

Case #  
68086

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**Minnesota Department of Human Rights and ISD 280  
Collaboration Agreement**

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

Independent School District 280 provides public education to school aged children within its district and inspires and empowers each individual to learn, grow and excel. In the strategic plan 2015-2020, beliefs, goals, and strategies are major parts of the plan including:

**Richfield Public Schools' Mission**

**We believe:**

- in inspiring our students to grow, adapt and discover their place in the world
- all children have a right to a quality education, high standards, rigorous curriculum and powerful instruction
- in providing instruction that supports the different ways people learn
- that valuing our diverse backgrounds, experiences and perspectives fosters unity and empowers all
- the collective efforts of students, home, school and community form the foundation for excellence
- that core values of caring, honesty, respect and responsibility will be modeled, taught and nurtured
- it is everyone's responsibility to provide a safe, supportive and engaging environment

**Goals**

- Provide a high quality, competitive educational system
- Accelerate achievement for ALL students
- Engage family and community members as partners
- Ensure an environment where ALL belong

**Strategies:**

1. We will provide challenging, relevant and engaging educational opportunities for all students that will increase learning.
2. We will positively promote Richfield Public Schools.
3. We will provide a welcoming, healthy, supportive, safe and caring environment.
4. We will acquire and align human, financial, operational and technology resources to maximize organizational goals.

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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 workforce. 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 Minnesota Department of Human Rights (Department) enforces the Minnesota Human Rights Act (Act) and eliminates unfair discriminatory practices through the initiation and investigation of administrative charges and through education, conference, conciliation, and persuasion. Minn. Stat. § 363A.06.

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 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 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 strategies that can be implemented within a school environment and that the District should have the ability to select the specific strategy it feels is best for its school community.

The Department and District recognize that there 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.

The District expressly denies any allegation that any disparities that may exist with respect to student discipline imposed by the District are the result of discrimination or any other unlawful conduct.

The District contends the Department does not have jurisdiction over disparate impact claims in education under the Act, and further contends that, even if such jurisdiction exists, the District has legally valid and legitimate defenses to such a claim.

The Department has jurisdiction to investigate claims of discrimination in education under the Act and contends it has jurisdiction over disparate impact claims in education under the Act.

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

1. The District has developed and submitted to the Department a Strategic Plan to reduce suspensions, which is attached as Exhibit A to this Agreement. The District will seek input from students, parents and teachers concerning the Plan and will provide the Department with information on the District's engagement efforts and how input from students, parents and teachers, if any, was or was not utilized. The District maintains discretion to determine how to undertake the efforts outlined in the Plan.

2. The Department has established, in collaboration with MDE, a diversion committee to analyze suspension data and to provide a forum for school districts and charter schools to develop best practices. The District will designate a representative(s) to serve on the Diversion Committee established by the Department.
3. The District will submit reports according to the following schedule demonstrating its efforts to comply with the provisions of this Collaboration Agreement:

February 1, 2019  
 September 1, 2019  
 February 1, 2020  
 September 1, 2020  
 February 1, 2021  
 September 1, 2021

4. At a minimum, each report will include the following information:

- PK/Report  
 spreadsheet

in spreadsheet

- Kaye  
 staff

in spreadsheet  
 as cover

- a. The District's intended outcomes for its Plan;
- b. Specific steps the District took to comply with the requirements of the Plan; — Exhibit A — put in order
- c. Metrics the District developed to measure the effectiveness of its Plan;
- d. Summary data, as defined in Minnesota Statutes section 13.02, subdivision 19, containing the following information: (1) the number of suspensions, exclusions, and expulsions at each school 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; and
- e. Any changes implemented by the District in light of the data analysis required pursuant to the Plan.

5. The Department will identify any concerns with the District's reports no later than sixty (60) days after the Department receives the report from the District. The Department will: (a) identify deficiencies with the submission provided by the District; (b) identify how the District can address the deficiencies; (c) allow the District an opportunity to propose solutions; and (d) provide the District sufficient time to remedy the identified deficiencies. The Department's failure to

provide a timely response to the District's report will be deemed acceptance of the annual report by the Department.

6. The Department will close the charge of discrimination entitled *Lindsey vs. ISD #280, Richfield Public Schools*, charge No. 68086 and will not bring a Commissioner's administrative charge for violation of the Act related to the suspension and expulsion decisions made by the District prior to the execution of this Agreement. The Department will not bring a charge relating to the District's suspension and expulsion decisions based upon a disparate impact theory under the Act during the term of this Agreement. The obligations of this Paragraph survive the expiration of this Agreement as specified in Paragraph 14 and expire on September 2, 2022.
7. This Agreement will not be construed to prohibit the Department from investigating charges of discrimination that are unrelated to the suspension and expulsion decisions made by the District or any charges the Department receives from third parties.
8. School Resource Officers will not be involved in deciding whether or not a student will be suspended or expelled; provided, however, that School Resource Officers may provide factual information that may be considered by the District when making its student discipline decisions.
9. The Department agrees that the District commitments outlines in this Agreement and Plan, if implemented in a manner consistent with the terms of this Agreement, are reasonably calculated to address any discipline disparities that may exist within the District.
10. Nothing in this Collaboration Agreement prevents the Department from obtaining information from the District to determine the District's compliance with the Collaboration Agreement and its Plan so long as the release of such information is authorized by State and Federal law. 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.*, the Official Records Act, Minn. Stat. §§ 15.17 *et seq.*, and the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, as well as the rules and regulations associated with such laws.
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

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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 the District and has not found a violation of the Act.
14. This Collaboration Agreement begins on the date that both parties execute it and 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 this 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. Notwithstanding Paragraph 6 of this Agreement, the Party

| Column A  | Column B   | Column C                               | Column D                               |
|---|--|--|--|
| 1a. The Districts intend outcomes for ICS Plan  | Reduce suspension rates; reduce suspensions; reduce disproportionality of suspensions for different demographic groups   |  |  |
| 2b. Specific steps the District look to comply with the requirements of the Plan.   |  |  |  |
| 3   | Richard's plan for reducing suspensions  |  |  |
| 4   | Positive School Climate  | By When                                | Responsible                            |
| 5   | Direct With Equity Learning Through Incent Classroom   | 2018-2020                              | Assistant Superintendent               |
| 6   | Supernatural Student, Staff and Community Advisory Committees  | 2018-2019                              | Assistant Superintendent               |
| 7   | Developing positive student to student and staff to student relationships; increase in social emotional behavior supports to schools                                       | 2018-2019                              | Executive Director of Special Services |
| 8   | Regular Meetings with School Resource Officers   | Ongoing                                | Superintendent                         |
| 9   | Professional Development Curriculum  | By When                                | Person Responsible                     |
| 10  | Teachers, administrators, and support staff trained in Incent Classroom Culturally Responsive Teaching practices, which includes cultural awareness and anti-bias training | Ongoing                                | Assistant Superintendent               |
| 11  | Classroom Interventions for Special Education staff and administrators   | Executive Director of Special Services | Ongoing                                |
| 12  | Behavior strategies and management training for classroom teachers   | Director of Student Services           | Began 2015-2016; Ongoing               |
| 13  | Response to Behavior   | Person Responsible                     | By When                                |
| 14  | Review and update school rules and behavior handbooks  | Executive Director of Special Services | 2019-2020                              |
| 15  | Alternative to suspension program to be established for secondary students otherwise facing out of school suspension   | Executive Director of Special Services | 2018-2019                              |
| 16  | Principal consultation with Executive Director of Special Services prior to any student suspension of greater than three days  | Executive Director of Special Services | 2018-2019                              |
| 17  | Develop and implement consistent district-wide pre-suspension protocols for out of school suspension   | Executive Director of Special Services | 2018-2019                              |
| 18  | Develop and implement consistent district-wide post-suspension review process for out of school suspension   | Executive Director of Special Services | 2018-2019                              |
| 19  | Monitoring Progress  | Executive Director of Special Services | Ongoing                                |
| 20  | Supernatural to meet quarterly with each Principal to review all suspension data, broken down by race, gender, and disability status                                       | Person Responsible                     | By When                                |
| 21  | Being Proactive  | Person Responsible                     | By When                                |
| 22  | Plan for recruitment and retention of staff which reflect our student population, consistent with applicable law   | Executive Director of Human Resources  | Ongoing                                |
| 23-25. Metrics the District developed to measure the effectiveness of its Plan  |  |  |  |
| 24-d. Summary data, as defined in Minnesota Statutes section 13.02, subsection 19, containing the following elements: 1. the number of suspensions, expulsions, and expulsions at each school during the reporting period; 2. a brief description of the reason for each suspension, expulsion, and expulsion; and 3. disaggregated data showing the breakdown of each disciplinary incident identified in the report by race and by disability status; and |  |  |  |
| 25-g. Any changes implemented by the District in light of the data analysis required pursuant to the Plan.  |  |  |  |
|   | This is the Key Strategy report updated as of end of December  |  |  |
|   | No changes planned at this time  |  |  |

