

**Mounds View Public Schools
Minnesota Human Rights Department**

The District's intended outcomes for its plan:

Reduce the number of out of school suspensions globally with a particular emphasis on reducing disproportionality for students of color or disabilities

Specific steps the District took to comply with the requirements of Section 3 - Action Plan:

In addition to existing programs which includes Reach, Reach Transitions, TRY and CLT which are 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 for 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.

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 site during the reporting period.

Suspension by School (duplicated students)

School	TOTAL
Bel Air Elementary	2
Bridges	2
Island Lake Elementary	1
Pinewood Elementary	2
Reach Academy	9
Sunnyside Elementary	2
Turtle Lake Elementary	7
Valentine Hills Elementary	2
Grand Total	27

Suspension by School (Unduplicated Students)

School	TOTAL
Bel Air Elementary	2
Bridges	2
Island Lake Elementary	1
Pinewood Elementary	1
Reach Academy	5
Sunnyside Elementary	2
Turtle Lake Elementary	3
Valentine Hills Elementary	2
Grand Total	18

(2) a brief description of the reason for each suspension

Suspensions by Incidents

INCIDENT	TOTAL
Attendance	1
Disruptive/Disorderly	5
Conduct/Insubordination	11
Fighting	2
Illegal Drugs (Possession/Use)	6
Physical Assault	1
Threat/Intimidation	1
Weapon	1
GRAND TOTAL	27

(3) disaggregated data showing the breakdown of each disciplinary incident identified in the report by race and by disability status

Suspension by Race (Duplicated Students)

	Black	Hispanic	Two or More	White	TOTAL
TOTAL	11	5	2	9	27
Percent of Total	41%	19%	7%	33%	100%

Suspensions by Disability Status (Duplicated Students)

	Not SE	Yes, SE	TOTAL
TOTAL	8	19	27
Percent of Total	30%	70%	100%

Suspension by Race (Un duplicated Students)

	Black	Hispanic	Two or More	White	TOTAL
TOTAL	7	2	2	7	18
Percent of Total	39%	11%	11%	39%	100%

Suspensions by Disability Status (Un duplicated students)

	Not SE	Yes, SE	TOTAL
TOTAL	4	14	18
Percent of Total	22%	78%	100%

Metrics the District developed 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 imbed a consistent understanding of the concept and uses in an effort to provide consistency from building to building.