

August 3, 2020

In accordance with the agreement between the Fridley Public School District and the Minnesota Department of Human Rights, the following report addresses the activity for the months of January 1, 2020-June 30, 2020. This semi-annual report includes the following information:

- Each strategy identified in the school district plan
- The intended outcome and metric for each strategy
- Summary of the steps taken to date by the school district for implementation

Strategies for Reducing Student Suspensions

Strategy	Intended Outcome/Metric
Create a positive and equity-focused school climate	<ul style="list-style-type: none">• Reduction of number of overall student suspensions• Reduction in disproportionality of student suspensions around race, ethnicity, and special education status
Action steps for strategy implementation	Specific actions January-June 2020
Annual review and update of district student-parent handbook and annual review of applicable district policies	Student handbook reviewed by principals in May and accepted by the School Board in July. All policies included in handbook are reviewed. * indicates those policies updated with Board approval. 105 Equity and Inclusion 413 Harassment and Violence 419 Tobacco Free Environment* 501 School Weapons Policy 503 Student Attendance 504 Student Dress and Appearance 505 Distribution of Non-school Sponsored Materials *506 Student Discipline 511 Student Fundraising 514 Bully Prohibition 515 Protection and Privacy of Pupil Records 516 Student Medication 519 Interview of Students by Outside Agencies *520 Student Surveys 521 Student Disability Non-discrimination 522 Student Sex Non-discrimination 526 Student Hazing Prohibition

527 Student Use and Parking of Motor Vehicle on School Property
 528 Student Non-discrimination Due to Parental, Family or Marital Status
 531 Pledge of Allegiance
 532 Use of Police Officers and Crisis Team to Remove Students with IEPs from School Grounds
 *535 Service Animals
 601 School District Curriculum and Instruction Goals
 602 Organization of School Calendar and School Day
 603 Curriculum Development
 604 Instructional Curriculum
 *606 Textbooks and Instructional Materials
 *608 Instructional Services – Special Education
 *610 Field Trips
 *611 Home Schooling
 *612 Development of Parent and Family Policies for Title I
 *613 Graduation Requirements
 *618 Assessment of Student Achievement
 *696 Acceptance and Use of Grant Funding
 *697 Assessment Practice
 707 Transportation of Public School Students
 *713 Student Activity Accounting
 *721 Uniform Grant Guidance
 *806 Crisis Management
 *903 Visitors to Schools and School Sponsored Events

School district policies reviewed on a three-year cycle except for those that do not have specific annual review requirements or legislative updates.

All school board policies are part of a cyclical review in addition to those identified for annual review

2019-20 will review all policies in the following series:
 300-Administration
 600-Education Program
 900-School District/Community Relations

Superintendent Parent - Student Positive Climate Advisory Committee (Tiger United) with the purpose for gathering input and feedback about school climate and review of applicable policies.

Superintendent met with two high school students on 10/25/19 who attended Reimagine MN Student Conference on potential ideas for the district.

Superintendent met with students from Tiger United, high school advisory group on November 26, 2019.

Superintendent met with student school board representatives from Tiger United on 11/6, 11/19 and December 10 to discuss sharing of ideas to the School board as a school board representative. Starting in January 2020, members of the Tigers United Group joined as School Board representatives and gave updates on student activities, concerns and initiatives at Fridley High School.

Implementation and refinement of positive student to student and staff to student relationships: PBIS, CLR, EMR, Link Crew, AVID, TCIT, ADSIS for Behavior

PBIS-Fridley Middle School and Stevenson Elementary have both been to the MDE training. Hayes Elementary and Fridley High School have attended the trainings through the MN Dept of Education Fall of 2019.

Culturally and Linguistically Responsive (CLR) Classroom Training: July – CLR Coaching Cohort- Nine teachers from all different levels are being trained in CLR coaching protocols. January through July 2020. Teachers then return to respective buildings and hold PD sessions on CLR protocols. A CLR (Culturally Linguistic Responsiveness) binder studies are also included in this process. Measuring the use and effectiveness of coaching has been quantified within the district supervision structure and walkthrough protocols. AVID - 10 staff members attended AVID Summer Institute in July for a 3-day training in subject specific instruction strategies to support students in the academic middle to meet the rigorous standards of the International Baccalaureate (IB) Diploma Programme. Four special education and ALC staff worked collaboratively to embed AVID elective curriculum into special education setting 3 classrooms and study skills/resource classes.

Teacher Child Interaction Training (TCIT) - 21 staff members at the elementary level

trained and coached during the 19-20 school year.