See 15B  
See 15B

See 15B

**Potential Days/options for Innocent Classroom Trainings:**

**Thursday, June 7 and Friday, June 8**-This would be an option thro  
Academy

**Friday, August 24** (preK-5 buildings report). Your team would need to coordinate with building principals. \*\*Secondary schools (RMS and RHS) do NOT report/not in session.

**Monday, August 27** (all teachers report preK-12). Your team would need to coordinate with building principals.

**Tuesday, August 28**-similar to what we have done in the past. The morning is a district-wide kick-off and the afternoon would be open for PD. The option would be from 12-4 pm. versus a just the Innocent Classroom overview (as we have offered in the past). This would afford your team 3-4 hours of induction. AND the Innocent Classroom Team would have access for all preK-12 teachers.

**Wednesday, August 29**-could be a smaller group/this is a district meeting day, so some staff (Special Education Staff, Social Workers, ELL staff would not be available).

**Monday, November 5**- preK-12 staff release day.  
Secondary staff (grades 7-12, plus select staff--social workers, etc..) could be available the full day. Your team would need to connect with building leaders.

**OR**  
Elementary staff (at their building sites) could be available in the afternoons (12-4)

**OR**  
Your team could do 2 separate sessions ---morning with secondary and afternoon with elementary.

**Monday, January 28**- preK-12 staff release day.  
Secondary staff (grades 7-12, plus select staff--social workers, etc..) could be available the full day. Your team would need to connect with building leaders.

**OR**  
Elementary staff (at their building sites) could be available in the afternoons (12-4)

**OR**  
Your team could do 2 separate sessions ---morning with secondary and afternoon with elementary.

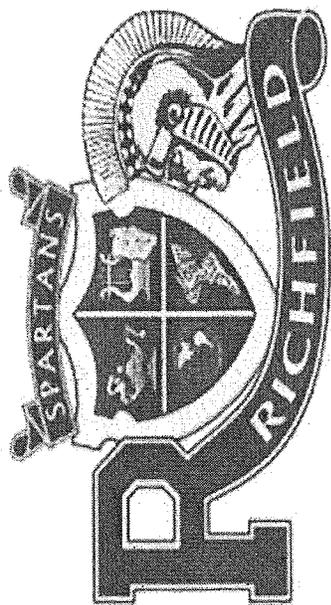
**Friday, March 8** -preK-12 staff release day. This is the final district PD of the year. Your team would need to coordinate with building principals regarding availability.

To offer Learning Academy Option--please connect with Emily Burt (lead peer reviewer). It is also possible to offer training this summer AFTER July 1 through Learning Academy. Because teachers are given stipends through Q-comp.

If we get enough interest, (15-20 people or more), we could possibly get groups trained this summer). The dates would be open July and August.

**The dates to avoid are the following:**

|               |  |
|---------------|--|
| August 15, 16 | K-5 Classroom Teachers would NOT be available            |
| August 20     | New Special Ed teachers would NOT be available           |
| August 21-23  | New Teacher Workshop/new teachers would NOT be available |



# Equity Work/Innocent Classroom

December 18, 2017

## **Innocent Classroom: Implementation Strategies**



- Support broad infusion and awareness of Innocent Classroom practices and strategies across the district.
- Enrollment of classroom teachers in *Constructing the Innocent Classroom* five-session workshop series to refine and embed strategies as part of regular classroom instruction and interaction with students.
- On-going support for teachers trained and leaders trained in *Constructing the Innocent Classroom*.

## Just the facts



### *Innocent Classroom Activities Summary. 2016-present*

- Leadership Training Sessions. Six sessions total. Held quarterly starting in August 2016
- Alexs Pate Keynote, August 2016
- Innocent Classroom workshop week information and introductory sessions, total of 9 sessions over last two school years
- One Innocent Classroom training and information session for school bus drivers, August 2017
- Four Constructing the Innocent Classroom Cohorts for 83 educators (25% of teachers are in or have completed training)

# Just the facts



## *Constructing the Innocent Classroom Participation*

### 2016-17 School year

- Cohort I 25 teachers
- Cohort II 18 teachers

### 2017-18 School year

- Cohort I 43 teachers
- Cohort II 8 (as of November 2017)
- Sheridan Hills School 39 Educators (full staff)
- RMS 66 Educators (full staff)

# Just the facts



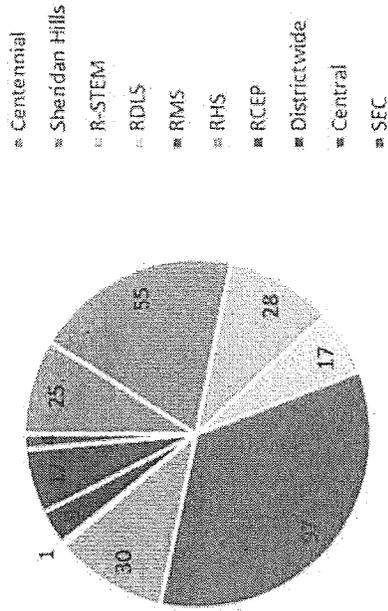
## *Constructing the Innocent Classroom Participation by School*

| School                       | Number of Teachers | Teachers Trained | Percentage Trained |
|------------------------------|--------------------|------------------|--------------------|
| Richfield High School        | 80                 | 16               | 20%                |
| Richfield Middle School      | Whole school       |                  |                    |
| Sheridan Hills Elementary    | Whole school       |                  |                    |
| Centennial Elementary School | 43                 | 8                | 19%                |
| Richfield STEM School        | 54                 | 21               | 39%                |
| Richfield Dual Language      | 31                 | 9                | 29%                |

# By the numbers...



Innocent Classroom Participants By Building  
16-17 & 17-18 as of 12/13/17



## **Next Steps: Spring 2018**



- *Two Constructing the Innocent Classroom* cohorts spring 2018
- Complete leadership training
- District wide Innocent Classroom practice session for teachers trained in *Constructing*
- Continue whole school support at Sheridan Hills & Richfield Middle School
- Whole school workshop session at Centennial Elementary January 2018

## Next Steps 2018-19



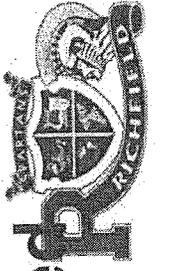
- Complete whole school trainings at Sheridan Hills and Richfield Middle School
- By Spring 2019 all teachers will be trained in *Constructing the Innocent Classroom*
- By Spring 2019 all schools and district office will have developed plans for sustaining practices

## Recommendations



- In Spring of 2018 all schools should develop a site-specific plan for training staff in *Constructing the Innocent Classroom*.
- Identify and support Innocent Classroom leaders in buildings who can help sustain practices.
- Include Innocent Classroom as regular part of workshop week. In 2018 include classroom teachers as presenters.
- Starting in Spring 2018 offer regular district wide Innocent Classroom practice sessions for teachers to collaborate and refine practice.

