

## Minnesota Department of Human Rights and Hopkins Public Schools Collaboration Agreement

The Minnesota Department of Human Rights ("Department") is the agency of the State of Minnesota responsible for enforcing the Minnesota Human Rights Act.

Hopkins Public Schools ("District") provides public education to school aged children within its district.

It is the State of Minnesota's mission to provide a system for lifelong learning, to ensure individual academic achievement, an informed citizenry, and a highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision-making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners. The public schools of this state shall serve the needs of the students by cooperating with the students' parents and legal guardians to develop the students' intellectual capabilities and lifework skills in a safe and positive environment. Minn. Stat. § 120A.03.

The Department and the District share mutual goals to ensure:

- Learning occurs in safe and supportive environments;
- Every student has an equal opportunity to fully participate in and to succeed in a quality education; and
- The District applies its student discipline policies and procedures in a non-discriminatory manner.

The Department and the District have a strong a commitment to:

- Work together on behalf of the District's students to ensure their success; and
- Collaborate and use their best efforts to improve student academic achievement by reducing the disparate suspension and expulsion outcomes for students from racial and ethnic minority communities and students with disabilities.

The Department and the District acknowledge that the unnecessary use of exclusionary discipline can have serious, long term, and detrimental effects on student engagement and academic achievement.

The Department and the District acknowledge that teachers and students deserve school environments that are safe, supportive and conducive to teaching and learning.

The Department and the District recognize that there are many strategies that can be implemented within a school environment and that the District should have the ability to select the specific strategy it feels is best for its school community.

The Department and the District recognize that there are several federal and state educational mandates for the District to achieve. The Department and the District recognize that the District should have flexibility in crafting a plan that is best suited for its school community.

The Department and the District recognize that enhanced alignment of government programs and services seeking to assist low income households and eliminate homelessness may have a positive impact on reducing behaviors that could result in suspension and expulsion.

The Department and the District recognize that the Department will affirmatively seek to assist the District in securing resources among private foundations, private businesses and governmental units to support efforts within the District to reduce the need to suspend or expel students.

Therefore, the Department and the District, collectively referred to as Parties, agree as follows:

1. The District has developed and submitted to the Department a Strategic Plan (Plan), which is attached as Exhibit A to this Agreement.
  - a. In Exhibit A, the District states that it will develop a transformation plan with students, parents, and the community. The District agrees that it will develop and submit the plan to the Department on or before September 1, 2018.
  - b. The District will obtain input from students, parents, and teachers to obtain qualitative data on an annual basis concerning the plan identified in Exhibit A and will provide the Department with information on the District's engagement efforts and how input from stakeholders was utilized.
  - c. The district will analyze the discipline information it collects, including office referral information, in an effort to understand where disparities exist and what practices support maximized student learning.
2. The District will submit a semi-annual report to the Department regarding implementation of its Plan by September 1 and February 1 of each year. The report will address activity for the preceding six-months.
3. At a minimum, the reports will include the following information for each strategy the Plan identified:
  - a. The intended outcomes;
  - b. Specific steps the District took to implement the strategy;
  - c. Metrics the District developed to measure the effectiveness of the strategy; and
  - d. Any changes implemented by the District in light of results in the reporting period.
4. The semi-annual report will also include suspension data broken down by category as provided to the Board. The suspension data will not identify specific students. The semi-annual report will include the following **de-identified** information:

- a. Date the student was suspended, excluded, or expelled;
- b. The race, ethnicity, national origin, and gender of the student suspended, excluded, or expelled;
- c. Whether the student is recognized as a student with a disability;
- d. A brief description of the reason for each suspension, exclusion, or expulsion;
- e. The length of suspension, exclusion, or expulsion; and
- f. Dates the student was previously suspended, excluded, or expelled during the academic school year.

The District agrees that the Department, upon giving reasonable notice to the District to minimize disruption, may conduct an on-site review or request additional information from District to evaluate effective implementation of the Plan, subject to the state and federal data practices laws.

