

February 1, 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 July 1, 2019-December 31, 2019. 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 July-December 2019
Annual review and update of district student-parent handbook and annual review of applicable district policies	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. 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.

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

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.

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: 7 staff members attended a 4-day CLR institute in July 2019. 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 June 2019.

AVID - 10 staff members attend AVID Summer Institute in July for 2-day training in subject specific instruction strategies to support students in the academic middle in meeting the rigorous standards of the IB Diploma Programme.

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

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.

Equity and Inclusion

This committee helped to provide input on the District's Equity and Inclusion Policy that

was adopted by the Fridley Public School Board on August 20, 2019.

Equity and Inclusion Coordinator and Specialists: Student Connection

11/6 College Field Trip to University of Wisconsin River Falls -16 Students attended

10/23 U of M College of Science & Engineering experience for 4th grade black boys – 11 Students attended

11/1 MSU Mankato LatinX High School STEM Trip –22 Students attended

11/7 Essence: College Prep at University of St. Thomas –21 Students attended

12/6 12th Grade Step up MCTC – 7 Students attended

12/13 11th Gr. Step up / Best Buy Business Opportunity Fair –13 Students attended

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. Also, meets with teachers for grade level team meetings for 4th grade and 6th grade.

Equity and Inclusion Specialists met with students one-on-one and in small groups across elementary, middle and high school.

The focus was on checking in on academics, social/emotional concerns and affirmations.

Educators Rising Program started in October at the High School and meets every other Monday

10/24 EL Night at the Middle School

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.

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

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 July-December 2019

Initial Training:

- September 30 and Oct 1, 2019 (two-part evening training and Oct 16th (one day training) (20 trained)

Trainings are being planned for the 19-20 school year

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:

Seven staff members attended a 4-day CLR institute in July 2019. Forty 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 June 2019.

CLR Coaching Cohort- Nine teachers from all different levels are being trained in CLR coaching protocols. October and Dec 2019.

Academic: 2019 Site improvement plans established goals for improving culturally responsive instructional practices

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.

ADSIS-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.

7/18-7/21 International Baccalaureate Conference – Superintendent, High School Principal, Preschool/ALC Principal, Teaching and Learning Director, Elementary Principal, Equity and Inclusion Coordinator, IB Coordinators, Director of Community Education attended

7/31-8/1 Leadership Meeting

7/24 Custodial Professional Development on Equity and Inclusion

8/7 New Teacher Workshop on Equity and Inclusion

8/15 Strategies to Engage Black Males: All behavioral Teams and Administrators attending a half-day professional development.

8/27 District Wide Equity and Inclusion Training for every staff member

Equity and Inclusion Sessions at each building across the district (2 out of 4 have been completed)

10/2, 10/9,11/6/,11/13 Book Study on Implicit Bias

11/5 Bdot Experience for Administrators

11/8,11/14,11/21 Family Engagement Planning Meetings

12/2 Implicit Bias Training: Acknowledging the Role of Implicit Bias as a Barrier to Reaching ALL Children: A Professional Learning Session with Dr. Rosemarie Allen

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 1, 2019-December 31, 2019
Consistent office referral forms across the district utilizing a combination of school district student information system and student data warehouse.	<ul style="list-style-type: none">-CEIS dollars being 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 in preliminary stages
Restorative practices at every site	<p>Four staff from the High School attended June sessions from MDE on Restorative Practices.</p> <p>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.</p> <p>Middle School students participate in community building circles on Mondays.</p> <p>8th grade student mediation team at the Middle School</p>
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 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.

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

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

Action steps for strategy implementation

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

Specific actions: July-December 2019

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.

District/Parent Advisory Committee held its first meeting of the school year on October 7, 2019

Intended Outcome/Metric

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

Specific actions: July-December 2019

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

District leadership participated in Bdote on 11/05/19 to further awareness of American Indian Culture within the state of MN and to increase overall insights and cultural competencies with all District leadership.

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.

Superintendent conducted meetings with individual staff to create holding space.

01/23/20 HR representatives are participating in a PELSB 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.