# Evaluating the Impact: Teacher Reported Outcomes



● Reductions in disciplinary actions and referrals **88%** **84%** **42%**

of developed improved relationships with children.

of educators are able to redirect student behavior in a positive direction.

reduction in weekly referrals

● Improvements in academic engagement and achievement **100%** **94%**

of educators reported an increase in academic mindset

of educators have seen more academic growth than usual in students.



## Evaluating the Impact: 2017-18

- Spring of 2018 evaluation will include these objectives measures:
  - Impact on referrals, suspensions, and absences
  - Impact on measures of academic performance: MCA and MAP assessments

**Spring 2017 – Richfield Public Schools Cohort 2**  
*Constructing the Innocent Classroom – Post Survey*

**Executive Summary**

11 Responses

**Academic Mindset**

- 100% of respondents cited an increase or strong increase in academic mindset when they used strategies to engage a child's good.

**Redirecting Student Behavior**

- 90% of respondents agree or strongly agree that they are better able to redirect student behavior in a positive direction because of the knowledge, skills, and practice gained in *Constructing the Innocent Classroom*.

**Improved Relationships**

- 90% of respondents agree or strongly agree that the knowledge and skills they developed improved their relationships with students.

**Academic Growth**

- 87.5% of respondents have seen more academic growth than they usually see in SOME or MOST of their students.

**Recommend to a Colleague**

- 88.9% of respondents definitely will or have already recommended the Innocent Classroom training to a colleague.

**Daily Outlook**

- 88.9% of respondents noted that their daily outlook is more positive and think this is connected to their participation in *Constructing the Innocent Classroom*.

**Educators are seeing changes in their students:**

- I believe the student is more trusting of me + believes I truly do care what happens about him.
- I look forward to our time together vs. dread. I keep seeing more good.
- There are less issues with their behavior, they smile with me more, share with me more.
- It has helped me refocus on the good of a child in those moments of frustration
- Improved a great deal!
- I now view the child differently + my goals concerning him are different. I see us as being on the same side instead of at odds and working together toward the same end.
- I've seen an improved relationship with her. This learning academy has given me permission to continue with the relationship building I began.

**Conversations with colleagues are beginning to change:**

- I have specifically used the work of Innocent Classroom during team meetings/groups.
- It has helped because I have ideas that can help the behaviors so teacher feels supported + they work.
- On the same page. Same language.
- More positive – looking more at what they are doing well.
- They have deepened the meaning of the whole child.
- They are continuous and enhancing. Sometimes, the conversations are not really followed, but I still believe, it will work better every time.
- Instead of focusing on negative assumptions about students, I have the tools to focus on positive while providing strategies.

**Educators are identifying and intentionally engaging the goods of their students:**

- Stability (homeless, mom having a baby, new to school, etc) + he is greeted at door – He has a buddy he sits with, etc.
- Seen ~ recognize publically (3<sup>rd</sup> grade) when doing his job – bring out positive so he doesn't feel need to act out to be seen.
- Leadership – give them jobs that show a leadership role in the classroom.
- Helping other teachers and making a presentation for second graders in mathematics.
- Need to be seen – I asked if I could keep something he worked hard on and displayed it in my classroom. Then I invited him to my room to see it displayed.
- Validated: I've been regularly playing a card game that she LOVES on Fridays.

**Comments on *Constructing the Innocent Classroom*:**

- I came as a leader in the building to see if we should make a greater commitment as a building to attend. I LOVE LOVE LOVE the framework and language of Innocent Classroom. I had a very hard time with the training - there was a lot of talking at me w/few visuals, structured conversation, etc. The slides are very text heavy + hard to follow + rarely were they used. I've heard many teachers like this training but I'm also concerned teachers will be turned off by the heavy + long lecture structure of the training.
- Would like more dialogue, less lecture, and dig a little deeper on the issues.
- Keep making more conference where we may learn from our experiences.
- Especially in the earlier sessions, I would appreciate some variety in the presentation. Videos? Pictures? Movement? It's hard to listen for 2 hours on Friday evening. Thanks! Q8 - I believe I will see more as I apply it more.
- I think the philosophies in these sessions were interesting. However, the pacing was extremely slow and un-engaging. Teachers want strategies, not theories. Telling teachers to think about what they would do isn't helpful - they have already tried a lot and have come here for new ideas. Also, the speaker needs to have more knowledge of teaching + teachers. I found that he had a hard time relating to our situations and didn't know what to do when we disagreed with him or if we already tried what he suggested. You can't simplify things. Teaching is hard. There is never just one kid that's challenging.

**Full Summary**

1. After identifying the good of a child, how has your relationship with that child improved or changed?

9 responses

|   |
|---|
| I believe the student is more trusting of me + believes I truly do care what happens about him.   |
| I look forward to our time together vs. dread. I keep seeing more good.   |
| I don't work directly with students and inconsistently with teachers.   |
| Get to positives more quickly.  |
| There are less issues with their behavior, they smile with me more, share with me more.   |
| It has helped me refocus on the good of a child in those moments of frustration.  |
| Improved a great deal!  |
| I now view the child differently + my goals concerning him are different. I see us as being on the same side instead of at odds and working together toward the same end. |
| I've seen an improved relationship with her. This learning academy has given me permission to continue with the relationship building I began.                            |

2. How have conversations with colleagues about a child and their good changed since the start of *Constructing the Innocent Classroom*?

9 responses

|   |
|---|
| I have specifically used the work of Innocent Classroom during team meetings/groups.  |
| It has helped because I have ideas that can help the behaviors so teacher feels supported + they work.  |
| I have better language to ask questions with Innocent Classroom.  |
| On same page. Same language.  |
| More positive - looking more at what they are doing well.   |
| They have deepened the meaning of the whole child.  |
| They are continuous and enhancing. Sometimes, the conversations are not really followed, but I still believe, it will work better every time. |
| Instead of focusing on negative assumptions about students, I have the tools to focus on positive while providing strategies.                 |
| I've spoken primarily with the colleagues who took this with me.  |

3. Please share a student's good and a strategy that you used to engage that good:

10 responses

|  |
|--|
| I haven't used it but I plan to use the good of being seen by asking a student to be a part of morning announcements.                                      |
| Stability (homeless, mom having a baby, new to school, etc) + he is greeted at door - He has a buddy he sits with, etc.                                    |
| Again, my work has been inconsistent   |
| Seen ~ recognize publicly (3rd grade) when doing his job - bring out positive so he doesn't feel need to act out to be seen.                               |
| Leadership - give them jobs that show a leadership role in our classroom.  |
| to be normal -   |
| One of mine needs positive attention and a leadership role.  |
| Helping other teachers and making a presentation for the second graders in mathematics.  |
| Need to be seen - I asked if I could keep something he worked hard on and displayed it in my classroom. Then I invited him to my room to see it displayed. |
| Validated: I've been regularly playing a card game that she LOVES on Fridays.  |

4. When I used strategies to engage a child's good, I saw the following impact on *academic mindset*:

*Academic mindset* is defined as a child's belief of belonging in the academic community, belief in one's ability to succeed, or belief that ability and competence grow with effort (University of Chicago).

9 responses.

- 11.1% (1) - Strong increase in academic mindset
- 88.9% (8) - Increase in academic mindset
- 0% (0) - No change in academic mindset
- 0% (0) - Decrease in academic mindset
- 0% (0) - Strong decrease in academic mindset

5. I am better able to redirect student behavior in a positive direction because of the knowledge, skills, and practice I gained in *Constructing the Innocent Classroom*:

10 responses

- 30% (3) - Strongly agree
- 60% (6) - Agree
- 0% (0) - Neither agree nor disagree
- 0% (0) - Disagree
- 10% (1) - Strongly disagree

6. The knowledge and skills I have developed have improved my relationships with students:

10 responses

- 30% (3) - Strongly agree
- 60% (6) - Agree
- 0% (0) - Neither agree nor disagree
- 0% (0) - Disagree
- 10% (1) - Strongly disagree

7. Prior to participation in *Constructing the Innocent Classroom*, I sent students out of the classroom for behavior issues about \_\_\_\_\_ times per week. Since beginning *Constructing the Innocent Classroom*, I send students out of the classroom for behavior issues about \_\_\_\_\_ times per week.

