



Reporting date: September 1, 2019

<b>The intended outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Reduction of student discipline disparities with students of color and those with disabilities;</li> <li>2. Reduction of gaps in educational opportunity and achievement Resolving student discipline disparities could help to further reduce Minnesota's achievement gaps.</li> <li>3. Consistent review of discipline procedures in order to address disparities in a timely manner;</li> <li>4. Consistent implementation of Positive Behavioral Intervention and Supports to the Assigned Building;</li> <li>5. Implement policies and programming to support staff in meeting intended outcomes.</li> </ol>	
<b>Specific steps the District took to implement the strategy</b>	
<b>Data Review</b>	The school district created a dashboard for consistent and timely review of all disciplinary incidents E-12.
<b>Achievement and Integration Plan Approved May 2019</b>	<p>Purpose</p> <ul style="list-style-type: none"> <li>□ Pursue racial and economic integration.</li> <li>□ Increase student achievement.</li> <li>□ Create equitable educational opportunities.</li> <li>□ Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in participating schools and districts.</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>□ <a href="#">A&amp;I Presentation- School Board</a></li> <li>□ Recruitment of staff to support Achievement and Integration Plan             <ul style="list-style-type: none"> <li>□ <a href="#">Peer Teacher</a> (E-6) (Hard Copy Enclosed)</li> <li>□ Pre-School Teacher and Aide to support students in an identified school setting.</li> <li>□ <a href="#">BARR Coordinator</a>- Grades 7-12                 <ul style="list-style-type: none"> <li>□ <a href="#">Building Assets Reducing Risks (BARR)</a></li> </ul> </li> <li>□ Training                 <ul style="list-style-type: none"> <li>□ 5 Voices</li> </ul> </li> </ul> </li> <li>□ Peer Teacher Partnership Agreements implemented with classroom teachers and administration.             <ul style="list-style-type: none"> <li>□ . Principals have determined which teachers will begin working with PEER teachers.</li> <li>□ Indicators of progress:                 <ul style="list-style-type: none"> <li>□ Achievement gaps between racial / ethnic groups as measured by the MCA III Reading and Math will be reduced from an average of 26.8 points to 20 points or less over the next 3 years</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>□ The percentage of K-6 discipline referrals by race/ethnicity will be within 5 percentage points or less of the demographic makeup of student groups district wide.</li> <li>□ The percentage of American Indian and Black elementary students in Moorhead Area Public Schools in classes co-taught by PEER teacher teams will increase from zero to 25%.</li> <li>□ <u>BARR</u> Implementation             <ul style="list-style-type: none"> <li>□ Horizon East middle school teaching staff have received two days of BARR implementation training.</li> <li>□ The BARR iTime Social Emotional Curriculum is ready to implement.</li> <li>□ Indicators of progress:                 <ul style="list-style-type: none"> <li>□ The 4-year graduation rate for students of color will increase by at least 10% over the next three years.</li> </ul> </li> </ul> </li> <li>□ <u>ENVoY</u> <ul style="list-style-type: none"> <li>□ Indicators of progress:                 <ul style="list-style-type: none"> <li>□ The percentage of K-6 discipline referrals by race/ethnicity will be within 5 percentage points or less of the demographic makeup of student groups district wide.</li> </ul> </li> </ul> </li> <li>□ <u>Intercultural Development Inventory (IDI)</u> <ul style="list-style-type: none"> <li>□ Planning is underway for all Central Office Cabinet members and all principals to begin work with IDI.</li> <li>□ Indicators of progress:                 <ul style="list-style-type: none"> <li>□ Each individual administrator will progress by at least one domain on the IDI, from the fall 2019 baseline to the summer 2019 baseline</li> </ul> </li> </ul> </li> </ul>
<p><b>Policy/Procedure</b></p>	<p>Purpose:</p> <ul style="list-style-type: none"> <li>□ Focused work on restorative practices and discipline policies</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>□ District Committee was created (Assistant Principals K-12) with a focus on discipline policy, practices, and supports.             <ul style="list-style-type: none"> <li>□ 2018-2019                 <ul style="list-style-type: none"> <li>□ Monthly focused work to review discipline practices and policies.</li> <li>□ Creation of sub-committee work-group to identify needs and strategies to address needs.</li> <li>□ July 2019- Sub-committee work was shared with administration in preparation to share with school community and public.</li> </ul> </li> <li>□ 2019-2020</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>□ Eight (8) district sub-committees are planned to further improve discipline policy, practices, and supports.</li> <li>□ Monthly meetings to review sub-committee work and provide action oriented steps.</li> <li>□ Development of a new Code of Conduct and recommendations for discipline policy improvements.</li> <li>□ Communication with the school board, school community, and public.</li> <li>□ Discipline data will be monitored by the assistant principals group with the intent to develop systemic responses to disparities.</li> <li>□ Minnesota Department of Education: Rethinking schoolwide discipline             <ul style="list-style-type: none"> <li>□ A cohort of assistant principals and the assistant superintendent attended trainings provided by MDE regarding rethinking schoolwide discipline and defining support.</li> <li>□ Teachers have been invited to attend for specific topics.</li> <li>□ This cohort will continue to be trained by MDE with the goal of further improving district discipline policy and building supports.</li> </ul> </li> </ul>
