



# FRIDLEY PUBLIC SCHOOLS

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June 18, 2021

Commissioner Rebecca Lucero  
Minnesota Department of Human Rights  
Freeman Building | 625 Robert Street North  
St. Paul, MN 55155

Dear Commissioner Lucero,

This communication is a summary of the final report of agreed upon activities and strategies that Fridley Public Schools has implemented during the months of January 2021 – June 2021. In addition to supporting data, the attached final report includes outcomes and metrics for each intended strategy in the school district plan, as well as a summary of the steps the district has taken towards implementation. This report is submitted in accordance with an agreement between Fridley Public Schools and the Minnesota Department of Human Rights (MDHR).

Since entering the agreement in 2017, our district leadership team has worked in collaboration with students, staff, families, community, and School Board to strengthen our core work of raising achievement for all students. Integral to this work is reducing suspension rates for students of color and students with special needs, and prioritizing the elimination of opportunity gaps and disparities for each student, and among student groups.

While we acknowledge that there is still work to do, we are proud to highlight a few goals our district has accomplished these past four years:

- Creating a positive equity focused school climate: *Our district hired an Equity and Inclusion Coordinator who leads the work of educational equity in the district. In 2019, our school board approved the district's first Equity Policy which was written with input from students, staff, families, and community members.*
- Providing staff professional development focused on behavior interventions and restorative practices: *The district has hired a Culture and Climate Coordinator who facilitates districtwide training on restorative practices and behavior interventions.*
- Establishing a consistent and systemic response to student behavior focused on restorative practices: *Along with staff training on restorative practices, the district has reformed a complete review and revision of discipline reporting process and has reviewed its student discipline policy.*
- Developing systemic procedures for monitoring progress and engaging stakeholders: *The district has included community engagement in its operational strategic plan that include progress monitoring and feedback, and continuous engagement of students, staff, families and community.*
- Establishing practices for recruiting highly effective staff reflective of our student population: *Hiring and retention of staff of color is included in the short and long term goals of the district's operational strategic plan.*

Thank you,



Dr. Kim Hiel, Superintendent  
Fridley Public Schools

A World-Class Community of Learners



June 30, 2021

## MDHR Case No. 68076

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, 2021-June 30, 2021. 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

**\*\*\*During the months of January 1, 2021-June 30, 2021 Fridley Schools reported No suspensions.**

Strategy	Intended Outcome/Metric
Create a positive and equity-focused school climate	<ul style="list-style-type: none"><li>• Reduction of number of overall student suspensions</li><li>• Reduction in disproportionality of student suspensions around race, ethnicity, and special education status</li></ul>
<b>Action steps for strategy implementation</b>	<b>Specific actions January 1, 2021-June 30, 2021</b>
Annual review and update of district student-parent handbook and annual review of applicable district policies	Student handbook reviewed by principals and accepted by the School Board. All policies included in handbook are reviewed. * indicates those policies updated with Board approval. 101 Legal Status of the School District 102 Equal Educational Opportunity for Students 103 Complaints by Students, Employees, parents, Other Persons *104 School District mission Statement <b>*105 Equity and Inclusion- updated to include antiracist language.</b> 401 Equal Opportunity Employment *402 Disability nondiscrimination

404 Background Checks  
 406 Public and Private Personnel Data  
 \*407 Employee Right to Know-Exposure to Hazardous Substances  
 \*409 Employee Publications, Instructional Materials, Inventions & Creations  
 410 Family and Medical leave  
 412 Expense Reimbursement  
 413 Harassment and Violence  
 \*414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse  
 \*415 Mandated Reporting of Maltreatment of Vulnerable Adults  
 419 Tobacco Free Environment  
 \*421 Acceptance of Gifts by Employees  
 \*423 Employee-Student Relationships  
 427 Workload Limits for Certain Special Education Teachers  
 428 Conflict of Interest-Federal Awards  
 496 Political Activities of District Staff  
 \*506 Student Discipline  
 514 Bully Prohibition  
 \*522 Student Sex Non-discrimination  
 524 Internet Use Agreement  
 \*535 Service Animals  
 616 School District Accountability System  
 701.1 Modification of School District Budget  
 709 Student Transportation Safety  
 721 Uniform Grant Guidance Policy  
 722 Public Data Requests  
 795 School Attendance Areas and Optional Student Transfers  
 \*806 Crisis Management

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

2020-21 will review all policies in the following series:

100-School District  
 400-Employees Personnel  
 700- Non-Instructional Operations and Business Services

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 high school students via google meets to discuss their experience with being a scholar during distance learning and covid19.