8 responses

| Prior to participation | Since beginning participation |
|------------------------|-------------------------------|
| 3                      | 1                             |
| Didn't                 |                               |
| N/A                    |                               |
| 0                      | 0                             |
| 0                      | 0                             |
| 1 or 2                 | 1                             |
| 0                      | 0                             |
| N/A                    |                               |

8. Which statement best describes the academic growth that you've seen in your students since beginning *Constructing the Innocent Classroom*?

8 responses

- 12.5% (1) - As a result of my participation in *Constructing the Innocent Classroom*, I have seen more academic growth in MOST of my students than I usually see.
- 75% (6) - As a result of my participation in *Constructing the Innocent Classroom*, I have seen more academic growth in SOME of my students than I usually see.
- 12.5% (1) - I don't think my participation in *Constructing the Innocent Classroom* has impacted my students' growth.
- 0% (0) - As a result of my participation in *Constructing the Innocent Classroom*, I have seen less academic growth in my students than I usually see.

9. How likely are you to recommend *Constructing the Innocent Classroom* to a colleague?

9 responses

- 33.3% (3) - I have already recommended the Innocent Classroom training to a colleague.
- 55.6% (5) - I definitely will.
- 11.1% (1) - I may.
- 0% (0) - I probably will not.
- 0% (0) - I definitely will not.

10. How would you describe your daily outlook since participating in *Constructing the Innocent Classroom*?

9 responses

- 88.9% (8) - My daily outlook is more positive and I think this is connected to my participation in *Constructing the Innocent Classroom*.
- 11.1% (1) - I have a more positive daily outlook, but I don't think that this is connected to my participation in *Constructing the Innocent Classroom*.
- 0% (0) - My daily outlook is very similar to before I took *Constructing the Innocent Classroom*.
- 0% (0) - I have a less positive daily outlook than before, but I don't think this is connected to my participation in *Constructing the Innocent Classroom*.
- 0% (0) - My daily outlook is not as positive, and I think this is connected to my participation in *Constructing the Innocent Classroom*.

11. Is there anything else you would like to share, comment, or ask?

5 responses

|   |
|---|
| <p>I came as a leader in the building to see if we should make a greater commitment as a building to attend.<br/>         I LOVE LOVE LOVE the framework and language of Innocent Classroom.<br/>         I had a very hard time with the training - there was a lot of talking at me w/few visuals, structured conversation, etc. The slides are very text heavy + hard to follow + rarely were they used. I've heard many teachers like this training but I'm also concerned teachers will be turned off by the heavy + long lecture structure of the training.</p>   |
| <p>Would like more dialogue, less lecture, and dig a little deeper on the issues.</p>   |
| <p>Keep making more conference where we may learn from our experiences.</p>   |
| <p>Especially in the earlier sessions, I would appreciate some variety in the presentation. Videos? Pictures? Movement? It's hard to listen for 2 hours on Friday evening.<br/>         Thanks!</p>   |
| <p>Q8 - I believe I will see more as I apply it more.</p>   |
| <p>I think the philosophies in these sessions were interesting. However, the pacing was extremely slow and un-engaging. Teachers want strategies, not theories. Telling teachers to think about what they would do isn't helpful - they have already tried a lot and have come here for new ideas. Also, the speaker needs to have more knowledge of teaching + teachers. I found that he had a hard time relating to our situations and didn't know what to do when we disagreed with him or if we already tried what he suggested. You can't simplify things. Teaching is hard. There is never just one kid that's challenging.</p> |

Innocent Classroom  
Teaching and Learning  
AGENDA  
October 24, 2017

|  |   |
|--|---|
| <p><b>Learning Targets for the day:</b></p> <ul style="list-style-type: none"> <li>• I can define leadership expectations for equity and lead learning with building staff.</li> <li>• I can lead the work of personal and staff engagement in this area</li> <li>• I can develop plans to present similar learning experiences to my staff/support and facilitate discussions of the Good of others.</li> </ul> | <p><b>Resource/ Materials for the day:</b><br/>Agenda</p> |
|--|---|

| Time          | Agenda Item  | Goals  | Facilitator |
|---------------|--|--|-------------|
| 9:15-9:25am   | Welcome, Norms   | <ul style="list-style-type: none"> <li>• Set the tone for the day, expectations of our collective goals, commitment and collaborative efforts of all.</li> <li>• Opportunity for leaders to share celebrations/wins</li> </ul>   | Leadriane   |
| 9:25          | Review   | <ul style="list-style-type: none"> <li>• Review of Work thus far</li> </ul>  | Adibisi     |
| 9:25-11 am    | Curriculum and Instructional Leadership/Review of Literacy Standards | <ul style="list-style-type: none"> <li>• Provide an overview of Summer Writing, expectations for leaders, support, and future plans for teaching staff of our K-12 Literacy work.</li> <li>• Support the common language "what is the good of that staff member/colleague" – especially when the issue is challenging.</li> <li>•</li> </ul> | Adibisi     |
| 11 am Break   |  |  |             |
| 11:10-11:30am | Business Updates   | <ul style="list-style-type: none"> <li>• Overview for Election</li> </ul>  | Steve       |

# Reimagine Richfield



A commitment to create lasting equity and excellence in education for all students

Please join us for a community conversation as we continue our plan to create equity, integration and excellence in education for all Richfield students.

We are asking you to share your thoughts, ideas and feedback on the current state of our schools and the future we want to see. We are looking for your input on how we can best meet the needs of all our students and how we can best support our staff. This is an opportunity for you to be heard and to help shape the future of our schools. We invite you to share your thoughts and ideas with us. The conversation will inform our work as we work to create a more equitable and excellent education for all our students and our community. We invite you to Reimagine Richfield and help us continue to redesign our schools for the success of all students.

**Monday, January 29, 2018, from 6:00 pm to 9:00 pm**  
**Richfield High School Cafeteria, 7001 Harriet Ave S**  
**Enter door #3 – flagpole entrance**

Interpreters and child care are available.

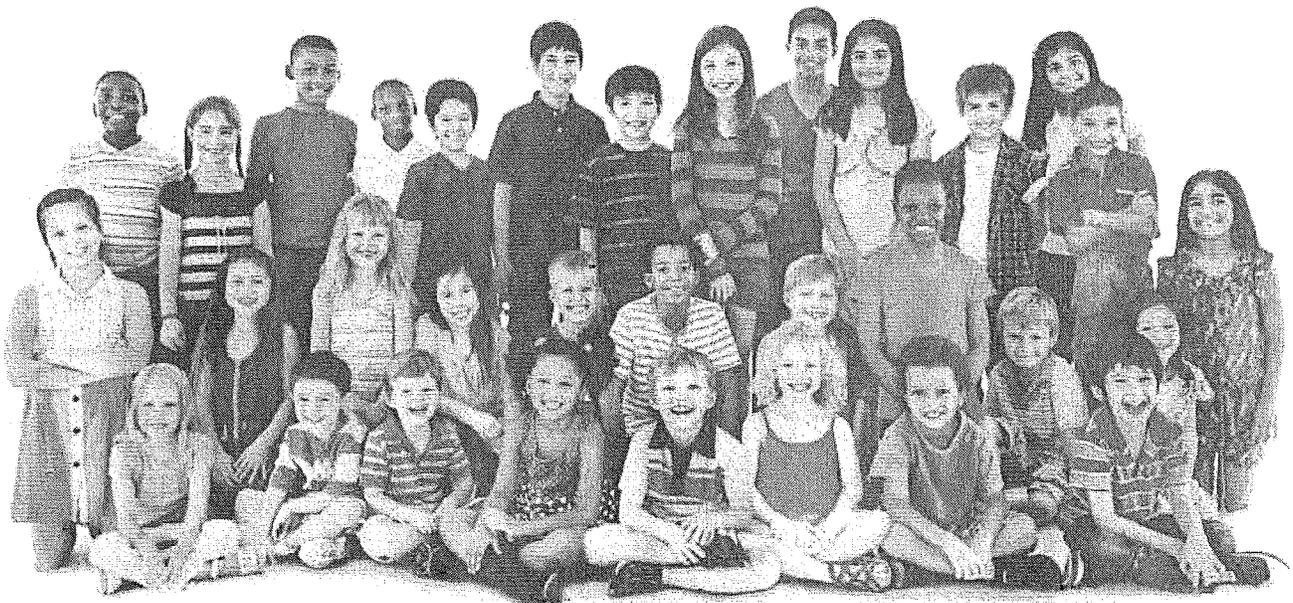
If you require transportation please call 612-798-6012 by Friday, January 26.