ADSIS-Students are selected for the ADSIS program by reviewing behavior data and having qualifying scores on the BASC. Ten plus students were identified and supported in grades K-4 with behavioral interventions including: check-in/check-out, restorative practices, and EMR strategies.

Equity and Inclusion

Professional Development in January and March for all licensed staff. Student voice was present in the January professional development through a panel and recordings.

Each building had a minimum of 3 differentiated equity and inclusion sessions from January – June.

Equity and Inclusion Coordinator and Specialists: Student Connection below:

*January – March were met with students face-to-face and March – June were online meetings through Google Meets. Google Voice was also used to connect with students and families.

-Student Panel included 10 high school students presenting to all licensed staff in January. Students shared strategies and ways on how to build stronger relationships with students.

-"Cultural Connections Video" was presented to all staff. This video featured

students from different background sharing their values that they bring from home to school.

-Educators Rising Student Group

1/6,1/13,2/12 and Shadow Day Field Trip 2/24. This group of students' grades 9th-12th are interested in a career in Education. This is a space for students to learn more about the different roles in education, such as teachers, administration, human resources, etc. There was an opportunity for students to shadow for a day an educator in the area of their interest.

-Essence Student Group

1/8, 2/19 and continued online through Google Classroom. This group of young women, grades 9th-12th came together with two mentors. The focus was on academic excellence, social and emotional support and setting individual goals for their hopes and dreams.

-Step Up Student Group

Every other week and continued online through Google Classroom. Included a graduation ceremony online in June. This group of young men came together with two mentors. The focus was on academic excellence, social and emotional support and setting individual goals for their hopes and dreams.

-Black Males Student Group

Started in January at the Middle School and met every other Wednesday and continued online through Google Classroom. This group of young men came together with a Black male mentor. The focus was on creating a space for Black young men to share their African American identity experiences with one another as it relates to their history, current reality, academics, social and emotional, lived-experiences, hopes and dreams and more.

-ALC students presented to Administrators on 1/16. Four students that attended 'The Re-Imagine Student Conference' in October had an opportunity to share their priorities as a student body to the leaders of the school district.

-African American Parent Involvement Day was on 2/10. Each site had a parent/student opportunity that included food, join student in class, presentation by students to families and an opportunity to learn about African American people.

-Black History Month Event presentation by high school students on 2/7. 5 students attended a conference at North Hennepin Community College to present about being African American.

-Middle School students presented to their student body and to staff on the auditorium stage on different African American people on 2/25.

-High School students hosted a poetry slam day on the auditorium stage for students to participate on 2/27.

Equity Coordinator met with small group of Middle School students every Tuesday. There was also a meeting at the ALC every other Friday. The focus was on checking in on academics, social/emotional concerns and affirmations. Smaller groups at the High School. Also, met with teachers for grade level team meetings for 4th grade and 6th grade to support with strategies around student engagement, relationships and academics.

Equity and Inclusion Specialists met with students one-on-one and in small groups across elementary, middle, high school and ALC. The focus was on checking in on academics, social/emotional concerns and affirmations. Each Specialist also presented professional development around equity and inclusion topics to each building and were part of smaller staff groups.

Quarterly meetings with School Resource Officers and Police Chief. The School Resource Officers are not involved in the decision-making regarding the discipline of students in alignment with district policy.

Districtwide Safety and Security meetings with building principals, SROs, facilities, and superintendent were held on October 11 and December 13, 2019 and February 14, 2020.

Superintendent's meeting with Fridley Police Chief Weierke was held on November 20 and December 18.

Conversations held often; sometimes weekly.

Additional meeting held on June 30, 2020. Conversations held often. There was an SRO presentation originally scheduled for March, but was presented at the July board meeting due to COVID.

June 2020- meeting held with Chief Weierke in regard to role of SROs in Fridley Public Schools. Topic also discussed at July

Strategy

Provide professional development focused on positive behavioral interventions/responses and restorative practices

Action steps for strategy implementation

Crisis Prevention Intervention (CPI) for Special Education staff and administrators

Behavior strategies and management training for classroom teachers (PBIS, CLR, EMR, Link Crew, AVID, TCIT)

Intended Outcome/Metric

- Reduction of number of overall student suspensions
- Reduction in disproportionality of student suspensions around race, ethnicity, and special education status

Specific actions January 2020-June 2020

Initial Training: Due to COVID no additional initial trainings were provided.

PBIS-Fridley Middle School and Stevenson Elementary have both participated in the MDE PBIS training. Hayes Elementary and Fridley High School have attended the trainings through the MN Dept of Education during the 19-20 school year.

