

Strategies for Reducing Student Suspensions

Fridley’s vision is to develop an educational foundation for students

- To be life-long learners
- To develop high skill levels
- To care for others
- To be adaptable
- To be prepared to thrive in a diverse, changing society

Fridley Public Schools, ISD 14, School Board Priorities:

1. Improving academic achievement and ensuring high levels of school performance.
2. Using instructional strategies recognized as most-effective within the field, instructional strategies that are linked to high levels of student achievement.
3. Creating a positive, safe and respectful environment for student learning.
4. Continuing to build financial stability in Fridley schools by planning and executing financial plans.
5. Improving parent, school and community partnerships.

ISD 14 Mission: As a world class community of learners, Fridley Public Schools aims to develop internationally minded students. We challenge ourselves, our students, and our community to become caring and knowledgeable life-long learners who inquire and take action to create a better world.

Strategies for Reducing Student Suspensions

| Action Step | | |
|--|--|----------|
| Positive School Climate | Person Responsible | By When |
| Annual review and update of district student-parent handbook and annual review of applicable district policies | Superintendent and Building Principals | Annually |
| School district policies reviewed on a three-year cycle except for those that do not have specific annual review requirements or legislative updates. | School Board | Ongoing |
| Superintendent Parent - Student Positive Climate Advisory Committee with the purpose for gathering input and feedback about school climate and review of applicable policies. | Superintendent | 2018-19 |
| Implementation and refinement of positive student to student and staff to student relationships: PBIS, CLR, EMR, Link Crew, AVID, TCIT, ADSIS for Behavior | Director of Special Services | Ongoing |
| Quarterly meetings with School Resource Offices and Police Chief. The School Resource Officers are not involved in the decision-making regarding the discipline of students in alignment with district policy. | Superintendent | Annually |

| Professional Development/Curriculum | Person Responsible | By When |
|---|--|-------------------|
| Teachers, administrators, and support staff trained in Culturally and Linguistically Responsive Classroom practices, which includes cultural awareness and awareness of explicit and implicit bias. | Director of Educational Services and Building Principals | Ongoing |
| Instructional Coaches at all sites have extended training in Culturally Responsive Teaching practices and support teacher implementation | Director of Educational Services | Ongoing |
| All district subject area teams set goals for improving culturally responsive instructional practices | Director of Educational Services | 2019-20 |
| Trauma Informed Care training for all professional staff | Director of Special Services | 2020-2021 |
| Crisis Prevention Intervention for Special Education staff and administrators | Director of Special Services | Ongoing |
| Behavior strategies and management training for classroom teachers (PBIS, CLR, CPI, EMR, Link Crew, AVID, TCIT) | Director of Educational Services | Ongoing |
| Behavior Coaches (TCIT) for elementary who work with teachers | Building Principals and Director of Special Services | Beginning 2018-19 |

| Response to behavior | Person Responsible | By When |
|--|---|----------------|
| Consistent office referral forms across the district utilizing a combination of school district student information system and student data warehouse. | Director of Educational Services | 2019-2020 |
| Social Workers to engage with students and families and link families to resources beyond the school | Director of Special Services and Building Principals | Ongoing |
| Individual student interventions recorded for progress monitoring using school district student information system, student data warehouse, SEL assessment progress monitoring tool, and IEP database. | Director of Special Services | 2019-2020 |
| Restorative practices at every site | Director of Special Services | 2019-2020 |
| Alternative to suspension program to be established for students otherwise facing out of school suspension | Director of Educational Services, Director of Special Services and Secondary Principals | 2018-2019 |
| Principal consultation with Superintendent prior to any student suspension of greater than two days | Building Principals | 2019-2020 |
| Develop and implement consistent district-wide pre-suspension protocols for out of school suspension | Director of Special Services Building Principals | 2018-2019 |

| Response to behavior | Person Responsible | By When |
|---|--|----------------|
| Develop and implement consistent district-wide post-suspension review process for out of school suspension | Director of Special Services Building Principals | 2018-2019 |
| 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. | Director of Educational Services and Director of Special Services | 2018-2019 |

| Monitoring Progress | Person Responsible | By When |
|--|--|----------------|
| Quarterly meetings with Principal to review all referral and suspension data, broken down by race, gender, and disability status | Superintendent | Ongoing |
| Engage students and families to gather input and feedback through multiple strategies including surveys, focus groups, advisory committees | Equity Coordinator Director of Communications | Ongoing |
| Annual update on suspensions to the School Board | Superintendent | Ongoing |

| Hiring Practices | Person Responsible | By When |
|--|---|----------------|
| Plan for recruitment and retention of staff which reflect our student population, consistent with applicable law | Director of Human Resources Equity Coordinator | Ongoing |
| Affinity groups for staff of color | Director of Human Resources Equity Coordinator | 2020-2021 |