Food and refreshments will be provided.

The event is designed to be participatory and engaging.

Everyone is welcomed, honored and respected for who they are and the contributions they offer.

See you there!



**Constructing The Innocent Classroom - RPS Participants - Cohort I**

| First    | Last           | Position                 | Building   |
|----------|----------------|--------------------------|------------|
| Katie    | Cordes         | ESL                      | CENT       |
| Lisa     | Kalata         | Social Worker            | CENT       |
| Lorna    | Larson         | Literacy Interventionist | CENT       |
| Mary     | O'Neal         | Sub Teacher              | Default    |
| Eric     | Herrmann       | Peer Reviewer            | DO         |
| Melanie  | Lawrence-Smith | Lead Peer Reviewer       | DO         |
| Lindsey  | Erickson       | Special Education        | EXT CAMPUS |
| Cassie   | Acostacano     | Counselor                | RCEP       |
| Kathy    | Luebbe         | Music                    | RDLS       |
| Maia     | Mack           | Art                      | RDLS       |
| Amy      | Ponce          | Peer Reviewer            | RDLS       |
| Karen    | Slaght         | Social Worker            | RDLS       |
| Phoebe   | Anderson       | Nurse                    | RHS        |
| Marisa   | Zimmerman      | Social Worker            | RHS        |
| Erin     | Burggraff      | ELA                      | RMS        |
| Debra    | Buss           | 6th Gr. Math             | RMS        |
| Mary     | Supple         | 6th Grade                | RMS        |
| Diane    | Bell           | 1st Gr. Teacher          | SH         |
| Alison   | Pichel         | Literacy Interventionist | SH         |
| Ann      | Rummel         | ESL                      | SH         |
| Emily    | Burt           | Peer Reviewer            | STEM       |
| Patricia | Davis          | ESL                      | STEM       |
| Ann      | Dougherty      | Literacy Interventionist | STEM       |
| Kirstin  | Gulland        | Special Education        | STEM       |
| Kelli    | Kiedrowski     | Special Education        | STEM       |

**The Innocent Classroom - Richfield Cohort 2 Participants - 1/27/17**

| <b>First</b> | <b>Last</b> | <b>Position</b>          | <b>Building</b> |
|--------------|-------------|--------------------------|-----------------|
| Michele      | Borne       | Sub Teacher              | ALL             |
| Lisa         | Carlson     | RDLS                     | RDLS            |
| Eudoro       | Olivares    | Teacher                  | RDLS            |
| Maggie       | Sandholm    | Literacy Interventionist | RDLS            |
| Betsy        | Seymour     | ELL Teacher              | RDLS            |
| Ryan         | Finke       | Dean of Students         | RMS             |
| Anna         | Resele      | Instructional Coach      | RMS             |
| Chelsey      | Hauer       | Social Worker            | SH              |
| Sofia        | Vladimirova | Teacher                  | SH              |
| Charity      | Calubayan   | ELL Teacher              | STEM            |
| Diane        | Erdmann     | STEM Teacher             | STEM            |
| Danielle     | Fields      | Asst. Principal          | STEM            |
| Sandra       | Forest      | Social Worker            | STEM            |
| Sheila       | McGuire     | Literacy Interventionist | STEM            |
| Jennifer     | Munson      | Teacher                  | STEM            |
| Chris        | Pregler     | Teacher                  | STEM            |
| Kaye         | Sweeney     | Psychologist             | STEM            |
| Erin         | Walding     | Teacher                  | STEM            |

The Innocent Classroom - Richfield Cohort 1 Participants - 10/9/17

| First       | Last            | Building   |
|-------------|-----------------|------------|
| ALYSHA      | GARCIA          | CENT       |
| KATHLEEN    | GORDON          | CENT       |
| NAOMI       | HANSON          | CENT       |
| KELSEY      | KINSELLA        | CENT       |
| KIRSTEN     | KLOSINSKI       | CENT       |
| MICHELLE    | FRANZ           | CENTRAL    |
| EMILY       | NORWICK         | CENTRAL    |
| TANYA       | OLSON           | CENTRAL    |
| MELISSA     | SCHRAMM         | CENTRAL    |
| COURTNEY    | SMITH           | CENTRAL    |
| JENNA       | SSEMUJJU        | CENTRAL    |
| SANDRA      | WALSH           | Multi Bldg |
| COURTNEY    | BRAINARD        | RDLS       |
| AMANDA      | MARKLE          | RDLS       |
| BLANCA      | MATIAS MARTINEZ | RDLS       |
| SARAH       | ADAMS           | RHS        |
| MATTHEW     | BROWN           | RHS        |
| AMY         | HAGER           | RHS        |
| KATHERINE   | HALLIN PAYNE    | RHS        |
| JENNIFER    | KERSTEN OLSON   | RHS        |
| ANNE        | MESSERLI        | RHS        |
| CHRISTOPHER | PETERSON        | RHS        |
| JENNIFER    | SPANGLER-WAGNER | RHS        |
| MEGAN       | STECHER         | RHS        |
| MORGAN      | STEELE          | RHS        |
| TOBY        | BERGLAND        | RMS        |
| KRISTA      | MCELLIGOTT      | RMS        |
| MARIT       | OBERLE          | RMS        |
| KAREN       | SCOTT           | RMS        |
| Tristan     | Weinmaster      | RMS        |
| LEAH        | WHEELER         | RMS        |
| MELISSA     | WILLIAMS        | RMS        |
| AUBREE      | YUNKER          | RMS        |
| NANCY       | ANDERSON        | RSTEM      |
| CHRISTINA   | EBERLY          | RSTEM      |
| HANNAH      | KELLY           | RSTEM      |
| EMILY       | VIRANT          | RSTEM      |
| KIMBERLY    | DORAN           | SEC        |
| ANDREW      | KIEL            | SEC        |
| LU ANN      | TAUER STONE     | SEC        |

The Innocent Classroom - Richfield Cohort 2 Participants - 12/6/17

| First     | Last           | Building |
|-----------|----------------|----------|
| Jennifer  | Sjosten        | RCEP     |
| Marta     | Shahsavand     | RDLS     |
| Elizabeth | Winslow        | RHS      |
| Molly     | Blesi          | RMS      |
| Juan      | Figuroa Garcia | RMS      |
| Rachel    | Edstrom        | RSTEM    |
| Gentry    | Hilgers        | RSTEM    |
| Darci     | Sarazine       | RSTEM    |
| Kim       | Daraitis       | SEC      |

# SUPERINTENDENT STRATEGIC ADVISORY COMMITTEE

6B



Superintendent Steve Unowsky reading to second graders, at Centennial Elementary.

## LET'S TALK ABOUT A COMMON INTEREST - OUR STUDENTS.

Superintendent Steven Unowsky is seeking your input to ensure that our district is meeting the needs of our students, families and residents. Join the Superintendent Advisory Council and share your perspectives with school district leadership.