Superintendent invited students from this class to share their perspective and experiences to all administrators in the district. Administrators were asked to take courageous action after listening to students.

PBIS-Hayes Elementary, Stevenson Elementary, Fridley Middle School, and Fridley High School have all been trained and have teams who continue the work.

Culturally and Linguistically Responsive (CLR) Classroom Training: Continued implementation of CLR practices.

AVID - Classes continue to support students in the Middle School and High School to support students in the academic middle to meet the rigorous standards of the International Baccalaureate (IB) Diploma Programme.

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

Teacher Child Interaction Training (TCIT) - The training for additional staff was put on hold for the 20-21 school year due to COVID, but the coaches continue to support the staff trained the past two years. Fridley Schools will train nine additional coaches in August 2021 to continue to implement the TCIT program at the elementary level.

ADSIS- ADSIS teachers worked with building level teams during COVID to support families with behavior management support.

#### Equity and Inclusion

Professional Development for all new employees including foundational Equity and Inclusion protocols.

Professional Development for opening week for all staff connected Equity and

Inclusion work with Restorative Practices and Social/Emotional. The presentation was called, "Healing Heart and Mind."

Each building had two Equity and Inclusion sessions. One session was how to use the compass with students and the second session was learning about the cycle of socialization. The district leadership team also received professional development on the cycle of socialization.

Equity and Inclusion Coordinator and Specialists: Student Connection below:

-Equity and Inclusion Team have met with students virtually individually and in small groups to check in. There has also been individual connections to parents and families.

-Educators Rising Student Group

monthly online virtual meeting with students. This group of students' grades 9<sup>th</sup>-12<sup>th</sup> 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. These have been held monthly with very little student engagement via online platform.

-Essence Student Group

Monthly online virtual meeting with students. This group of young women, grades 9<sup>th</sup>-12<sup>th</sup> come together with two women of color mentors. The focus was on academic excellence, social and emotional support and setting individual goals for their hopes and dreams.

#### -Step Up Student Group

Monthly online virtual meeting with students. This group of young men, grades 9<sup>th</sup>-12<sup>th</sup> come together with two black men mentors. The focus was on academic excellence, social and emotional support and setting individual goals for their hopes and dreams.

#### -Black Males Student Group

Biweekly online virtual meeting with students. We have one group for the middle school and one group for high school. This group of young men come together with a black male mentor. The focus is 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.

#### Equity Coordinator

Attended a couple virtual google meets in classes for Middle School and High School. The focus was on checking in on academics, social/emotional concerns and affirmations. Supported a couple teachers at the high school with lesson plans that included the Social Justice Standards into Math and Science lessons. At the elementary level, supported by reaching out to Arabic speaking families to ensure connect to class work, technology, relationships and engagement.

Equity and Inclusion Specialists met with students one-on-one and in small groups via google meets 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. Each equity and inclusion specialist connected one on one with parents and families to ensure connection with school and connect to resources outside school. Each equity and inclusion specialist co-created social/emotional lessons for students.

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 2, 2020 and December 4, 2020.

Superintendent's meeting with Fridley Police Chief Weierke were held routinely to discuss district and police department partnership.

Research has been done to re-vamp the SRO contract to better align with the equity and inclusion lens of the district. The recommendations have been shared with building principals for feedback and will be moving to a committee to review.