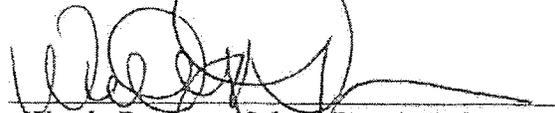
The Parties acknowledge that the release of information concerning this matter is governed by the Federal Educational Rights and Privacy Act, 20 U.S.C. 1232g, the Minnesota Human Rights Act, Minn. Stat. §§ 363A *et. seq.*, the Minnesota Government Data Practices Act, Minn. Stat. §§ 13.03 *et. seq.*, and the Official Records Act, Minn. Stat. §§ 15.17 *et. seq.* The Department agrees that any personally identifiable educational data received from the District will not be re-released unless ordered by a Court of competent jurisdiction. The Department agrees to maintain any educational data received from the District in a secure manner with restricted internal Department access to such educational data. The District acknowledges the Department's right to seek educational data under Minn. Stat. § 363A.06, Subd. 1(a)(9) pursuant to a lawfully issued subpoena and the Department acknowledges the Student's or Parent's right to challenge the requested release of educational data.

5. The Department, in collaboration with MDE, School Districts and Charter Schools, will create a Diversion Committee during the 2017-2018 school year. The District will designate a representative or representatives to serve on the Diversion Committee. Meetings of the Diversion Committee will be scheduled and hosted by MDHR.
6. The purpose of the Diversion Committee is to develop and create best practices for school boards, superintendents, discipline supervisors, principals, teachers, staff and discipline assessment teams on reducing suspensions and expulsions from racial and ethnic minority communities and students with disabilities.

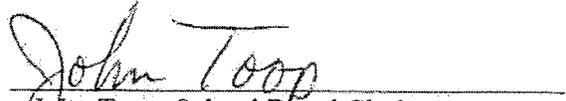
7. The Diversion Committee may consider creating subcommittees as necessary to meet its purpose, which could include the following:
  - a. DIRS – Create greater clarity for schools on the conduct schools should report to MDE;
  - b. Corrective Action Strategies– Best practices for understanding, teaching, evaluating, and monitoring implementation of corrective action strategies;
  - c. Implicit Bias – Best practices for understanding, teaching, evaluating, and monitoring implementation of implicit bias education; and
  - d. Engagement – Best practices for ensuring student, teacher, and community involvement that leads to qualitative assessment.
  
8. The Diversion Committee will provide information and recommendations to the Department. Based on the information and recommendations made by the Diversion Committee, the Department will:
  - a. Coordinate external stakeholders to drive toward community based solutions;
  - b. In collaboration with MDE, publish technical guidance on best practices to reduce suspension and expulsion disparities for students from racial and ethnic minority communities and students with disabilities;
  - c. Facilitate conversations with other government units to explore ways to eliminate duplication of services, barriers for families and students, and improve data sharing;
  - d. Facilitate a legislative policy report;
  - e. Provide technical assistance on civic engagement;
  - f. Provide feedback to the District on policies, efforts to reduce suspensions, and data analysis; and
  - g. Use its best efforts to secure resources from private foundations, private businesses, and other governmental units, such as MDE, Minnesota Department of Human Services, Minnesota Department of Health, public housing agencies, and counties.
  
9. The Parties agree that the Department may make public: (a) the terms of this Collaboration Agreement and (b) the information identified as public data in Minn. Stat. § 363A.35. The Parties agree to attempt to work collaboratively on any press releases and responses to media inquiries concerning this Collaboration Agreement.
  
10. If a Court of competent jurisdiction, for any reason, holds any part of this Collaboration Agreement invalid, unlawful or otherwise unenforceable, such decision shall not affect the validity of any other part of the Collaboration Agreement.
  
11. The parties have mutually agreed to enter into this Collaboration Agreement to work together on a nation-wide and state-wide issue. This Collaboration Agreement is not an indication or an admission of any liability or wrongdoing by or on behalf of either party. The Department has not made a probable cause discrimination finding against the District and has not found a violation of the Act.