### 2018/2019 Meeting Dates:

- September 26
- November 28
- January 30
- March 27
- May 29

All meetings are 6:30 p.m. - 8:30 p.m.

District Office Board Room, 7001 Harriet Ave. S.

Call 612-798-6012 for more information.

### Archives:

- November 28, 2018

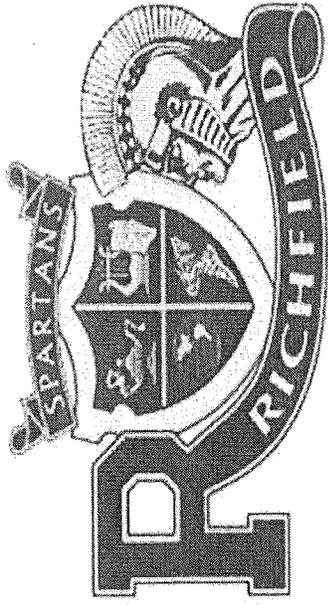
Please click this link to view: Agenda

Please click this link to view: [The unofficial copy of Superintendent Strategic Advisory notes](#)

◦ **September 26, 2018**

Please click this link to view: [Agenda](#)

Please click this link to view: [The unofficial copy of Superintendent Strategic Advisory notes](#)



**2018-19**

**Richfield Public Schools**

**Superintendent Strategic Advisory**

# WELCOME & INTRODUCTIONS



Introductions/activity:

- Tell us who you are
- Your teacher name
- Why?

## **Supt. Strategic Advisory**



The role of this group:

- Learn about the district and give input
- Help determine important areas to discuss
- Act in an advisory role to the superintendent

## **Supt. Strategic Advisory**



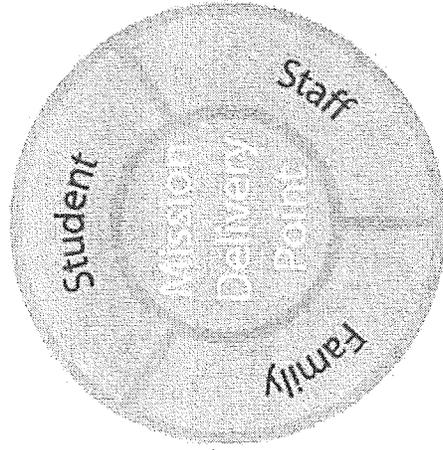
Keeping in mind the RPS Mission and Strategic Plan:

- Richfield Public Schools inspires and empowers each individual to learn, grow and excel
- Our strategic plan guides our actions and areas of focus

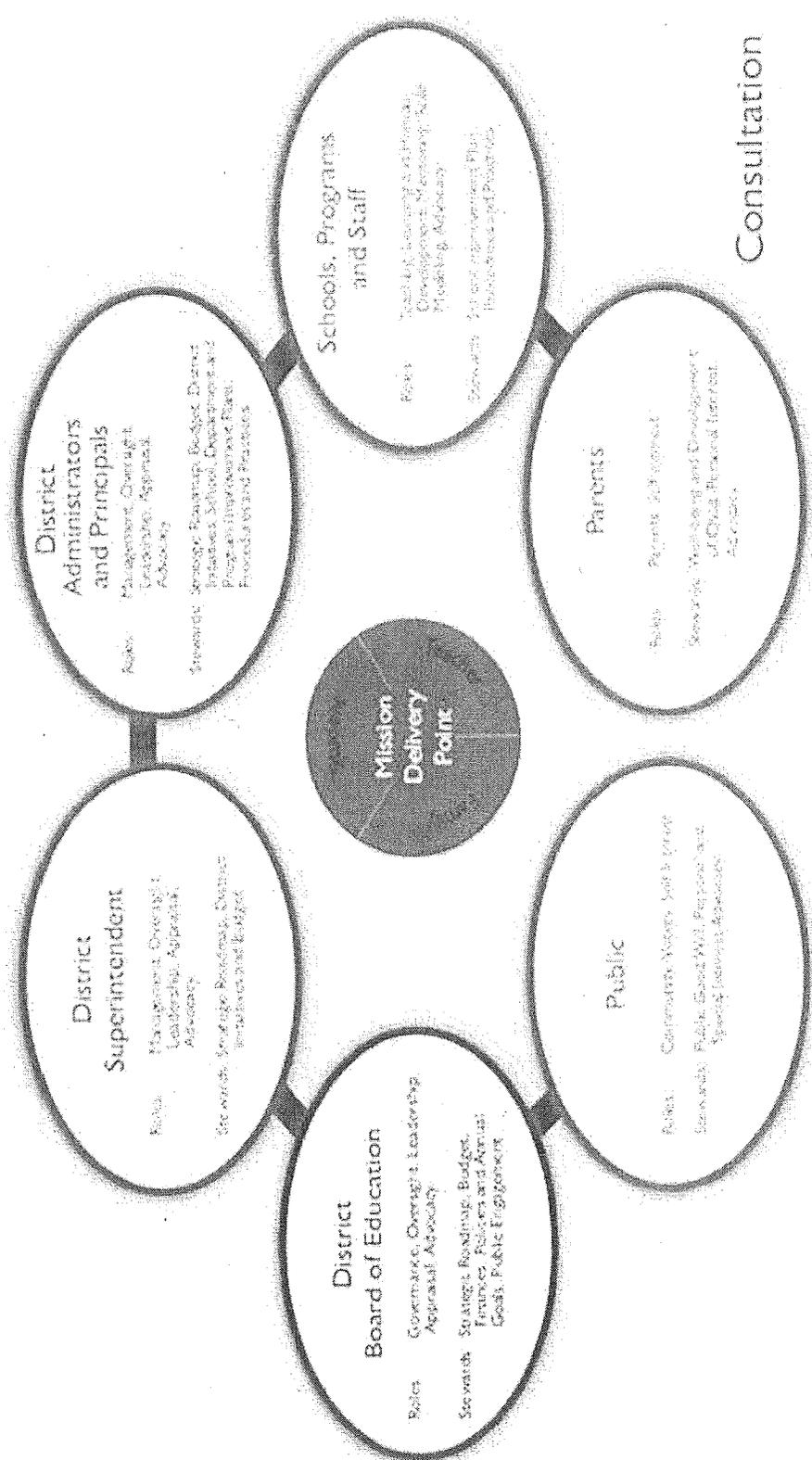
# Supt. Strategic Advisory



Keeping in mind how we come together to deliver our mission and plan along with the role of each person in this work:



# Management



# Governance

# Consultation

# Supt. Strategic Advisory



## Agenda

- Review norms of how we will work
- Topic coverage-academics and supports
- Help determine next important areas to discuss
- Act as an advisory to the superintendent

## Supt. Strategic Advisory



### Norms for group functioning:

- Come prepared to learn and teach
- Take care of yourself and others
- Be mindful of the impact of your statements
  - Use “I” statements
  - Personal, local, and immediate
- Honor, respect and hold the multiple identities of ourselves and one another

# Supt. Strategic Advisory



Norms for group functioning, continued:

- Respect confidentiality
- Seek and speak your truths
- Be curious
- Stay engaged
- Brevity is a leadership skill
- Represent the whole rather than self

# Supt. Strategic Advisory



## Academic Supports:

- How to we make sure that students get the academic support they need?
- What supports do we provide at the elementary level?
- How do we plan to close the achievement gap?
- What is our disaggregated data?
- How will we provide pathways for students who are not college bound?
- What reading curriculum do we use and why?
- Are there additional dollars available to provide student supports?
- How can we provide more mental health supports at all levels?
- How do we provide more social emotional supports at all levels?

