material, shall be guided by the following criteria:
 1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
 2. the accuracy of the material
 3. the objectivity of the material
 4. the use being made of the material
- E. The material in question may not be withdrawn from use pending the committee's recommendation to the Superintendent.
- F. The committee's recommendation shall be reported to the Superintendent in writing within

ten (10) business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

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Exhibit 36



SOCIAL MEDIA POLICIES

Introduction

Lowell Area Schools is active on social media to engage with our community, and to show our mission in the spirit of high expectations, ensuring all students master essential skills, empowering them to become lifelong learners, and contributing, responsible members of our global community in action.

Because we are a public school regulated by federal, state, and local laws, we have set some community guidelines. By using any Lowell Area Schools social media site, you accept and agree to these Terms, together with Lowell Area Schools' privacy policy.

Lowell Area Schools' social media properties, Facebook, Twitter, Instagram, and YouTube are public, which means that anyone can see your posts on our social channels. In addition, your posts may show up in search engine results.

While we encourage open conversation, we will remove posts that do not follow our community guidelines. This forum contains the opinions and views of other users. While we moderate our channels to help ensure that posts comply with our Guidelines, we are not responsible for the accuracy or reliability of any comments or materials posted by users.

For the benefit of discussion and building our online community, comments must remain on topic. While we welcome constructive criticism, we may delete negative comments about Lowell Area Schools that are not relevant, accurate, or do not add to the overall community experience.

Basic Guidelines

- Be respectful of others, use common courtesy, and remain on topic
- Submit original content. Avoid posting anything you know or suspect to be false
- Do not post someone else's copyrighted work unless you have permission
- Anything posted to Lowell Area Schools' Social Media Sites can and may be used for any purpose we deem, including promotional material
- Never post confidential information, conversations, personal or identifying information like your family or another family's or student's information including but not limited to account number, address, phone number, email address, or social security number
- Lowell Area Schools is not responsible for views expressed other than our own
- Lowell Area Schools Social Media Sites are moderated by Lowell Area Schools employees. We make every effort to respond within 24 hours; however, we cannot guarantee that we'll reply to every comment.

Customer Service Inquiries

Social media has also become a customer service outlet. We do our best to respond to your request on any of our open Social Media Sites. Lowell Area Schools may occasionally identify and respond to customers seeking assistance with school-related issues and forward you to the appropriate school administrator or staff member.

LOWELL AREA SCHOOLS ONLINE & SOCIAL MEDIA COMMUNITY POLICIES

1. Monitoring and Moderation Policies

Though Lowell Area Schools social media accounts are monitored by Lowell Area Schools employees, Lowell Area Schools reserves the right to delete comments or posts that we find abusive, inflammatory, or inappropriate. Broader community guidelines include:

- Social Media is a place for conversation between the community and Lowell Area Schools. It is not a substitute channel for services or general questions. Please visit LowellAreaSchools.com for more information.
- Do not post material you do not have the right to post without written permission (such as copyright, other people's posts, etc.).
- Lowell Area Schools reserves the right to ban users from our social media sites for violations of community policies. Any comment(s) posted which appear to be criminal or implies/instigates violence will be reported to the proper authorities.

Removal Of Posts / Banning of Users

We review every comment and post. We reserve the right to remove any member who violates these guidelines, or we consider objectionable. We may ban offenders from our communities.

We may also delete comments or posts that we decide are:

- offensive, profane, inappropriate, or culturally/racially/gender/ socially insensitive, defamatory, harassing, or disruptive.
- Sexually explicit, indecent, or pornographic material. This includes disguised profanity where the members choose symbols, initials, intentional misspellings, or other means that suggest profane language.
- Threats; personal attacks; abusive, those directed against a person rather than the position they are maintaining or arousing/intended to arouse angry or violent feelings; or harassment or stalking of any individual or entity.
- Falsely stating or intentionally misrepresenting a person
- Content containing hate speech, discriminatory comments about age, gender, nationality, sexual orientation, socio-economic status, ethnicity, race, religion, nationality, political affiliations, or disability.
- Libelous, inaccurate, or false information that in any way misleads
- Any content that contains a link to malware, spyware, virus that can harm a user's computer.
- Repeated posts/comments.
- Solicitations or content that promotes causes, campaigns, or political views/commentary.
- Any posts that may constitute a criminal act or liability, or that violates international, national, or local laws.

Suspension/Termination/Reporting to Authority

Our primary focus is always on community and student safety. We may suspend, ban or block members who are repeat offenders and those who make significant violations to the guidelines. When necessary, we will also, whether required by the platform's terms of service or on our own, refer and/or work with said platform and any necessary authorities to pursue violations.

If you wish to report or flag a user post/comment as inappropriate, please follow the current process on the platform where the post/comment originated.

2. Comment and Posting Policies

Community participants are responsible for their comments or posts. The opinions, statements, and viewpoints expressed by community participants (including Lowell Area Schools employees/contractors) do not necessarily reflect the opinions of Lowell Area Schools or constitute an official position of Lowell Area Schools.

Lowell Area Schools is not responsible for any opinions expressed in user comments. We trust conversations will follow the rules of polite discourse. Please treat one another and our employees with respect.

Links To Third-Party Sites

Occasionally we post links to sources outside of our environment. This does not constitute an official endorsement of Lowell Area Schools.

3. Copyright and Intellectual Property Policies

By submitting content, you agree that you are the copyright owner or you have written permission to use the content.

Distributing unauthorized copies of copyrighted material, like artwork, text, recordings, designs, photos, or derivative works is prohibited and will be removed.

Ownership And License of The Content You Post

Posting photos, tagged photos, comments, posts, videos, ideas, or any other content on our Social Media Sites, you are granting Lowell Area Schools non-exclusive rights to redistributed, republish, or use the material. Including but not limited to promotional materials across the district. By posting you agree that you have permission or that you own said post and give us the above rights.

4. Employee Responsibility Toward Social Media Policy

Lowell Area Schools employees must follow district policy and procedure when using social media. Employees will not share private or confidential information/data about the district's services, students/families, or operations and must not speak for the district without express written authorization from the administration to do so.

Consider using school-established communication channels for specific issues related to your job. We encourage staff to join all our social media outlets and participate in conversations with

our community, but we urge you to direct your complaints or concerns about your job or working environment to your supervisor.

5. Privacy and Security Policies

Respect Others' Privacy

Protect your privacy. Do not share personal information about you, your family, or other community members on the Lowell Area Schools Facebook, Twitter, Instagram, YouTube, or other Lowell Area Schools sites.

6. Modification of Community Guidelines

These Guidelines are subject to revision by Lowell Area Schools. We reserve the right to alter these guidelines at any time without notice.

Exhibit 37

social media

2/1/2023 4:59 PM

Dear Stefanie,

Your accounts were blocked in August 2021 for violating the Lowell Area Schools Code of Conduct for defamatory language directed toward staff members of LAS.

Lowell Area Schools will honor your request to reinstate your account effective Friday, February 3.

Attached is a link of the Code of Conduct for our social media pages.

https://www.lowellschools.com/downloads/technology/social_media_code_of_conduct.pdf

Posts that do not follow our community guidelines will be removed, and violations of our code of conduct will result in the blocking of your account. Parents have many avenues for receiving important announcements and information regarding school functions other than social media.

LAS social media pages are places to celebrate student success and model appropriate behavior. Occasionally, there will be conversations online about controversial topics. While differing opinions are to be expected, they should be posted in a way that is respectful and benefits the community.

Nate Fowler