



A World-Class Community of Learners

February 1, 2019

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 July 2018-December 2018. 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
<p>Create a positive and equity-focused school climate</p>	<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 July-Dec 2018
<p>Annual review and update of district student-parent handbook and annual review of applicable district policies</p> <p>School district policies reviewed on a three-year cycle except for those that do not have specific annual review requirements or legislative updates.</p>	<p>Student handbook reviewed by principals in July and accepted by the School Board in August. All policies included in handbook are reviewed. * indicates those policies updated with Board approval.</p> <p>413 Harassment and Violence*</p> <p>419 Tobacco Free Environment*</p> <p>501 School Weapons Policy*</p> <p>503 Student Attendance</p> <p>504 Student Dress and Appearance*</p> <p>505 Distribution of Non-school Sponsored Materials*</p> <p>506 Student Discipline*</p> <p>511 Student Fundraising</p> <p>514 Bully Prohibition</p> <p>515 Protection and Privacy of Pupil Records*</p> <p>516 Student Medication</p> <p>519 Interview of Students by Outside Agencies</p> <p>520 Student Surveys*</p> <p>521 Student Disability Non-discrimination</p> <p>522 Student Sex Non-discrimination*</p> <p>526 Student Hazing Prohibition</p> <p>527 Student Use and Parking of Motor Vehicle on School Property*</p> <p>528 Student Non-discrimination Due to Parental, Family or Marital Status</p> <p>531 Pledge of Allegiance*</p> <p>613 Graduation Requirements</p> <p>707 Transportation of Public School Students*</p> <p>806 Crisis Management</p> <p>903 Visitors to Schools and School Sponsored Events</p> <p>All school board policies are part of a cyclical review in addition to those identified for annual review</p> <p>2018-19 will review all policies in the following series:</p>

200-School Board
500-Students
800-Buildings and Sites

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

Superintendent met with 8th grade student representatives on 11/29/18 and 1/15/19 to discuss school climate.

PBIS-Fridley Middle School and Stevenson Elementary have both been to the MDE training. Hayes Elementary and Fridley High School are applying to be a part of the upcoming cohort.
Culturally and Linguistically Responsive (CLR) Classroom Training: 12 staff members attended a 4-day CLR institute in July 2018. 40 classroom teachers across four sites participated in the classroom coaching/observation cycle. This brings the total of teachers trained with the coaching/observation for CLR classroom strategies to 157 of 200 classroom teachers. 300 teachers, student support staff and paraprofessionals attended training of CLR Academic Language on November 16, 2018.

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

Establish, Maintain, Restore (EMR): Strategy for building relationships with students and repairing. Dr. Clay Cook, a consultant for the district, worked with building staff at Hayes, Middle School, and High School (a total of 4 site visits) to review MTSS for Behavior structures and procedures and assist in the implementation of the MTSS framework.

AVID - 7 staff members attend AVID Summer Institute in July for 3-day training in subject specific instruction strategies to support students in the academic middle in meeting the rigorous standards of the 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) - 18 staff members at the early childhood level trained, 17 coached. The school psychologist trained, but not coached because she does not have direct student contact in the classroom with students.

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

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 12 and December 14, 2018.

Superintendent's meeting with Fridley Police Chief Weierke was held on August 29.

Strategy	Intended Outcome/Metric
<p>Provide professional development focused on positive behavioral interventions/responses and restorative practices</p>	<ul style="list-style-type: none"> Reduction of <u>number</u> of overall student suspensions Reduction in <u>disproportionality</u> of student suspensions around race, ethnicity, and special education status
Action steps for strategy implementation	Specific actions July-Dec 2018
<p>Crisis Prevention Intervention (CPI) for Special Education staff and administrators</p>	<p>Initial Training:</p> <ul style="list-style-type: none"> July 24, 2018 (2 trained) October 23 & 25 (30 trained) <p><u>PBIS</u>-Fridley Middle School and Stevenson Elementary have both been to the MDE training. Hayes Elementary and Fridley High School are applying to be a part of the upcoming cohort.</p> <p><u>Culturally and Linguistically Responsive (CLR) Classroom Training:</u> 12 staff members attended a 4-day CLR institute in July 2018. 40 classroom teachers across four sites participated in the classroom coaching/observation cycle. This brings the total of teachers trained in the coaching/observation for CLR classroom strategies to 157 out of 200 classroom teachers. 300 teachers, student support staff and paraprofessionals attended training of CLR Academic Language on November 16, 2018.</p> <p><u>Establish, Maintain, Restore (EMR):</u> Strategy for building relationships with students and repairing. Dr. Clay Cook, worked with building staff at Hayes, Middle School, and High School (a total of 5 site visits) to review MTSS for Behavior structures and procedures and assist in the implementation of the MTSS framework.</p>
<p>Behavior strategies and management training for classroom teachers (PBIS, CLR, EMR, Link Crew, AVID, TCIT)</p>	<p><u>AVID</u> - 7 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.</p> <p><u>Teacher Child Interaction Training (TCIT)</u> - 18 early childhood education staff members trained and 17 received coaching.</p> <p><u>ADSIS</u>-Students are selected for the ADSIS behavior support program by reviewing behavior data and having qualifying scores on the BASC. 20+ students were identified and supported in grades K-4 with behavioral interventions including: check-in/check-out, restorative practices, and EMR strategies.</p>

