

**Minnesota Department of Human Rights and ISD 279 - Osseo Area Schools  
Collaboration Agreement**

RECEIVED  
AUG 06 2018  
MN DEPT OF HUMAN RIGHTS

The Minnesota Department of Human Rights (Department) is the agency of the State of Minnesota responsible for enforcing the Minnesota Human Rights Act.

Osseo Area Schools ("District") provides public education to school aged children within its district and has developed an equity policy and strategic plan focused on transformational system change to ensure equitable achievement for each student.

It is the State of Minnesota's mission to provide a system for lifelong learning, to ensure individual academic achievement, an informed citizenry, and a highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision-making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners. The public schools of this state shall serve the needs of the students by cooperating with the students' parents and legal guardians to develop the students' intellectual capabilities and lifework skills in a safe and positive environment. Minn. Stat. §120A.03.

The Department and District share mutual goals to ensure:

- Learning occurs in safe and supportive environments;
- Every student has an equal opportunity to fully participate in and to succeed in a quality education; and
- The District applies its student discipline policies and procedures in a non-discriminatory manner.

The Department and District have a strong a commitment to:

- Work together on behalf of all Minnesota students to ensure their success; and
- Collaborate and use their best efforts to improve student academic achievement by reducing the disparate suspension and expulsion outcomes for students from racial and ethnic minority communities and students with disabilities.

The Department and District acknowledge that the unnecessary use of exclusionary discipline can have serious, long term, and detrimental effects on student engagement and academic achievement.

The Department and District acknowledge that teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning.

The Department and District recognize that there are many corrective action strategies that can be implemented with a school environment and that the District should have the ability to select the specific corrective action strategy it feels is best for its school community.

The Department and District recognize that there are several federal and state educational mandates for the District to achieve. The Department and District recognize that the District should have flexibility in crafting a plan that is best suited for its school community.

The Department and District recognize that enhanced alignment of government programs and services seeking to assist low income households and eliminate homelessness may have a positive impact on reducing behaviors that could result in suspension and expulsion.

The Department and District recognize that the Department will affirmatively seek to assist the District in securing resources among private foundations, private businesses, and governmental units to support efforts within the District to reduce the need to suspend or expel students.

Therefore, the Department and District, collectively referred to as Parties, agree as follows:

1. The District has developed and submitted to the Department a racial equity policy and a Strategic Plan (Plan), which are attached as Exhibit A to this Agreement. The District will obtain input from students, parents, and teachers to obtain qualitative data on a regular and on-going basis concerning the plan identified in Exhibit A and will provide the Department with information on the District's engagement efforts and how input from stakeholders was utilized.
2. The District agrees that school resource officers (SROs) assigned to the District will not be consulted with respect to school discipline decisions.
3. The District will submit semi-annual reports to the Department demonstrating its efforts to comply with the provisions of this Agreement and to implement its Plan. The District will provide semi-annual reports by December 30<sup>th</sup> of each year, and the second semi-annual report by June 30<sup>th</sup>. Each report will address activity for the preceding six months. The first semi-annual report is due to the Department on December 30<sup>th</sup>, 2018.
4. At a minimum, the report will include the following information for each strategy the Plan identified:
  - a. The District's intended outcomes for its Plan;
  - b. Specific steps the District took to implement the strategies identified in its Plan;
  - c. Metrics the District developed to measure the effectiveness of the strategies identified in its Plan; and
  - d. Any changes implemented by the District in light of results in the reporting period.
5. The report will also include aggregate de-identified suspension and expulsion data showing:
  - a. The race, ethnicity, national origin, and gender of students suspended or expelled;
  - b. Whether students are recognized as a student with a disability;
  - c. The total number of suspensions or expulsions by site; and
  - d. The total number of days of suspension by site.
6. The Department, in collaboration with MDE, School Districts, and Charter Schools, will create a Diversion Committee during the 2018-19 school year. The District will designate a representative or representatives to serve on the Diversion Committee. [P21] The Department or a professional facilitator the Department contracts with is responsible for scheduling, coordinating, and identifying a location for the Diversion Committee meetings. The Diversion Committee will meet at least quarterly. Nothing within this section prohibits the Diversion Committee members from meeting more regularly at the discretion of the Diversion Committee members.

