

**Mounds View Public Schools
Minnesota Human Rights Department
Mid Year Submission 2019-2020**

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

Recap of initiatives that the District implemented for 2019-20:

In addition to previously existing programs which include Reach, Reach Transitions, TRY and CLT which is outlined in the District Plan we have implemented two more alternative programs to provide a quality academic experience while engaging in social skills learning to reduce behavior issues. They are:

Worth Involvement and Social Skills (WINGS)

WINGS is a self-contained federal setting III District special education program for students in grades K-5 that typically have a primary disability of emotional behavioral disorder. Services are designed and structured to meet the individual educational, social, emotional and behavioral needs of students. The focus of this highly specialized behavioral support program is for students to learn emotional regulation skills necessary to transition and be successful in their attendance area school.

RESET

RESET (Reestablish Educational Success for Elementary) is a short term alternative to suspension program for elementary students. Students are working with a licensed teacher on their academic skills and problem solving the incident(s) that resulted in the need for RESET programming. Partnering with the home school, there is a focus on teaching the necessary social skills to transition back and increase success upon their return.

Changes for 2019-20

Overall System pre K -12

We hired a consultant, Dr. William Dikel to review our current practices and relevant data regarding student behavior with an emphasis on our response/support for emerging issues surrounding the social and emotional needs of students. His report was completed in July 2019 and some of the changes and interventions mentioned below are in response to his findings and recommendations.

We have created a position of Coordinator of Health Services and streamlined information sharing and coordination between deans, school psychs, social works, nurses and administration to better address student behaviors.

Prior to the start of the 19-20 school year, 110 staff across levels completed recertification for Crisis Prevention Institute (CPI) training and 53 staff across levels completed a two-day initial training for CPI. CPI is a nonviolent crisis intervention training designed to teach best practices

for managing difficult situations and disruptive behaviors. Students learn how to identify at-risk individuals and use nonverbal and verbal techniques to defuse hostile or belligerent behavior.

Level Specific Program Changes:

High School Level : We have added 2 additional secondary dean positions which will bring the ratio of dean to the student to 225:1 We also added two administrative intern positions to assist in lower-level consequence process so deans can concentrate on restorative practices, assisting students in making better choices and relationship mending with staff and other students.

Reach Academy

Trauma training was provided to staff in Aug. 2019. Following this training, a behavior analyst from Intermediate School District 916 provided training to staff on behavior intervention plans and tailoring to each student's individual needs.

Middle School Level: We have added 2 additional dean positions to bring the ratio of dean to student to 225:1 In addition, we have changed our special education model at the middle school level to allow for a case manager to be available every hour as well as an appropriate space so students identified as escalated have a place and assistance in de-escalation and social skill strategies to reduce consequences and practice coping skills. This would be an alternative to immediately moving to their dean or assistant principal.

Elementary Level: In the spring of 2019, Intermediate School District 916 was employed to provide consultation to one of our elementary schools regarding resources and strategies for students with high behavioral needs, to compile strategies to provide tiered support to students in the least restrictive setting and to provide recommendations to prevent and de-escalate problem behaviors. This consultation was completed in June 2019 and recommendations were made to the school team. The school team completed MTSS training in August 2019 and has implemented recommendations from 916 for the 19-20 school year. These include streamlined PBIS expectations, tiers of interventions (including break out space in each classroom) with a building-wide response to behavior and clearly defined roles and responsibilities of student support staff. During the 19-20 school year, the elementary principal will share their progress and new learning with all of the other district elementary school principals.

Positive Behavior Strategies and De-escalation training, Train the Trainer Model.

Expanded partnership with Family Innovations to provide therapeutic services that expands from early childhood to our upper elementary grades.

Bridges

Trauma book study on trauma-informed practices.

RESET

Special Education Coordinator and newly hired staff members for RESET have extensive training and experience supporting staff with student behavioral concerns. In their positions, they will both be supporting elementary school teams when student concerns arise by providing proactive strategies.

We are monitoring all of these programs for effectiveness and will make appropriate changes to the model or the personnel type and level as we staff for the 2020-21 school year.

Mid Year 2019-20 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.

| | | | |
|---|--------------|---|--------------|
| 1) The number of suspensions at each school for school year 2019-2020 | | | |
| Suspensions by School (duplicated students) | | Suspensions by School (unduplicated students) | |
| School | Total | School | Total |
| Bel Air Elementary | 2 | Bel Air Elementary | 2 |
| Career & Life Transitions Program-Twin Lakes | 1 | Career & Life Transitions Program-Twin Lakes | 1 |
| Island Lake Elementary | 7 | Island Lake Elementary | 5 |
| Pinewood Elementary | 3 | Pinewood Elementary | 2 |
| Reach Academy | 2 | Reach Academy | 2 |
| Turtle Lake Elementary | 3 | Turtle Lake Elementary | 3 |
| Grand Total | 18 | Grand Total | 15 |
| (2) a brief description of the reason for each suspension | | | |
| Suspension by Incident | | | |
| DIRS Incident | Total | | |
| 05 Assault | 7 | | |
| 12 Fighting | 4 | | |
| 18 Threat/Intimidation | 2 | | |
| 19 Disruptive/Disorderly Conduct/Insubordinati | 5 | | |
| Grand Total | 18 | | |

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|--|--------------|--------------|---------------------------|--------------|--------------|------|---|----------------|--------------|------|
| 3) disaggregated data showing the breakdown of each disciplinary incident identified in the report by race and by disability status. | | | | | | | | | | |
| Suspensions by Race (duplicated students) | | | | | | | Suspensions by Disability Status (duplicated students) | | | |
| | Asian | Black | Hispanic wo or Mor | White | Total | | Not SE | Yes, SE | Total | |
| Total | 1 | 2 | 0 | 1 | 14 | 18 | Total | 8 | 10 | 18 |
| Percent of Total | 7% | 11% | 0% | 6% | 78% | 100% | Percent o | 44% | 56% | 100% |
| Suspensions by Race (Un-duplicated students) | | | | | | | Suspensions by Disability Status (Un-duplicated students) | | | |
| | Asian | Black | Hispanic wo or Mor | White | Total | | Not SE | Yes, SE | Total | |
| Total | 1 | 1 | 0 | 1 | 12 | 15 | Total | 7 | 8 | 15 |
| Percent of Total | 8% | 7% | 0% | 7% | 80% | 100% | Percent o | 47% | 53% | 100% |

Metrics the District used to measure the effectiveness of the Plan.

- Reduction in the number of students being suspended for Disruptive/Disorderly Conduct/Insubordination incidents
- Proportionality of suspensions equivalent to the proportionality of overall district enrollment of students by race
- Proportionality of suspensions equivalent to the proportionality of overall number of district students by disability status
- Reduction in the number of students being suspended (Mounds View has no exclusions or expulsions)

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.