Strategy	Intended Outcome/Metric
Establish a consistent and systemic response to student behavior focused on restorative practices	<ul style="list-style-type: none"> Reduction of <u>number</u> of overall student suspensions Reduction in <u>disproportionality</u> of student suspensions around race, ethnicity, and special education status
Action steps for strategy implementation	Specific actions July-Dec 2018
Consistent office referral forms across the district utilizing a combination of school district student information system and student data warehouse.	District principals met on July 2 and August 17 to discuss common definitions and have a consistent referral process district wide
Restorative practices at every site	Social workers from every site (6 staff) attended the MN School Social Work Association Conference on October 29-30 to begin preliminary stages of having restorative practices at every district site.
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	There is an informal process that is currently being followed. District is working on establishing and documenting a formal process.
Develop and implement consistent district-wide post-suspension review process for out of school suspension	There is an informal process that is currently being followed. District is working on establishing and documenting a formal process.
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 District Assessment Coordinator utilized the district data warehouse to create data visualizations of PBIS data, suspension data, and student referral data. These reports are available to building principals and members of their behavior intervention teams. The reports are reviewed with the superintendent monthly.

Strategy	Intended Outcome/Metric
Develop systemic procedures for monitoring progress and engaging stakeholders	<ul style="list-style-type: none"> Reduction of <u>number</u> of overall student suspensions Reduction in <u>disproportionality</u> of student suspensions around race, ethnicity, and special education status
Action steps for strategy implementation	Specific actions July-Dec 2018
Quarterly meetings with Principal to review all referral and suspension data, broken down by race, gender, and disability status	The District Assessment Coordinator utilized the district data warehouse to create data visualizations of PBIS data, suspension data, and student referral data. These reports are available to building principals and members of their behavior intervention teams.
Engage students and families to gather input and feedback through multiple strategies including surveys, focus groups, advisory committees	District/Parent Advisory Committee held its first meeting of the school year on November 5. Additional meetings are scheduled for Feb 25 and Apr 29. Agendas for these meetings include review of specific programs, and opportunities to discuss effectiveness as well as input for changes and improvement.

Strategy	Intended Outcome/Metric
<p>Build practices for recruiting and retaining highly effective staff reflective of our student population</p>	<ul style="list-style-type: none"> • Increase of <u>retention rate</u> of all staff • Increase the <u>percentage</u> of staff of color
Action steps for strategy implementation	Specific actions July-Dec 2018
<p>Plan for recruitment and retention of staff which reflect our student population, consistent with applicable law</p>	<p>Effective 7/1/18, District has a new reduction language in our paraprofessional collective bargaining agreement providing protection for staff of color in the event of reduction in the paraprofessional unit.</p> <p>District representatives attended Rupp School Law Conference - presentation on 9/28/18 regarding Harassment and Discrimination. District representatives attended North Suburban Post-Secondary Success Consortium meetings regarding diversifying the workforce in November & December 2018, and January 2019.</p> <p>District representatives attended School Law Conference on 11/8/18 where Commissioner Kevin Lindsey presented The Minnesota Department of Human Rights Addresses Educational Access; Minnesota Teacher of The Year Kelly Holstine’s presentation shared how her personal journey of being a gender non-conforming, lesbian teacher has helped her to be an advocate for at-risk students.</p> <p>Human Resources director and Superintendent’s office reviewed EEO data for analysis and reporting during October-November 2018.</p> <p>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.</p> <p>District representatives attended a program information session on an Alternative pathway to special education at Learning Disabilities Association of Minnesota in December 2018. At Fridley, paraprofessionals are one of our most diverse staff groups and this would be another pathway to teacher licensure.</p> <p>District representatives attended State Negotiators meeting on 12/14/18. Main discussion was on Affinity groups in other districts; also discussed proposed legislative bill HF 3594, SF 3263 to increase teachers of color; discussed MSBA legislative platform re: teacher shortage and teachers of color shortage.</p> <p>District representatives attended AMSD’s Reimagine Minnesota meeting on 1/14/2019 for a presentation on recruiting and retaining staff of color.</p>