Strategy	Intended Outcome/Metric
<p>Provide professional development focused on positive behavioral interventions/responses and restorative practices</p>	<ul style="list-style-type: none"> <li>• Reduction of <u>number</u> of overall student suspensions</li> <li>• Reduction in <u>disproportionality</u> of student suspensions around race, ethnicity, and special education status</li> </ul>
<p><b>Action steps for strategy implementation</b></p>	<p><b>Specific actions January 1, 2021-June 30, 2021</b></p>
<p>Crisis Prevention Intervention (CPI) for Special Education staff and administrators</p>	<p>CPI: One initial training and one refresher training were held for staff in the month of October.</p>
<p>Behavior strategies and management training for classroom teachers (PBIS, CLR, EMR, Link Crew, AVID, TCIT)</p>	<p><u>PBIS</u>-Hayes Elementary, Stevenson Elementary, Fridley Middle School, and Fridley High School have all been trained and have teams who continue the work.</p>
	<p><u>Culturally and Linguistically Responsive (CLR) Classroom Training</u>: Continued implementation of CLR practices.</p>
	<p>Academic: 2020 Site improvement plans established goals for improving culturally responsive instructional practices. Each building has had two equity and inclusion sessions in their building.</p>
	<p><u>AVID</u> - Classes continue to support students in the Middle School and High School to support students in the academic middle to meet the rigorous standards of the International Baccalaureate (IB) Diploma Programme.</p>
	<p><u>Teacher Child Interaction Training (TCIT)</u> - The training for additional staff was put on hold for the 20-21 school year due to COVID, but the coaches continue to support the staff trained the past two years.</p>



ADSIS- ADSIS teachers worked with building level teams during COVID to support families with behavior management support.

#### Professional Development:

Professional Development for all new employees including foundational Equity and Inclusion protocols.

Professional Development for opening week for all staff connected Equity and Inclusion work with Restorative Practices and Social/Emotional. The presentation was called, "Healing Heart and Mind."

Each building had two Equity and Inclusion sessions. One session was how to use the compass with students and the second session was learning about the cycle of socialization. The district leadership team also received professional development on the cycle of socialization.

Individual department professional development was given to Clerical Staff and the Finance department on the equity and inclusion protocols.

The equity and inclusion team is reading and unpacking the book called, "The Listening Leader."

The district leadership team and administrators is reading and unpacking the book called, "Biased."

Equity and Inclusion Coordinator presented to school board on the equity work in the district on September 15<sup>th</sup>, 2020 and provided time for school board members to engage with the equity and inclusion protocols.

## Strategy

## Intended Outcome/Metric

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

- **\*\*\*During the months of July 1, 2020-December 31, 2020 Fridley Schools reported No suspensions.**
- 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 1, 2021-June 30, 2021

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

-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

Two staff development sessions on restorative practices were completed at each school building in the district

All students participate in community building circles during morning meeting, homeroom, or advisory.

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

Continued research and feedback has been done to determine an alternatives to suspension model that works for Fridley Public Schools.

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

Student Management Decision Making Process continues to be followed. 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 has been trained, and it is 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.

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

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

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**

**Specific actions January 1, 2021- June 30, 2021**

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

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:

Equity and Inclusion Coordinator co-presented with Get Ready Coordinator on October 20<sup>th</sup>, 2020 to the school board on the family engagement work.

Welcome bags were made for Immigrant New Comers and some were distributed to students.

Our district provided training to all clerical staff to ensure translation was available for all families in their home language(s). Families receive newsletters that include equity and inclusion team contacts to connect individually as needed.

Fridley Public Schools and Get Ready have held monthly family engagement sessions via zoom for Middle School and High school families. Strategies are provided on how to support students during

distance learning academically and social/emotional.

Each school building hosted open house nights where families were able to meet with staff in a 1:1 or 1:2 setting to learn how to utilize and access online learning platforms and to meet their teachers.

### **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, 2021- June 30, 2021**

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 '20-'21 school year. Those individual and over-arching Dept. Goals were established in individual meeting in Sept./Oct '20

Participation in the School District's Equity and Inclusion training was compulsory for all District staff at the beginning of the '20-'21 schoolyear.

The district continues to gather and analyze exit survey data from resigning and retiring staff.

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.

Job opportunities are now posted in all District and school newsletters and on District Social Media sites so as to attract and retain a more diverse staff, representative of our student body.

The District established plans and process for Affinity spaces for BIPOC staff beginning in January 2021.

The District Equity and Inclusion Team and the District Coordinator for Restorative Practices planned an all staff training even on restorative practices to be conducted January 21, 2021.