Culturally and Linguistically Responsive (CLR) Classroom Training:

Culturally and Linguistically Responsive (CLR) Classroom Training: July – CLR Coaching Cohort- Nine teachers from all different levels are being trained in CLR coaching protocols. January through July 2020. Teachers then return to respective buildings and hold PD sessions on CLR protocols. A CLR (Culturally Linguistic Responsiveness) binder studies are also included in this process. Measuring the use and effectiveness of coaching has been quantified within the district supervision structure and walkthrough protocols.

Academic: 2019 Site improvement plans established goals for improving culturally responsive instructional practices. Each building has had at least four equity and inclusion sessions in their building.

AVID - 10 staff members attended AVID Summer Institute in July for a 3-day training in subject specific instruction strategies to support students in the academic middle to meet the rigorous standards of the International Baccalaureate (IB) Diploma Programme. Four special education and ALC staff worked collaboratively to embed AVID elective

curriculum into special education setting 3 classrooms and study skills/resource classes.

Teacher Child Interaction Training (TCIT) - 21 staff members at the elementary level trained and coached.

Planning for the 20-21 school year has begun. Discussions to train additional coaches in Sept 2020. A plan is being developed to train additional staff members.

ADSIS-Students are selected for the ADSIS behavior support program by reviewing behavior data and having qualifying scores on the BASC. 10+ students were identified and supported in grades K-4 with behavioral interventions including: check-in/check-out, restorative practices, and EMR strategies.

Professional Development:

Equity and Inclusion Training: January 2020 Teachers and Paraeducators attend a one day training which included the following: A student panel, implicit bias strategies, personal narratives from administrators, videos from students sharing their values and an opportunity for staff to work in small groups. The staff also had 5 break-out sessions in the afternoon which they chose one of the following: Black Males Strategies, LGBTQ+ session on strategies, Special Education session on strategies, American Indian session with strategies, and Equity lens through curriculum session.

Equity and Inclusion Training: March 2020 Teachers and Paraeducators had an opportunity during distance learning. This training was called, "Culturally Responsive-Sustaining Distance Learning Education."

Equity and Inclusion Sessions: Each site had an opportunity to unpack these following topics; The Rings of Culture, Cultural Frame of Reference, Identity Webb, Red Buttons, 'My Identity is my Superpower' TED Talk, and time to reflect individually on implicit bias strategies using their Equity and Inclusion Journals. This was critical for creating a foundation

that was grounded in similar language for topics around equity and inclusion, such as race.

A group of 9 leaders attended a conference called, "Overcoming Racism 2020 Equity-Oriented Leadership Institute" on 1/30. There was a pre-meeting on 1/22 with a coach and a post-meeting on 3/11 with a coach. We identified our goals for the upcoming school year.

A consultant came to support Administrators on Equity Skillset in February.

School board member training on July 7th, which was rescheduled from March. Equity and Inclusion Coordinator presented to school board on the equity work in the district and shared the strategies for board members.

Strategy

Establish a consistent and systemic response to student behavior focused on restorative practices

Action steps for strategy implementation

Consistent office referral forms across the district utilizing a combination of school district student information system and student data warehouse.

Intended Outcome/Metric

- Reduction of number of overall student suspensions
- Reduction in disproportionality of student suspensions around race, ethnicity, and special education status

Specific actions January 1, 2020-June 30, 2020

-CEIS dollars set aside to hire an APOSA to work with building further consistency among buildings.

-APOSA having monthly behavior data meetings with each building to analyze data and determine action steps.

-Consistent processes for entering behavior referrals into student information system and student data warehouse has been developed.

-Consistent incident type language is implemented on school behavior referrals

-Districtwide behavior referral form completed

-Student Management Handbook created that will be shared with all district student management teams and training will be provided.

Restorative practices at every site

Four staff from the High School attended June sessions from MDE on Restorative Practices.

Two staff from the Middle School attended June sessions from MDE on Restorative Practices and the strategies are being shared with teachers during the 19-20 school year.

Middle School students participate in community building circles on Mondays.

8th grade student mediation team at the Middle School

Restorative Practice Training from IIRP to build consistency throughout the district on the purpose of restorative practices held June 18th with 55 staff members.

Alternative to suspension to be established for students otherwise facing out of school suspension

Procedures were established to evaluate each situation to determine appropriate next steps.

Develop and implement consistent district-wide pre-suspension protocols for out of school suspension

Student Management Decision Making Process has been developed. This document takes staff through a process to help determine the appropriate response prior to a school consequence including an out of school suspension. If an out of school suspension is determined as a consequence it must be approved by the Assistant Principal or Principal of the building. A restorative conference will be scheduled at this time as well.

