



MDHR Semi-Annual Report

Introduction:

From the finalization of the agreement in June until the first quarter of the 2018-2019 school year, our specific focus has been creating the foundations for the support and success of the Agreement outcomes.

Our Plan involves three significant strategy focus areas: (1) Data, (2) Roles and Responsibilities, and (3) Community and Stakeholder Engagement. These areas were established at the time of the initial drafts of the agreement, and they were the outcome of working groups of school principals and administrators.

In order to begin the work in each focus area and to have system-wide oversight, an oversight committee was established. The oversight committee includes: the Assistant Superintendent, Director of Principal Leadership, Director of Special Services, Coordinator of Equity and Inclusion, and a principal representative from our elementary, junior high, and high school programs.

This oversight group has had approximately 5 meetings since the start of the school year and has started to coordinate and establish initial work in each of the strategic areas. The summary of the work, learning, and strategic steps being done in each area follows.

Data:

Much of the initial work with our strategies has focused on data. To date, we have revised our principal dashboards to display the demographic information of each school program and place this next to the general discipline information for each program. Our Tableau system allows us to gather the data from our Infinite Campus database and display it to each principal who is viewing disciplinary information. The purpose of this strategic action is to make available a dashboard display that will provide immediately accessible information for our building administrators to use when evaluating what disciplinary actions are happening in each disciplinary category and to intently review those data points simultaneously with building demographics. The Initial response to this work has allowed us to now start thinking about how we can use this structure to go further into evaluating referrals and other relevant information in a similar fashion.

In addition, our oversight committee reached out to St. Paul Public Schools to learn from them how they have used Infinite Campus to build a data tracking system that is designed to look at using Tiered behavior pyramids and restorative interventions. We are set to have a collaborative meeting with a representative from their district on November 28, 2018 to learn further and to think together about how to use Infinite Campus further as an assistive tool.

Finally, we have established a report structure that should provide the requested data contained in the Agreement. The template is being reviewed by the group, and it will also be provided to each building administrator in addition to the daily dashboard information that is being finalized as well.

Roles and Responsibilities for management and oversight:

This area has been an evolving part of our work. As our new strategic visioning work has a core component of system alignment, this area has evolved to a systemic reform focus area. While roles and responsibilities are a component of this area, this area has evolved to be a core component of our work to transform our system to a restorative culture.

As system alignment of best practices has become an important and central focus of our work, we are dedicated to aligning our system around an equitable process that offers interventions, support, and responses to behavior that move further away from punitive approaches and closer to a more restorative approach. Much of our oversight team's work has become intentional around how to create conditions, mindsets, and action steps to transform our system into a Restorative Culture.

The evolution has included a complete review of all building's programs and practices. That review occurred in September. The review produced a document that has outlined our present practice and has preliminarily been populated with our desired states. The "desired state" category contains aspirations from the oversight committee as a starting point. To further inform this document and include best practice, the oversight committee is including information from the "Shifting Gears" text. The oversight committee is looking at each area contained in our initial document and revising the document to include key points of interest from the text.

Once complete, the document will be the starting point for the community conversations and the stakeholder input.

Community and Stakeholder Engagement

This area is highly dependent on the work identified in the previous two areas. As was mentioned in the previous sections, a data-informed, restorative culture will require us to make sure that we have a solid foundation for our "why" we are doing this work. When that work is complete, we will be able to bring our working documents forward for a larger committee and stakeholder review. The culmination of this work will be the revision of our policies and practices, such that the foundation of the revision is based on our desired outcomes that are data-driven and best-practices based. We anticipate that this work will begin in December and will continue through the remainder of the school year.

Pilot Projects (Lab work)

Another aspect of our work that was not identified in our Agreement Appendix documents, are some pilot projects specifically focused on providing students with additional social emotional supports and implementing restorative culture practices.

We presently have two pilot projects that are occurring. In our elementary level, we have a push-in behavior model that is using a licensed instructor as a classroom management coach. This individual is using Social Emotional Learning (SEL) information best practices to help classroom instructors further

their knowledge and adopt trauma sensitive approaches when modifying present instructional and management practices. This work is being done in conjunction with Hennepin County as part of a grant we received to perform SEL audits. Two of our elementary buildings are piloting this work for this school year, and we are documenting our learning as we continue our progress.

In our junior high program, we have one building that has adopted a restorative culture approach. Specific training in mediation and restorative practices was provided to instructional staff, and the staff has created a “welcoming classrooms” model. The model includes student feedback as a key component and is helping to shape instructional practices by providing model environments that are designed to assist student engagement and SEL implementation. We are tracking data in this building and looking to learn from the practices that are producing successful outcomes.

Attachments

The Agreement stipulated that we will update this report on a semi-annual basis, and that we will provide specific data reports. The data reports are included as an attachment. We anticipate a further update in February that will document the progress we are making in each strategic area.

Final Observations

The collaborative approach we are taking to a systemic reform is moving this work forward in positive, productive ways. As it continues, it will be critical to continually involve more individuals who are invested in and responsible for the outcomes. Further reports will highlight the work being done to ensure success.

