

**Mounds View Public Schools
Minnesota Human Rights Department
Mid-Year Submission Report
February 2021**

This report is being submitted pursuant to the Agreement between the Minnesota Department of Human Rights and the Mounds View Public Schools.

Due to the COVID-19 pandemic, discipline data for SY 2020-21 will be difficult to compare with the data from previous school years. This said, our focus will continue to be on our systemic practices especially as they pertain to examining implicit bias, understanding and addressing systemic practices of oppression, creating objective definitions of behaviors, and incorporating restorative practices.

2020-21 Plans to be Implemented via our District Operational Plan (DOP)

These plans are specific to plans implemented for the 2020-21 school year. Please note that these plans are being implemented with fullest intent and fidelity even though the health and safety challenges have made some of them more difficult to implement and objectively measure.

The 2020-21 Mounds View Public Schools District Operational Plan (DOP) contains several headings and our equity work is clearly and transparently defined in several of these headings.

Under the heading of *Meaningful Family and Community Partnerships*, Mounds View Public Schools has committed to the following:

- The establishment of a District Equity Committee
 - The timeline for filling committee membership is January 2021 with committee meetings to be held through the second semester of the school year.
 - The impact of COVID-19 and the need to react to changing learning models throughout the course of the fall has caused us to adjust the timelines originally associated with our Equity goals. We provided an update to the School Board at the work session on December 3, 2020 that included much of the information below.
 - Jason Knighton-Johnson, current Equity specialist, was identified as a district resource and has taken on a lead role in assembling community resources and connecting with other school districts as we have researched successful models.
 - Dr. Lanise Block was identified as both a community and professional resource

and has been working with us in a consultative role to assist with this work.

- Research has been done about successful Equity committee models. The most compelling models were Fridley, as well as Toronto and Ontario, Canada.

Under the heading of *Healthy Learning Climate*, Mounds View Public Schools has committed to the following:

- Support for our BIPOC students and other underrepresented students will be improved and enhanced with a focus on college and career planning.
 - We have completed a comprehensive review of our Equity Specialist and Cultural Liaison positions.
 - Currently there are 4 Cultural Liaison positions and 7 Equity Specialist positions.
 - Equity Specialist positions are located at the following buildings: Mounds View High School, Irondale High School, Highview Middle School, Edgewood Middle School and Chippewa Middle School.
 - We have added 2.0 FTE Equity Specialist positions for the 20-21 SY - Mounds View High School and Chippewa Middle School.
 - Cultural Liaisons are district positions and support the following cultures: Hmong, Latinx, Somali and American Indian Communities.
 - Recommendations are being formulated about the needs across the district. These recommendations are expected to be formalized by Spring 2021 for consideration for 2021-22 staffing.
 - Michael Werner, Mindy Handberg, and Jeff Ridlehoover have completed a review of our College and Career Centers.
 - Recommendations are being formulated for implementation that include things like:
 - Identifying specific location and staff at each High School
 - Outlining grade level specific career and college readiness resources to be used with all students
 - Specific use of career and college software like Naviance
 - These recommendations will be formalized throughout the second semester for implementation in the 2020-21 school year.
- The establishment of annual training for students and staff in the areas of anti-racism, implicit bias, equity, and inclusion.
 - We have researched several organizations that provide professional

development around equity.

- Conversations have been held with representatives of these organizations.
- Next steps will be to have the organizations submit formal proposals to complete this work across the district.
- These proposals would then be put in front of the newly established District Equity Committee for their input and perspective.
- Feedback from the District Equity Committee will be used in making a selection about which of the organizations would be chosen as a partner in the professional development.
- Once a partner is selected, training schedules will be outlined and implemented. This will be ongoing training over the course of multiple years and continued as we add new staff in the future.

Under the heading of *High Quality Instruction*, Mounds View Public Schools has committed to the following:

- Redesigning curriculum and materials to be more culturally relevant and to include absent narratives.
 - Dr. Courtney Bell was identified as a professional resource and has been working with us in a consultative role to assist with this work.
 - We are collecting book titles that are used for core resources that will be reviewed by Dr. Bell for recommendations to ensure diversity in our core resources.
 - Dr. Bell led community engagement meetings on August 17, August 24, August 31 and September 14 regarding the African American History course.
 - Based on the conversations and feedback, we made a decision to shift the plan. Beginning 2021-22 African American History course will be offered as an option to fulfill graduation requirements for 10th grade U.S. History and we will revise U.S History. to include absent narratives.
 - District staff are currently working with each of the High schools to identify teachers to work on the curricular design.