7. The purpose of the Diversion Committee is to develop and create best practices for school boards, superintendents, discipline supervisors, principals, teachers, staff, and discipline assessment teams on reducing suspensions and expulsions from racial and ethnic minority communities and students with disabilities.
8. The Diversion Committee may consider creating subcommittees as necessary to meet its purpose, which could include the following:
  - a. DIRS – Create greater clarity for schools on the conduct schools should report to MDE;
  - b. Corrective Action Strategies– Best practices for understanding, teaching, evaluating, and monitoring implementation of corrective action strategies;
  - c. Implicit Bias – Best practices for understanding, teaching, evaluating, and monitoring implementation of implicit bias education; and
  - d. Engagement – Best practices for ensuring student, teacher, and community involvement that leads to qualitative assessment.
9. The Diversion Committee will provide information and recommendations to the Department. Based on the information and recommendations made by the Diversion Committee, the Department will:
  - a. Coordinate external stakeholders to drive toward community based solutions;
  - b. In collaboration with MDE, publish technical guidance on best practices to reduce suspension and expulsion disparities for students from racial and ethnic minority communities and students with disabilities;
  - c. Facilitate conversations with other government units to explore ways to eliminate duplication of services, barriers for families and students, and improve data sharing;
  - d. Facilitate a legislative policy report;
  - e. Provide technical assistance on civic engagement;
  - f. Provide feedback to District on policies, efforts to reduce suspensions, and data analysis; and
  - g. Use its best efforts to secure resources from private foundations, private businesses, and other governmental units, such as MDE, Minnesota Department of Human Services, Minnesota Department of Health, public housing agencies, and counties.
10. The Parties acknowledge that the release of information concerning this matter is governed by the Act, the Minnesota Government Data Practices Act, Minn. Stat. §§ 13.03 *et. seq.*, and the Official Records Act, Minn. Stat. §§ 15.17 *et. seq.*
11. The Parties agree that the Department may make public: (a) the terms of this Collaboration Agreement and (b) the information identified as public data in Minn. Stat. § 363A.35. The Parties agree to attempt to work collaboratively on any press releases and responses to media inquiries concerning this Collaboration Agreement.
12. If a Court of competent jurisdiction, for any reason, holds any part of this Collaboration Agreement invalid, unlawful, or otherwise unenforceable, such decision shall not affect the validity of any other part of the Collaboration Agreement.
13. The parties have mutually agreed to enter into this Collaboration Agreement to work together on a nation-wide and state-wide issue. This Collaboration Agreement is not an indication or an admission

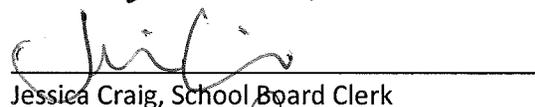
of any liability or wrongdoing by or on behalf of either party. The Department has not made a probable cause discrimination finding against and the District denies any violation of the Act.

14. This Collaboration Agreement begins on the date that the parties execute it and the ends on September 1, 2021.
15. The parties to this Collaboration Agreement acknowledge that they have read and have gained an understanding of the terms of the Collaboration Agreement, that legal counsel has represented them or they had the opportunity to retain legal counsel, and they are voluntarily entering into this Collaboration Agreement.
16. This Collaboration Agreement may be executed in multiple counterparts, which shall be construed together as if one instrument. In addition, any party shall be entitled to rely on an electronic copy of a signature as if it were the original. The parties have caused this Collaboration Agreement to be signed on the dates opposite their signatures.
17. Minnesota law will govern the construction and interpretation of this Collaboration Agreement. No rule of strict construction shall apply against either Party as both Parties equally drafted the Collaboration Agreement. The Parties agree that any action regarding interpretation or adherence to the terms of the Collaboration Agreement shall be filed in Ramsey County district court.
18. If either party believes that the other is in material breach of this Collaboration Agreement, that party will notify the other in writing and will identify the specific provisions of this Collaboration Agreement the party believes has been breached. The party will request a meeting with the other to resolve the outstanding issue. The party shall only initiate judicial proceedings to enforce this Collaboration Agreement if the parties reach an impasse after negotiating in good faith for 30 days. The Parties agree that any action regarding interpretation or adherence to the terms of this Agreement shall be filed in Ramsey County district court.
19. Nothing within this Collaboration Agreement prevents either party from requesting public data from the other. To the extent consistent with state and federal law, nothing within this Agreement prevents the Department from obtaining information from the District to determine the District's compliance with the Agreement and its Plan.

7/31/18  
Date

  
Mike Ostaffe, School Board Chair

7/31/18  
Date

  
Jessica Craig, School Board Clerk

8/2/18  
Date

  
Kevin Lindsey, Commissioner  
Minnesota Department of Human Rights

---

**Exhibit A**

This page intentionally left blank.