In addition, as the full-group work of the Diversion Committee moves into sub-groups, we look forward to learning from other districts as they implement transformation measures.

Sincerely,



Nik Lightfoot

Assistant Superintendent



Stephanie Herrera

Director of Principal Leadership

Internal Id	Date (a)	FedEthnicity	Gender (b)	SPED Statu	Reason (d)	Length (e)
2208	9/20/2018	6	M	1	Tobacco/eCigs	ISS - 1 Day
89457	10/29/2018	4	F	1	Threat / Intimidation	ISS - 1 Day
90224	9/19/2018	1	F	1	Tobacco/eCigs	ISS - 1 Day
98572	10/4/2018	4	M	1	Physical Aggression - Major	ISS - 1 Day
103174	9/19/2018	6	F	1	Tobacco/eCigs	ISS - 1 Day
112015	9/28/2018	4	M	4	Fighting	ISS - 1 Day
116512	9/21/2018	4	M	1	Disruptive Physical Contact	ISS - 1 Day
116627	9/25/2018	1	M	4	Weapon	ISS - 1 Day
126828	10/5/2018	7	F	4	Physical Aggression - Major	ISS - 1 Day
127182	10/2/2018	6	M	4	Disruptive / Disorderly Conduct / Insubr	ISS - 1 Day
127537	10/10/2018	1	M	1	Bullying (all forms except cyber bullying)	ISS - 1 Day
137414	10/10/2018	7	F	1	Bullying (all forms except cyber bullying)	ISS - 1 Day
141160	10/2/2018	4	M	4	Assault	ISS - 1 Day
142303	10/4/2018	6	M	4	Inappropriate Language - Major	ISS - 1 Day
143000	9/19/2018	4	M	4	Tobacco/eCigs	ISS - 1 Day
144096	10/2/2018	4	M	4	Disruptive Physical Contact	ISS - 1 Day
145612	10/5/2018	6	M	1	Assault	ISS - 1 Day
147370	10/1/2018	7	M	1	Harassment	ISS - 1 Day
149453	9/21/2018	6	M	4	Disruptive Physical Contact	ISS - 1 Day
149519	10/11/2018	6	F	1	Physical Aggression - Major	ISS - 1 Day
149531	10/5/2018	4	F	1	Physical Aggression - Major	ISS - 1 Day
149953	10/11/2018	4	F	1	Physical Aggression - Major	ISS - 1 Day
152192	10/11/2018	4	F	4	Threat / Intimidation	ISS - 1 Day
158612	10/2/2018	4	M	1	Disruptive Physical Contact	ISS - 1 Day
705	9/17/2018	6	F	4	Weapon	OSS - 1 Day
4635	10/11/2018	1	M	1	Fighting	OSS - 1 Day
6427	10/16/2018	4	M	1	Disruptive Physical Contact	OSS - 1 Day
8862	9/19/2018	4	M	1	Illegal Drugs	OSS - 1 Day
12730	10/30/2018	6	F	1	Disruptive Physical Contact	OSS - 1 Day
17007	10/30/2018	1	M	4	Fighting	OSS - 1 Day
19557	10/11/2018	7	F	4	Fighting	OSS - 1 Day

22377	10/31/2018	4 M	4	Illegal Drugs	OSS - 1 Day
91818	10/2/2018	6 M	4	Fighting	OSS - 1 Day
96869	10/29/2018	4 F	1	Fighting	OSS - 1 Day
112015	9/28/2018	4 M	4	Fighting	OSS - 1 Day
112613	10/29/2018	4 F	1	Fighting	OSS - 1 Day
113965	11/1/2018	4 F	1	Threat / Intimidation	OSS - 1 Day
137424	10/23/2018	4 F	1	False Reporting	OSS - 1 Day
151905	10/30/2018	6 M	4	Fighting	OSS - 1 Day
155883	10/25/2018	4 M	4	Threat / Intimidation	OSS - 1 Day
5757	10/5/2018	6 M	1	Assault	OSS - 2 Days
8133	10/11/2018	6 F	1	Fighting	OSS - 2 Days
23230	10/17/2018	4 F	1	Fighting	OSS - 2 Days
91736	9/24/2018	3 M	4	Illegal Drugs	OSS - 2 Days
128853	10/8/2018	4 M	3	Terroristic Threats	OSS - 2 Days
152746	10/17/2018	7 F	1	Fighting	OSS - 2 Days
154324	10/17/2018	4 F	4	Fighting	OSS - 2 Days
155883	10/8/2018	4 M	4	Threat / Intimidation	OSS - 2 Days
160875	10/17/2018	7 F	1	Fighting	OSS - 2 Days
5757	10/17/2018	6 M	1	Illegal Drugs	OSS - 3 Days
148483	10/16/2018	6 M	1	Sexual Harassment	OSS - 3 Days
126582	9/14/2018	4 F	4	Weapon	OSS - 5 Days