- Reviewing systems and structures for placement of students into courses in order to remove barriers to accessing the most rigorous courses.
 - A review of current data has shown that enrollment in rigorous courses is proportional by student demographic.
 - This information was included in the World's Best workforce presentation this Fall. Data will continue to be collected throughout this school year to ensure this trend continues.
 - In further analysis we will continue to separate our Advanced Placement Courses, Anoka Ramsey Community College Courses, College in the Schools Courses, and the Articulated Credit Career and Technical Education Courses to analyze proportionality.
 - Updates have been made to both the English Language Arts and Mathematics course flow charts providing more specific information and pathways to all students in their academic progression.
 - Deans have been provided this updated information and will be using it in their 3+1 and 4 year planning meetings with students.
 - Additional data will be collected as students prepare to register for the 2021-22 school year.

Under the heading of *Shared Leadership*, Mounds View Public Schools has committed to the following:

- Reviewing district policies and regulations through the lens of anti-racism and establishing clear expectations regarding enforcement, reporting, and tracking of the updated policies and regulations..
 - We have created a rotation for School Board policy review and are implementing that schedule.
 - Outside organizations/individuals are being evaluated to complete a review of all district policy.
 - Options will be brought to the District Equity Committee (DEC) for their feedback and perspective.
 - At that time a decision will be made on who will do the review after review of the DEC feedback.
 - This work will continue through the second half of the school year.

Under the heading of *Financial Oversight and Stewardship of Resources*, Mounds View Public Schools has committed to the following:

- Increase the number of BIPOC staff across our workforce
 - In preparation for our annual staffing process, reports are being compiled by each employee group outlining the number of staff of color.
 - These reports will be shared with the District Equity Committee (DEC) and the public.
 - Feedback will be solicited from the DEC and goals will be set for improvement as we begin the staffing process.
 - Julie Coffey, new Executive Director of Human Resources, will be asked to take a leadership role in this work when she joins the district in mid January.
 - This work will be ongoing through the spring staffing process.

Mid Year 2020-21 Summary Data as defined in Mn Stat section 13.02, subdivision 19, containing the following information: (1) the number of suspensions, exclusions, and expulsions at each site during the reporting period; (2) a brief description of the reason for each suspension, exclusion, and expulsion; and (3) disaggregated data showing the breakdown of each disciplinary incident identified in the report by race and by disability status.

Due to the different learning models, as a result of COVID 19, Mounds View Schools had ZERO students suspended from September 2020- January 2021. Inappropriate behavior showed up differently when students participated in online learning. These incidents were handled individually and did not result in a suspension.

Metrics the District used to measure the effectiveness of the Plan.(With historical data as of this reporting period.)

1. Reduction in the number of students being suspended for Disruptive/Disorderly Conduct/Insubordination incidents

Mounds View Schools believes that this is an incident area that calls attention to how adults in the system interpret and respond to student behaviors.

Trend data:

2018-2019 Semester 1: 27 Suspensions

2018-2019 Semester 2: 20 Suspensions

2019-2020 Semester 1: 18 Suspensions

2019-2020 Semester 2: 9 Suspensions (NOTE: participated in distance learning
March-June)

2020-2021 Semester 1: 0 Suspensions

2. Proportionality of suspensions equivalent to the proportionality of overall district enrollment of students by race

While the number of suspensions in Mounds View Schools is small, we do see improvement in aligning the suspensions by race to the proportionality of the overall district.

2019-2020 Final Results

2019-2020 Suspensions by Race (duplicated students)					
	Asian	Black or African American	Two or more	White	Total
TOTAL	1	5	2	19	27
Percent of Total	4%	19%	7%	70%	100%
DISTRICT Population	11.5%	11.5%	6.3%	61.0%	

2019-2020 Suspensions by Race (unduplicated students)					
	Asian	Black or African American	Two or more	White	Total
TOTAL	1	3	2	13	19
Percent of Total	5%	16%	11%	68%	100%
DISTRICT Population	11.5%	11.5%	6.3%	61.0%	

2018-2019 Final Results

2018-2019 Suspensions by Race (duplicated students)					
	Black	Hispanic	Two or More	White	Total
Total	18	5	5	19	47
Percent of Total	38.3%	10.6%	10.6%	40.4%	100%
DISTRICT Population	10.7%	8.8%	6.1%	62.2%	

2018-2019 Suspensions by Race (Un-duplicated students)					
	Black	Hispanic	Two or More	White	Total
Total	12	2	5	11	30
Percent of Total	40%	7%	17%	37%	100%
DISTRICT Population	10.7%	8.8%	6.1%	62.2%	

3. Proportionality of suspensions equivalent to the proportionality of overall number of district students by disability status

While the number of suspensions in Mounds View Schools is small, we do not see improvement in aligning the suspensions by disability status to the proportionality of the overall district.