<p><b>Human Rights Committee/Community Outreach</b></p>	<p><a href="#"><u>Community Listening Sessions- Equity</u></a></p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>□ To obtain community feedback to inform actions and decision making for Moorhead Area Public Schools in the area of educational equity.</li> </ul> <p>Activity</p> <ul style="list-style-type: none"> <li>□ An internal steering committee planned from January 2019- April 2019 to create and plan community listening sessions/talking circles to engage the community to identify current systems and opportunities to create equitable systems within Moorhead Area Public Schools. The committee consisted of diverse individuals from the community and the school district:             <ul style="list-style-type: none"> <li>□ Community Member (Served as the external facilitator)</li> <li>□ School Board Member;</li> <li>□ District Administrator;</li> <li>□ Graduate Student Intern/Indian Education Liaison with the district.</li> </ul> </li> <li>□ Five hour-long sessions were held in April and May 2019 and were led by an external facilitator. The following considerations were made to increase participation and feedback:             <ul style="list-style-type: none"> <li>□ Held in easily accessible district and community locations at varied times during the day and evening;</li> <li>□ Small meal provided;</li> <li>□ Advertisement and outreach to under-represented communities.</li> <li>□ Interpreters were provided at two of the five sessions.</li> <li>□ An electronic survey was provided to the community in order to provide input if they were unable to attend a listening session. Paper copies of the survey were available upon request.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>□ Data/Information Sharing             <ul style="list-style-type: none"> <li>□ Presented to the Administration in July 2019. Administration was provided the opportunity to provide action oriented steps to inform future work.</li> <li>□ Presented to the School Board on July 15, 2019. Provided a basic overview of the process and responses.</li> <li>□ An additional review of the sessions and data will be presented to the community and the school board in September 2019.</li> <li>□ Recommendations will be provided for both continued community outreach and work within the district to address identified needs.</li> <li>□ A summary of the results and recommendations will be posted for public review on the Moorhead Area Public Schools Website.</li> </ul> </li> </ul>
<p>School Improvement/ Strategic Planning</p>	<p>District and Building Improvement Plans</p> <ul style="list-style-type: none"> <li>□ 2019 School and Building Improvement Plans will prioritize the identified cornerstone of culture through the following shared goal, measurement, and strategies specific to each building with the following focus:             <ul style="list-style-type: none"> <li>□ Analyze for disparity by reviewing participation data and creating a gap analysis. Each building will write one goal to address any identified disparities.</li> </ul> </li> </ul>
<p>Professional Development</p>	<p>Implicit Bias Training</p> <ul style="list-style-type: none"> <li>□ Purpose:             <ul style="list-style-type: none"> <li>□ To provide tools to identify implicit or unconscious bias, and activities to create awareness and purposeful interaction.</li> </ul> </li> <li>□ Audience             <ul style="list-style-type: none"> <li>□ Administration - Spring/Summer 2019</li> <li>□ Teachers - Optional professional development session in June 2019. 60 Moorhead participants</li> <li>□ Bus Drivers - June 2019</li> <li>□ Administrative Assistants - August 2019</li> <li>□ Food Service and Custodial Leads - August 2019</li> <li>□ Lunchroom Supervisors - August 2019</li> <li>□ Central Office Staff (Human Resources Business Office and Clerical Staff) - August 2019</li> </ul> </li> </ul> <p><a href="#">ENVoY</a></p> <ul style="list-style-type: none"> <li>□ Purpose:             <ul style="list-style-type: none"> <li>□ ENVoY is a research-proven collection of classroom management techniques that preserve the relationship between teacher and student. Marzano's studies indicate that "relationship" is the number one variable that determines students' success. Training will be provided dependent upon the amount of student interaction with a plan for on-going training to account new staff, etc.</li> </ul> </li> <li>□ Audience             <ul style="list-style-type: none"> <li>□ Teachers and Administration: Two days of Training - June and</li> </ul> </li> </ul>