12. This Collaboration Agreement begins on the date that the parties execute it and then ends with the submission of the report on September 1, 2021 for the 2020-2021 academic year.
13. The parties to this Collaboration Agreement acknowledge that they have read and have gained an understanding of the terms of the Collaboration Agreement, that legal counsel has represented them or they had the opportunity to retain legal counsel, and they are voluntarily entering into this Collaboration Agreement.
14. This Collaboration Agreement may be executed in multiple counterparts, which shall be construed together as if one instrument. In addition, any party shall be entitled to rely on an electronic copy of a signature as if it were the original. The parties have caused this Collaboration Agreement to be signed on the dates opposite their signatures.
15. Minnesota law will govern the construction and interpretation of this Collaboration Agreement. No rule of strict construction shall apply against either Party as both Parties equally drafted the Collaboration Agreement. The Parties agree that any action regarding interpretation or adherence to the terms of the Collaboration Agreement shall be filed in Ramsey County district court.
16. If either party believes that the other is in material breach of this Collaboration Agreement, that party will notify the other in writing and will identify the specific provisions of this Collaboration Agreement the party believes has been breached. The party will request a meeting with the other to resolve the outstanding issue. The party shall only initiate judicial proceedings to enforce this Collaboration Agreement if the parties reach an impasse after negotiating in good faith for 30 days.
17. To the extent consistent with State and Federal law, nothing in this Collaboration Agreement prevents the Department from requesting information from the District.

6/25/18  
Date

  
Wendy Donovan, School Board Chair  
Hopkins Public Schools

6/25/18  
Date

  
John Toop, School Board Clerk  
Hopkins Public Schools

6/27/18  
Date

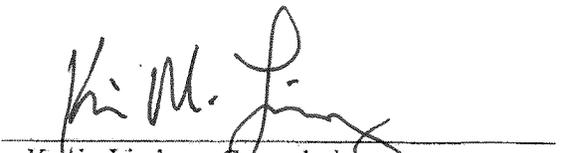
  
Kevin Lindsey, Commissioner  
Minnesota Department of Human Rights

Exhibit A

Hopkins Public School Student Behavior Management Strategic Plan

**PURPOSE:**

It is the work of the Hopkins School District to ensure that our student behavior management practices promote effective learning for all students in an environment that supports research-based interventions. It is our commitment that this work is done in a manner that reduces if not eliminates disproportionality.

To this end, we will develop a transformation plan that incorporates three specific elements:

1. **Data:**  
Using data to inform, guide, and assess progress toward the reduction of disproportionality. The use of this data will be in aggregate as well as disaggregated formats, including use of the attendance, bullying, cyber bullying, harassment, disruptive/disorderly conduct/insubordination, threat, intimidation, and other categories.
2. **Roles and Responsibilities for student behavior management delivery and oversight:**  
Determining what roles and responsibilities are to be assigned to which individuals within the organization and what outcomes the individuals would be responsible for monitoring, managing, and achieving.
3. **Community and Stakeholder Engagement in the creation, review, and assessment of student behavior management policies and processes:**  
Engaging community and stakeholder participants in the development of the behavior management system; including them in the review of data, outcomes and feedback; and partnering with them in the monitoring and adjustment of our collective purpose.

Each of these areas will create of strand of action that will be part of the ongoing work of an oversight committee. The oversight Committee will likely consist of the following members:

1. 2 School Board Representatives
2. Superintendent
3. Assistant Superintendent
4. Director of Teaching and Learning
5. Director of Special Services
6. Coordinator of Equity and Inclusion
7. 3 Hopkins Education Association Representatives
8. 2 Elementary Principal Representatives
9. 1 Junior High Principal Representative
10. 1 High School Principal Representative
11. 2 Community Member Representatives

12. 2 High School Student Representatives
13. 1 Elementary Student Support Representative
14. 1 Secondary Student Support Representative

The Committee will be responsible for assigning strategy managers for each of the three strands. The strategy manager will develop action plans for each of the separate strands. The Committee would meet on a regularly scheduled basis to review progress.

Preliminary work to gather base-line quantitative data for committee review has already begun. This data is maintained in our Infinite Campus system. Dashboard views have been created to display disproportionality, and those views are presently under review by the building principals. Once complete, this data will be available for the Committee to review. Please see Attachment A for an example of the initial planning with this data.

Preliminary work to gather qualitative data for Committee review has also been started. On February 27<sup>th</sup>, a representative group of school administrators and teacher leaders met to begin a review of what process and content elements needed to be part of our overall transformational approach. The qualitative data has been organized it into 6 categories: (1) Mission Crafting, (2) Present Practice, (3) System Construction, (4) Education, (5) Support Systems, (6) Assessment.