## **Supt. Strategic Advisory**



Accelerate Achievement for ALL while closing the gap

- ▶ Increased supports
- ▶ Increased staff diversity
- ▶ Improved Instruction
- ▶ Improved curriculum
- ▶ Improved equity/training

# Supt. Strategic Advisory



## Supports-Funding (approximates)

- ▶ General Education-state funded all students-\$28 million
- ▶ Operating Referendum-taxpayer funded all students-\$7.5 million
- ▶ Title 1-Based on school poverty-\$1 million
- ▶ ADSIS-Based on academic bottom 15% of students in district-\$500K
- ▶ Compensatory Education-Based on district poverty-\$6 million
- ▶ Achievement and Integration-Based on district diversity-\$1 million
- ▶ Special Education-Students with IEP-\$6 million but only half funded (costs \$12 million)
- ▶ Including ADSIS, nearly \$3 million yearly in grants

# Supt. Strategic Advisory



## Supports-Demographics

|              | Diversity | Poverty |
|--------------|-----------|---------|
| Centennial-  | 86.5%     | 83.3%   |
| STEM-        | 62.6%     | 56.1%   |
| RDLS-        | 76.7%     | 64.1%   |
| Sheridan-    | 65.7%     | 58.7%   |
| RMS-         | 74.9%     | 68.0%   |
| RHS-         | 71.0%     | 63.3%   |
| State of MN- | 33.5%     | 37.2%   |

## **Supt. Strategic Advisory**



### **Supports**

- ▶ Title 1-Teachers in reading and math
- ▶ ADSIS-Teachers in reading and math
- ▶ Compensatory Education-ESL teachers, social work, classroom teachers, additional supports
- ▶ Achievement and Integration-equity and instructional coaching, outreach worker

## **Supt. Strategic Advisory**



### **Supports – All:**

- ▶ 1 Outreach worker
- ▶ 1 Social worker
- ▶ Social Emotional support staff
- ▶ 1 Instructional coach
- ▶ ELL teachers based on ELL numbers
- ▶ SPED teachers and Paras based on IEP needs
- ▶ Nursing

## Supt. Strategic Advisory



### Supports – Added Staffing

- ▶ Centennial: extra outreach worker, reduced class size, 3.25 reading/math supports, 1 writing support, extra ELL teacher
- ▶ STEM: 2.5 reading/math
- ▶ RDLS: 1.5 reading/math
- ▶ Sheridan Hills: 2 reading/math
- ▶ RMS: 5.4 reading/math, 2 counselors
- ▶ RHS: (Non Title 1)... 2 reading/math, 3.3 FTE support seminars built into master schedule through funding

# Supt. Strategic Advisory



## Supports – Additional:

- Park Nicollet Health Center
- Food Shelf
- Clothing Shelves at each site
- Early Childhood Programming

## **Supt. Strategic Advisory**



**Accelerate Achievement for ALL while  
closing the gap  
Increased staff diversity**

# Supt. Strategic Advisory



## Teacher Diversity

2017-2018

345 Total Teachers

- ▶ 10 Latinx/Hispanic
- ▶ 5 Asian
- ▶ 8 African American
- ▶ 322 White

2018-2019

362 Total Teachers

- ▶ 16 Latinx/Hispanic
- ▶ 9 Asian
- ▶ 15 African American
- ▶ 322 White

# Leader Diversity



2018-2019

29 Total Leadership Team

- ▶ 2 Latinos/as
- ▶ 2 Asian
- ▶ 6 African American
- ▶ 18 White

2018-2019

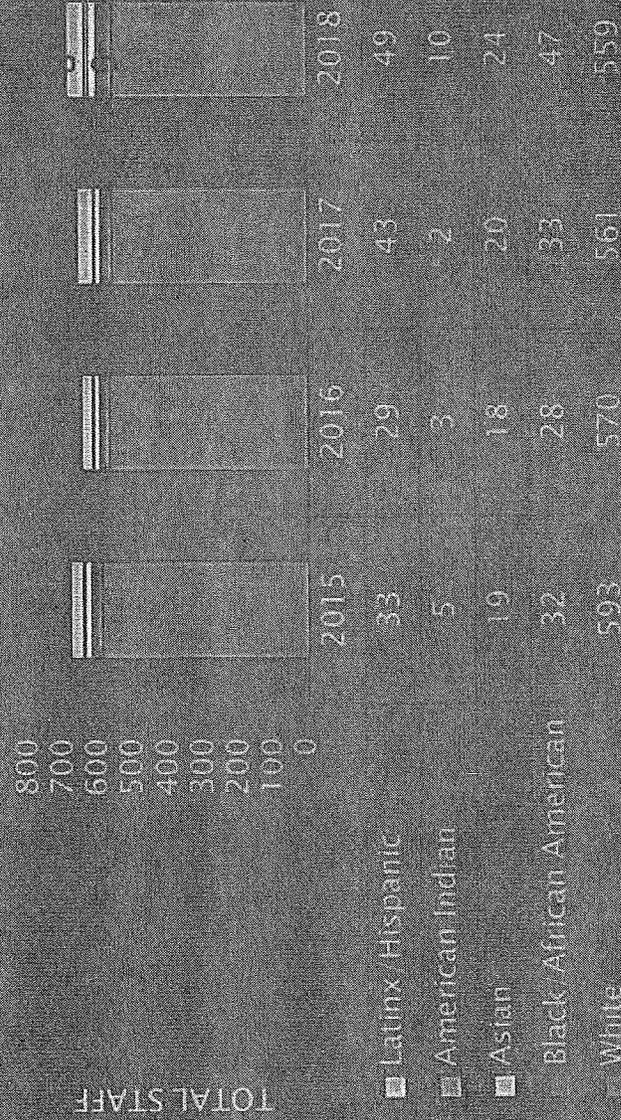
7 Building Leaders

- ▶ 7 Female
- ▶ 2 African American
- ▶ 2 Asian
- ▶ 1 Latino/a
- ▶ 2 White

# Supt. Strategic Advisory



Employee Diversity by Counts



## **Supt. Strategic Advisory**



**Accelerate Achievement for ALL while  
closing the gap**

- **Improved Instruction**
- **Launched Q-Comp and Danielson evaluation  
and supports model**
- **Launched district wide instructional model**

## Supt. Strategic Advisory



Accelerate Achievement for ALL while closing the gap

Improved curriculum

- Added Lucy Calkins Reading and Writing Prek-5
- Rewrote most curriculum 6-12, the rest in process

## Supt. Strategic Advisory



Accelerate Achievement for ALL while closing the gap

- Improved equity/training
- Continued Beyond Diversity training
- Launched district wide Innocent Classroom
- Ongoing leadership training

# Supt. Strategic Advisory



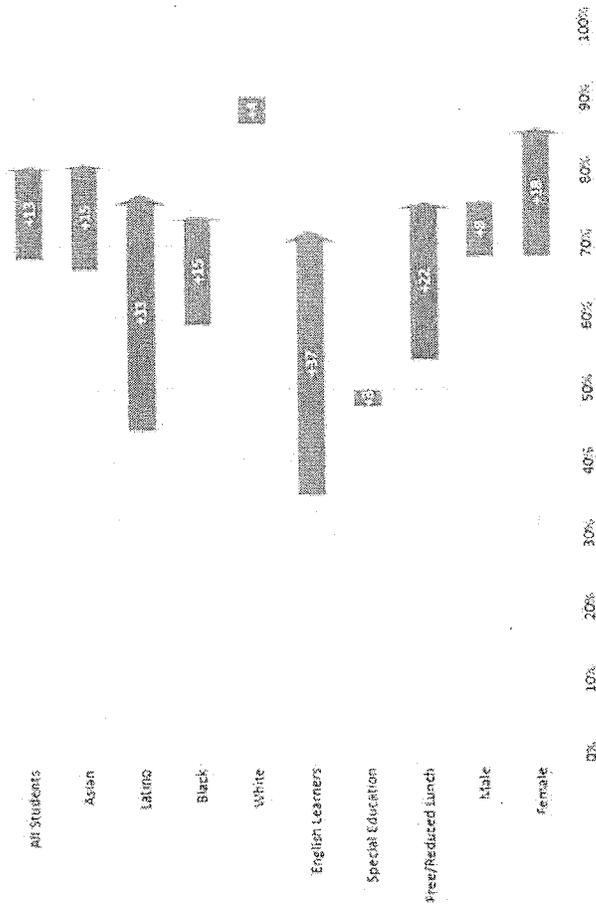
Accelerate Achievement for ALL while  
closing the gap  
Current Results