	<p>August 2019.</p> <ul style="list-style-type: none"> <li>□ Paraprofessionals- June 2019</li> <li>□ Administration only- August 2019</li> <li>□ Bus Drivers - August 2019</li> <li>□ Food Service - August 2019</li> <li>□ Custodial - August 2019</li> </ul> <p>Trauma Training</p> <ul style="list-style-type: none"> <li>□ Purpose: <ul style="list-style-type: none"> <li>□ Identify the impact of traumatic experiences on students and provide strategies and approaches to improve educational outcomes.</li> </ul> </li> <li>□ Audience: Non-Licensed Staff <ul style="list-style-type: none"> <li>□ Work was completed over the Summer of 2019 in order to create an online format of trauma training specific to non-licensed staff.</li> <li>□ Online module was completed in August 2019.</li> <li>□ Training will be provided by January 1, 2020.</li> </ul> </li> </ul> <p><a href="#">Intercultural Development Inventory(IDI)</a></p> <ul style="list-style-type: none"> <li>□ Purpose: <ul style="list-style-type: none"> <li>□ Measure an individual's awareness of and sensitivity to cultural differences (intercultural sensitivity).</li> </ul> </li> <li>□ Central Office Team and Lead Principals will take the IDI and facilitated training in the 2019-2020 school year.</li> </ul>
<p>Diversion Committee</p>	<ul style="list-style-type: none"> <li>□ A district representative has attended the committee remotely and has invited others from the district to join dependent on the topic.</li> <li>□ A district representative has signed up for a sub-committee and has attended 1 subcommittee meeting. Further meetings have not been scheduled.</li> </ul>
<p><b>Metrics the District developed to measure the effectiveness of the strategy:</b></p> <ol style="list-style-type: none"> <li>1. Progress monitoring;</li> <li>2. Surveys;</li> <li>3. Building level committee meetings and review of discipline data to work on implementation of PBIS for each building/program.(leadership, PBIS, Climate, and Student Support Teams)</li> <li>4. Quarterly data review in relation to school demographics to identify policies or practices at the building level to identify disparate outcomes in discipline.</li> </ol>	



**Any changes implemented by the District in light of results in the reporting period.**

1. Achievement and Integration Plan has been approved effective May 2019. The district has begun implementation and has hired all identified support personnel identified in the plan.
2. Data reviews monthly at multiple levels utilizing real-time data through the incident reporting dashboard to identify trends and disparities. Those reviewing include:
  - a. Building leadership
  - b. Building Admin
  - c. Central Office Team
3. Bi-monthly leadership meetings for the Assistant Principal group who provides direct support in their buildings to applying the discipline policy.
  - a. Review of non-disciplinary interventions
  - b. Identify needs and create actionable steps to address those needs.
  - c. Addressing common protocols in reviewing data. The district is in a planning stage for providing additional professional development for reviewing data.
  - d. Provided professional development to Assistant Principals regarding the Birth to prison helix/School to prison pipeline.
  - e. Addressing actionable goals in MTSS/PBIS in each building and/or program.
4. Professional Development
  - a. Expanded the audience for trainings in Implicit Bias and Trauma.
  - b. Implemented Envoy Training to staff working directly with students.

**Enclosed for your Review:**

1. Suspension Data for the identified time period of February 1-August 31, 2019.\*
2. Achievement and Integration (A&I) Plan
  - a. School Board Presentation of the A&I Plan
  - b. Job Description: Peer Teacher
  - c. Job Description: BARR Teacher
  - d. Job Description:
3. Community Listening Sessions/Talking Circles- Board Presentation

**\*Data Request**

The agreed upon data is enclosed for the identified reporting period. At this time, the district is not required to collect or report on national origin. This data is not included in this reporting period.

The district will be required to report on National Origin in 2020. The district is preparing internal systems to make this change prior to 2020, and will begin collecting this information on a voluntary basis in the Fall of 2019.