



August 30, 2019

To: Minnesota Department of Human Rights

Re: Student Discipline Updates

Hopkins Public Schools has been deeply engaged over the past year in continuing the work of tracking, studying, developing, and testing practices that are designed to reduce the racial disparities in our student discipline practices.

Throughout the course of the year, District and site level teams have been analyzing data, developing more robust data systems, studying best practices, and learning from and with other school districts involved in this work.

Our key learning has been that this work is complex and needs to have direct buy-in from all involved, including our families and students. There must be a system-wide transformation from a punitive system to a restorative, education-based one if disparities are to cease.

As we have evaluated many models that exist, we have arrived on an MTSS framework that is based on a restorative culture. This framework provided insights into our systemic work, in that it identified the direct relationship with academic and academic behavior practices. We have spent time this summer refinishing our work with MTSS and developing our plans:

In regard to MTSS and SAT:

- Sixteen Hopkins staff attended the annual MTSS Summer Institute in June, 2019 facilitated by Dr. Kim Gibbons to better understand the process of screening and providing intervention to students.
- All principals attended two in-district workshops related to MTSS and the SAT process in June and August, 2019 to better align our systems.

In order to have the highest likelihood of success, this framework must be supported at all levels in the District, including the School Board. As such, our Policy Monitoring Committee has begun a review of the discipline policy, based on the information that will be contained in the MTSS work that will occur at all grade levels in every building. We are in the midst of planning a workshop with key leaders and the Board to review the framework and guide our policy revisions.

Key factors that will occur in conjunction with our system-wide launch include the following:

There will be monthly dates scheduled for district and/or building meetings to work on defining, implementing and reviewing MTSS processes for academics and behavior.

These processes will include the following:

- Agreeing on a common name for SAT across district (8/12/19)
- Defining baseline student data points (ongoing)
- Defining when a student needs an intervention for Tier 2 and Tier 3 for both academics (ongoing)
- Defining when a student needs an intervention for Tier 2 and Tier 3 for behavior (8/29)
- Assigning staff to monitor data and implement the interventions at each step of the process for academic interventions (ongoing)
- Assigning staff to monitor data and implement the interventions at each step of the process for behavior interventions (August - September)
- Designing a common data collection form for secondary academic interventions (by November)
- Standardizing a data collection form for all elementary academic interventions (August)
- Training all staff in MTSS process (ongoing)
- Developing a district level MTSS team to support staff at all sites (August and September)
- Training staff on the IM4 System for behavior interventions for Tier 2 and Tier 3 <https://im4education.com/> (August & September)
- Creating a standard rubric for behavior tiers based on the frequency and intensity of the behaviors (8/29)
- Creating a District MTSS Google folder with resources, forms and the SAT team training Moodle (September)
- Provide district and school level trainings to teach academic strategies (ongoing)
- Provide district and school level trainings to teach behavior response strategies for trauma, behavior and the brain, de-escalation, and the function of behavior (ongoing)
- Share with district administrators and staff ongoing trainings that support MTSS systems both for technical and adaptive implementation <https://innovativeschoolssummit.com/san-antonio-2019/>
- Teach staff about and share with students the SEL resources at their perspective sites
- Teach, train and implement SEL and restorative culture practices at all sites to all students

In order to implement with fidelity, we have a District MTSS team that is Superintendent Cabinet led and involves building principals and staff. We are looking at ways to further involve our parents and students as this work moves forward.

Finally, data from the previous school year is included in this report. It is intended that this data is a baseline. We will also be using this data at each of our school sites to drive data system development and protocols for principal and building review. Central to this is the idea that instructors are reviewing their own classroom practices and are working with building teams according to MTSS protocols.

As was mentioned earlier, this is truly transformative work. Creating the conditions for its success has been a key component of our previous year's work. The pilot projects with restorative justice work at individual sites were indicative that this work can make a difference, and that it was a sound decision to move this work from pilot projects to system-wide adoption.

We look forward to the continued internal and external conversations and learnings that will occur within our own organization and with our professional colleagues as we begin our 2019-2020 school year.