In each of these categories, participants contributed insights, strategies, and possible benchmarks and objectives to consider. The information contained in each of these categories will be placed in the appropriate strand and given to the strategy manager to use in the creation of the action plan. If contributions overlap or are the agreed upon responsibility of the whole, they will be assigned to all or to multiple categories.

The initial data collection is displayed in Attachment B

The tentative timeline to conduct this work will be as follows:

- |                                   |  |
|-----------------------------------|--|
| Week of June 4th:                 | (1) Determine Meeting Dates and Structure, (2) Secure Committee Membership   |
| First 2 weeks of August:          | (1) Conduct initial Meeting and assign Strategy Managers<br>(2) Determine best methods for collecting additional information and further engagement of community members and stakeholders in our process |
| Week of August 13 <sup>th</sup> : | (1) Convene Strategy Managers and develop a weekly check-in process to determine the method in which information, updates, and reports will be generated and presented                                   |

**HOPKINS SCHOOLS**

Alice Smith

Eisenhower

Gatewood

Slen Lake

Hopkins High School

Meadowbrook

North Junior High

Tanglen

West Jr High

KinKing Academy

SiteMap

# Hopkins Schools

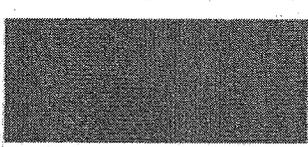
## DEMOGRAPHICS

**Enrollment**

6,572

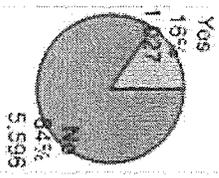
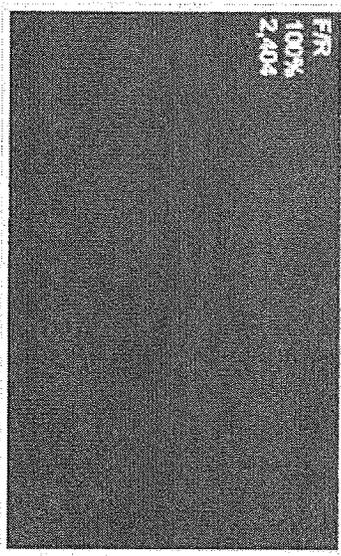
**Meal Status**

F/R 100%  
2,404

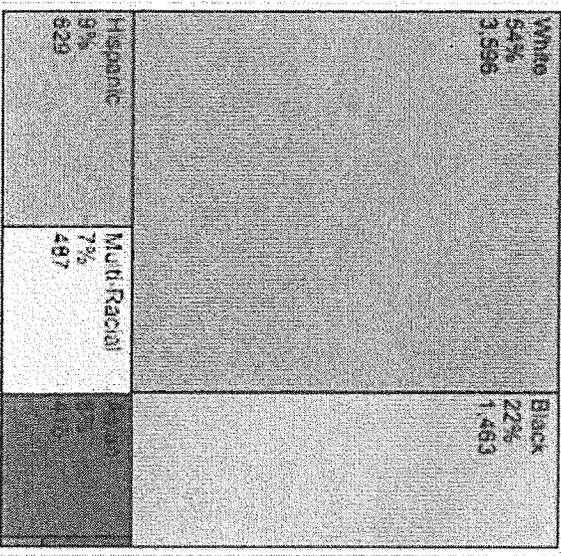


**SpEd**

**Race/Ethnicity**



**Gender**



## SUSPENSIONS

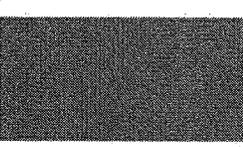
**Total**

**Suspensions:**

250  
162

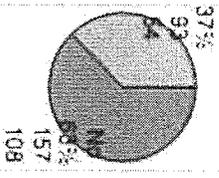
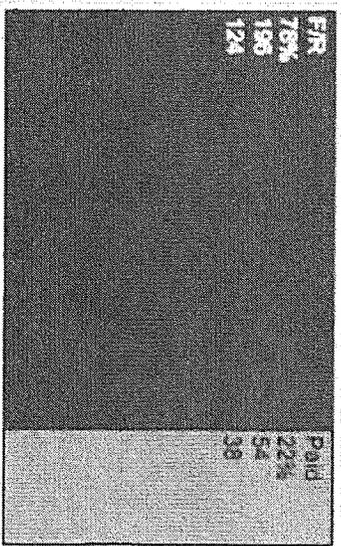
**Meal Status**