Develop and implement consistent district-wide post-suspension review process for out of school suspension

A post-suspension restorative process has been developed. Staff will be trained and it will be consistently implemented starting in the 2020-2021 school year.

Develop data visualization tools of behavior data that allows administrators to disaggregate by behavior type, resolution type, demographic categories, location and person who made referral. These visualizations should also show any disproportionality that may exist.

The APOSA & District Assessment Coordinator utilized the district data warehouse to create data visualizations of PBIS data, suspension data, and student referral data. These reports are pulled and brought to building principals and members of their behavior intervention teams. The reports are reviewed with the APOSA & superintendent monthly. Power BI data dashboard was implemented to monitor data visually.

Principal consultation with Superintendent prior to any student suspension of greater than two days

Building Principals confer and receive approval with the Superintendent prior to any student suspension of greater than two days.

Individual student interventions recorded for progress monitoring using school district student information system, student data warehouse, SEL assessment progress monitoring tool, and IEP database.

Fridley Schools is implementing the IM4 system for behavior interventions and data tracking in each K-12 building.

APOSA meets with building principals to discuss students to discuss, plan, and implement interventions for African American Special Education students.

Strategy

Develop systemic procedures for monitoring progress and engaging stakeholders

Intended Outcome/Metric

- Reduction of number of overall student suspensions
- Reduction in disproportionality of student suspensions around race, ethnicity, and special education status

Action steps for strategy implementation

Quarterly meetings with Principal to review all referral and suspension data, broken down by race, gender, and disability status

Specific actions: January 1, 2020- June 30, 2020

The APOSA & District Assessment Coordinator utilized the district data warehouse to create data visualizations of PBIS data,

suspension data, and student referral data. These reports are pulled and brought to building principals and members of their behavior intervention teams. The reports are reviewed with the APOSA & superintendent monthly. Power BI data dashboard was implemented to monitor data visually.

Engage students and families to gather input and feedback through multiple strategies including surveys, focus groups, advisory committees

Family Meetings:

We had three family engagement nights. Hmong Night 1/22, Arabic Night 1/23 and Spanish Night 3/5. The purpose of each family night was to provide a family night in their home language. The focus was on asking the same consistent questions around their school experience and give space for families to share next steps for the district. We collected responses from families that will be shared with school board.

Our district newsletter included translation in Arabic, Hmong, Somali and Spanish from March-June. We also recorded messages through Campus Messenger in Arabic, Hmong, Somali and Spanish for families.

Action steps for strategy implementation

Plan for recruitment and retention of staff which reflect our student population, consistent with applicable law

Intended Outcome/Metric

- Increase of retention rate of all staff
- Increase the percentage of staff of color

Specific actions: January 1, 2020- June 30, 2020

District representatives attended North Suburban Post-Secondary Success Consortium meetings regarding diversifying the workforce in October, November & December 2019, and January 2020.

District representatives attended School Law Conference on 11/13/19 where Sara E. Davis presented an Understanding How Disproportionality in Discipline Affects the Judicial System; an in-depth look at the significant disparities that exist in school discipline and how the school discipline system intersects with the legal system.

Human Resources Director, district's Equity Coordinator and Superintendent's office, continue to work on district's recruiting plan, efforts and investments with focus on recruiting diverse staff.

Information and updates on recruitment efforts of diverse staff is shared with district's Leadership Team during monthly meetings.

All unaffiliated staff and all District leaders share a common equity and inclusion goal for the '19 - '20 school year.

An Equity Rubric is a core component of the newly established annual evaluation process for ALL District staff.

The district gathered and analyzed exit survey data from resigning and retiring staff.

01/23/20 HR representatives are participating in a PELS subcommittee meeting re: how to Increase Teachers of Color and Indigenous Teachers

The District hired an Assistant Principal of color at Fridley Middle School.

The District restructured employment contracts for Equity and Inclusion staff with multiple, significant new benefits and an enhanced performance incentive.

District HR representatives participated in training encounters with other School HR professionals at HR conferences on 7/12/19, 9/20/19, and 11/30/19.

District HR representatives participated in a full day training encounter at 10/25/19 MASPA conferences addressing the challenges of recruiting and retaining teachers of color and consideration of “grow your own talent” initiatives.

Critical conversation trainings were conducted with all District leadership to ensure competencies and consistencies in how leadership engage others and ensure a

welcoming and respectful work
environment for all staff.