## Mission

**Our mission is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.**

## Goals

- Each student articulates, plans for, and progresses toward his/her evolving dreams.
- Each student chooses to contribute to community in a mutually meaningful way.
- Each student demonstrates initiative and persistence to continually learn that which is important to him/her.
- Each student is ready for kindergarten.\*\*
- Each third-grader can read at grade level.\*\*
- Each student graduates from high school.\*\*
- Each student is ready for college and career.\*\*
- The achievement gap is closed on all state-mandated measures.\*\*

\*\* Indicates one of Minnesota's World's Best Workforce goals

## Strategies

- Create transformational system change to ensure equitable student achievement.
- Develop understanding and support of our district's mission and core values among members of our community.
- Engage students and families as partners to achieve our mission and strategic objectives.
- Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

## Our Core Values

**We believe that—**

- lifelong learning is essential for the individual and community to thrive;
- everyone has equal intrinsic value;
- trust is essential to sustaining successful relationships and to achieving results;
- better decisions emerge when diverse perspectives are intentionally included in a collaborative process;
- everyone benefits when cultural differences are acknowledged and understood, and individuals are treated respectfully and equitably; and
- everyone can learn more.

OSSEO AREA SCHOOLS

ISD  279

## Recommended priority work for 2018-2019

### **We will create transformational system change to ensure equitable student achievement.\***

- All sites will engage in the use of culturally responsive instructional strategies.
- At every elementary site, student outcomes and measurements of achievement are aligned and PreK is integrated into all school processes.
- All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.
- All sites will implement best practices for multilingual learners (English learners).
- Students will experience learning that is personalized in path, place, and pace through strengthening teaching and learning practices that support student success in the digital age.
- Middle schools will continue to engage in site-specific, ongoing assessment for program improvement focused on the 16 characteristics of effective middle schools as defined by the Association for Middle Level Education (AMLE).

### **\* Equitable student achievement means:**

1. Ensuring high levels of achievement for all students, and
2. Accelerating growth for students of color and other underperforming groups, in order to
3. Close the achievement gap on all state-mandated measures.

### **We will develop understanding and support of our district's mission and core values among members of our community.**

- A systemwide plan will be developed to support excellent customer service.

### **We will engage students and families as partners to achieve our mission and strategic objectives.**

- A systemwide plan will be implemented to engage and empower families to support their student(s).

### **We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.**

- Employees will identify and respond to the influence of race and culture on learning.
- Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.
- Implementation of the Enrollment and Capacity Management Framework will lead to increased community trust in the school district through engagement in long-range planning for enrollment and building use.

---

### *Strategy Delimiters*

**We will not** adopt any new program or service unless it is consistent with and contributes to our mission, and is accompanied by the staff development needed for effective implementation; accept any behavior that demeans the worth of any person; and allow past practice to interfere with the consideration of new ideas.

## **POLICY 101 RACIAL EQUITY IN EDUCATIONAL ACHIEVEMENT**

---

### **I. PURPOSE**

The purpose of this policy is to ensure that educational excellence and educational equity are provided for each learner. Each of the school district's students deserves respectful learning environments in which the student's racial and ethnic identity is valued and contributes to successful academic outcomes for all students. Through educational excellence and equity, each student in the school district will be empowered and equipped as a lifelong learner with the necessary tools to achieve dreams and contribute to community. The school district will establish and maintain a commitment to educational excellence and equity in its systemic practices, which will support its contribution toward a community free from racially predictable disparities.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to raising the achievement levels for each student by creating transformational system change to ensure equitable student achievement.

### **III. ADMINISTRATIVE RESPONSIBILITIES**

- A. School district administration will develop, support, model, and sustain equity-focused and culturally responsive training for staff and students.
- B. School district administration will develop practices that create multiple pathways to success in order to meet the needs of our diverse students, and will actively encourage, support and expect high academic achievement for each student.
- C. School district administration will monitor policies, programs and practices to assess educational equity and work to eliminate racial and ethnic disparities in all district and school-level programs.
  1. Students at the Center  
The school district will provide each student with high quality culturally responsive pedagogy.
  2. Equity Leadership Development  
The school district will recruit, employ, support and retain a workforce that reflects the diversity, including racial diversity, of enrolled students, as well as culturally competent administrative, instructional and support personnel.
  3. Culturally Responsive Leading, Learning, and Teaching Practices  
Consistent with state regulations and school district policy, the school district will provide materials and assessments that reflect the diversity of students and staff, and are geared towards the understanding and appreciation of race, culture, economic status, language, ethnicity, ability and other differences that contribute to the uniqueness of each student and staff member.
  4. Family and Community Engagement and Empowerment  
Each school and program will seek community input and create a welcoming culture and inclusive environment that reflects and supports the racial and cultural diversity of the school's student populations, their families, and communities.

Policy 101 Adopted: 11/22/16  
School Board  
INDEPENDENT SCHOOL DISTRICT 279  
Maple Grove, Minnesota

#### **Cross Reference:**

Policy 104 – School District Mission Statement