2019-2020 Final Results

2019-2020 Suspension by Disability Status (duplicated students)

	Not SE	Yes, SE	Total
TOTAL	10	17	27
Percent of Total	37%	63%	100%
DISTRICT Population	89.5%	10.5%	

2019-2020 Suspension by Disability Status (unduplicated students)

	Not SE	Yes, SE	Total
TOTAL	8	11	19
Percent of Total	42%	58%	100%
DISTRICT Population	89.5%	10.5%	

2018-2019 Final Results

2018-2019 Suspensions by Disability Status (duplicated students)

	Not SE	Yes, SE	Total
Total	20	27	47
Percent of Total	42.6%	57.4%	100%
DISTRICT Population	87.7%	12.3%	

2018-2019 Suspensions by Disability Status (Un-duplicated students)

	Not SE	Yes, SE	Total
Total	15	15	30
Percent of Total	50.0%	50.0%	100%
DISTRICT Population	87.7%	12.3%	

4. Reduction in the number of students being suspended (Mounds View has no exclusions or expulsions)

Trend Data:

2018-2019 Semester 1: 18 Total Number of Students Suspended

2018-2019 Semester 2: 12 Total Number of Students Suspended

2019-2020 Semester 1: 15 Total Number of Students Suspended

2019-2020 Semester 2: 4 Total Number of Students Suspended (NOTE: participated in distance learning March-June)

2020-2021 Semester 1: 0 Total Number of Students Suspended

Any changes implemented by the District in light of the data analysis required pursuant to the plan.

We are continuing to monitor the data and work with individual buildings on a case by case basis to determine the appropriate educational alternative that is appropriate for each student.

We continue with staff development regarding available alternatives exclusive of suspension that will better meet the academic and social needs of the student.

We are continuing with restorative justice professional development in an effort to embed a consistent understanding of the concept and uses in an effort to provide consistency from building to building.

We will focus on identifying practices that have commonly led to oppressive and disproportionate levels and school discipline. This work will include a review of our school handbooks and discipline practices and will entail defining terms of behavior (I.E., “disruptive,” “insubordinate,” etc.) so that a common understanding is attained. In addition, we will review our disciplinary action steps so as to better utilize a growth mindset and restorative practices.

Mid Year Adjustments and Plans for Continuous Improvement

With the passage of the November 2019 voter approved operating levy/referendum, Mounds View Public Schools made a commitment to increasing and expanding upon the student support and engagement tools available to all students and families. We continue this work into the 2020-2021 school year.

It is the belief of Mounds View Public Schools that providing, supporting and implementing social-emotional support to students and families will assist in creating learning environments that allow for the success of each and every student.

The additions mentioned include, but are not limited to the addition of two mental health specialists and a specialist in the area of chemical health. These new employees have been hired and are available to assist students throughout our school district and will aid in keeping all students safe, healthy, and in our schools.

To date, we have provided professional learning for suicide prevention, mental health awareness and ambiguous grief to list a few examples. When providing any professional learning to our community it is our commitment to understand and teach our community how systematic oppression and racism impact access to resources and care across systems.

Besides the addition of staff professional learning, we have also provided in-house supports to staff. We have increased our employee assistance programming to provide on site mental health supports in partnership with North East Youth and Family Services. We have had drop in online support for BIPOC staff provided by a therapist and in partnership with Natalis Psychological services. We have continued these support services throughout the year knowing the stressors and difficult transitions that have faced our staff.

For our student community we have expanded our therapeutic services to include culturally responsive providers and services. This has included face to face therapeutic options or telehealth. We are currently working with the Suburban Ramsey Family Collaborative to partner with cultural healers through MHealth. These healers would provide cultural and traditional healing that are vastly different from western medicine practices. We continue to work with our cultural liaisons and community culture leaders to help develop next steps with this work.