F/R 76%  
196  
124

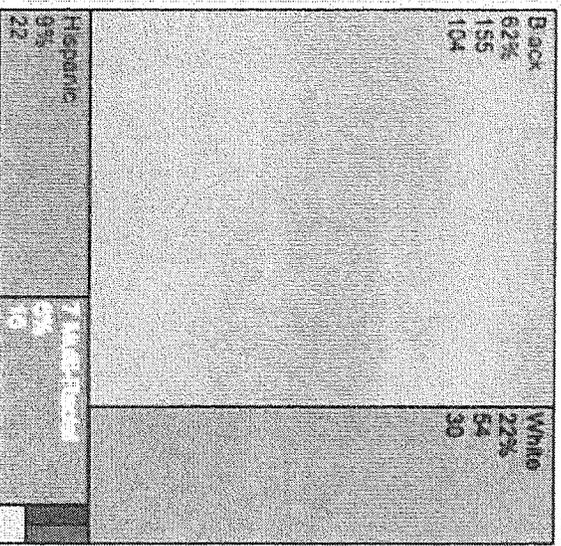


**Special Ed**

**Race/Ethnicity**



**Gender**



Attachment B

Initial Qualitative Data Collection

February 27, 2018

**PURPOSE:**

It is the work of the Hopkins School District to ensure that our disciplinary practices promote effective learning for all students in an environment that supports research-based disciplinary interventions. It is our commitment that this work is done in a manner that reduces if not eliminates disproportionality.

To this end, we will operate through each step of this plan with transparency, and we will include voices and perspectives that are representative of our community, with the goal of creating collective ownership of our strategic plan towards our common purpose.

**1. Mission Crafting**

*Key Considerations*

- a. Process
  - i. Define Our Why
    - 1. What is the purpose of discipline, including exclusion?
    - 2. How do we define success?
    - 3. What is the role of conformity?
- b. Content
  - i. Formative assessment

**2. Present Practice**

*Key Considerations*

- a. Process
  - i. Examine available and needed resources
  - ii. Review
    - 1. Case studies
    - 2. Interventions
    - 3. Special Education and Regular Education out of class
    - 4. Role of community liaisons
  - iii. Build from common understandings
  - iv. Determine what additional data needs to be collected
- b. Content
  - i. Data Display

- ii. Creating norms around behavior
- iii. Collective definitions relating to behavior
- iv. Formative assessment

### **3. System Construction**

#### *Key Considerations*

##### **a. Process**

- i. Research what is working
  - 1. SEL inclusion
  - 2. Restorative modeling with staff and community
- ii. Strategic Plan Integration
- iii. Horizontal and Vertical Alignment
  - Decision Trees
- iv. Strategies for working with staff, parents and community resistant to change.

##### **b. Content**

- i. Teacher evaluation integration (HCM development model and rubrics)
- ii. Metrics
- iii. Create assessments
  - 1. Formative
  - 2. Summative

### **4. Education**

#### *Key Considerations*

##### **a. Process**

- i. Provide education to staff, parents, and students
- ii. Staff mentality shift
  - 1. Exclusion causes harm
  - 2. Exclusion is a last resort
  - 3. Must rebuild after exclusion
- iii. Collective efficacy: Staff buy-in to work together
- iv. External Communication

##### **b. Content**

- i. PD and training
- ii. TDE Rubrics
- iii. Peer coach integration
- iv. Formative assessment

## 5. Support Systems

### *Key Considerations*

#### a. Process

- i. Student Support  
Trauma Sensitive Approach
- ii. Staff Support  
Training and PD

#### b. Content

- i. PBIS
- ii. Restorative focus and practices
- iii. Formative assessment

## 6. Assessment

### *Key Considerations*

Summative Assessment: Results = Quality x Acceptance