# Supt. Strategic Advisory



## Richfield High School Students

RHS Changes in Graduation Rate from 2012-2017



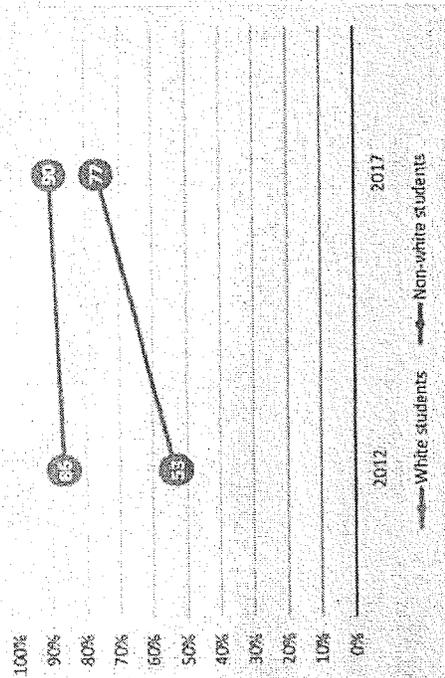
# Supt. Strategic Advisory



## Closing Gaps Over Time

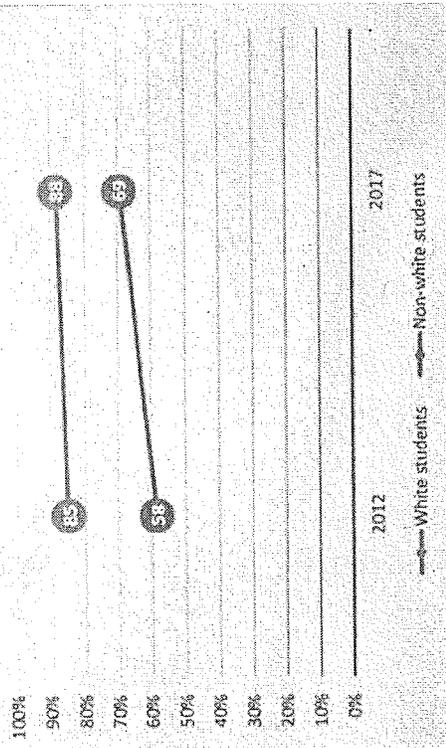
RHS Graduation Rates

significantly closing gaps over time

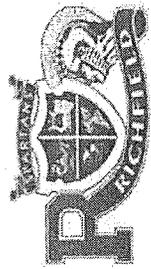


STATEWIDE Graduation Rates

continue to close gaps over time

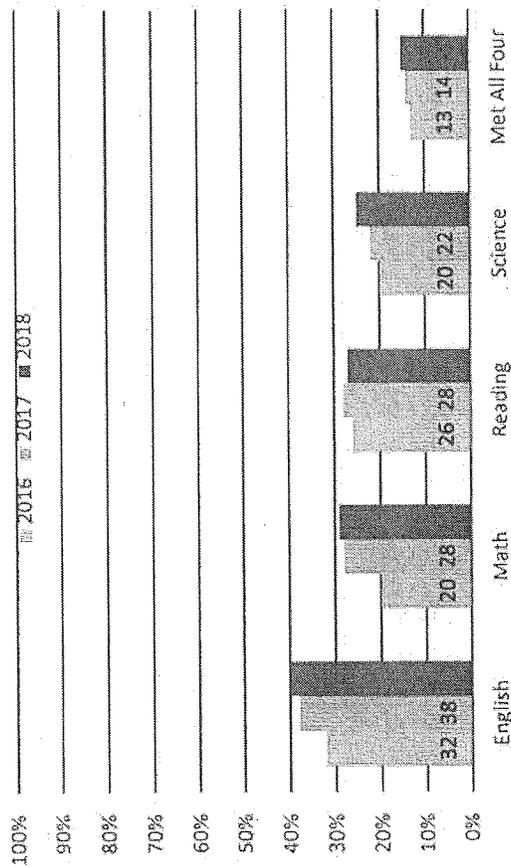


# Supt. Strategic Advisory



## All Students Career and College Ready

Percent of Grade 11 Students Meeting ACT  
College Readiness Benchmarks

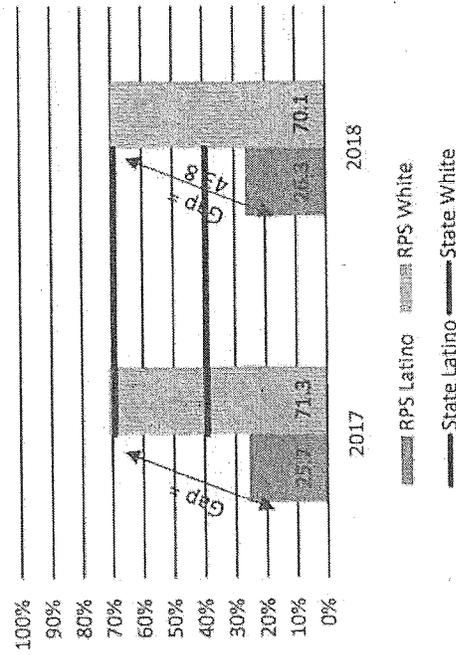


# Supt. Strategic Advisory

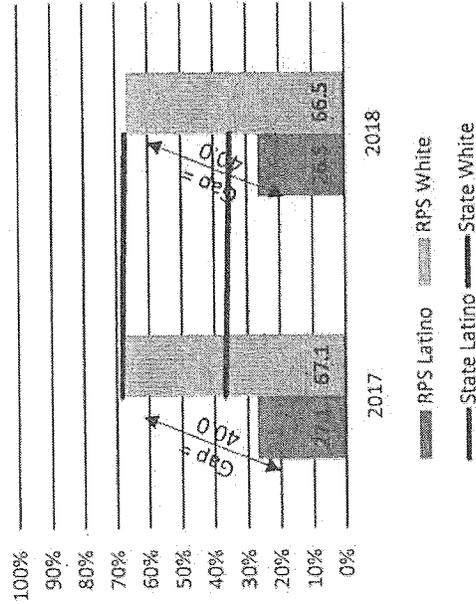


## Close Achievement Gap Among All Groups

MCA READING Achievement Gap Latinx & White Proficiency



MCA MATH Achievement Gap Latinx & White Proficiency

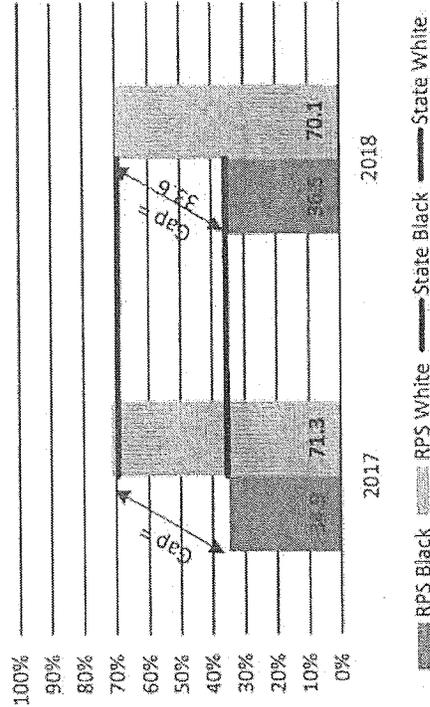


# Supt. Strategic Advisory

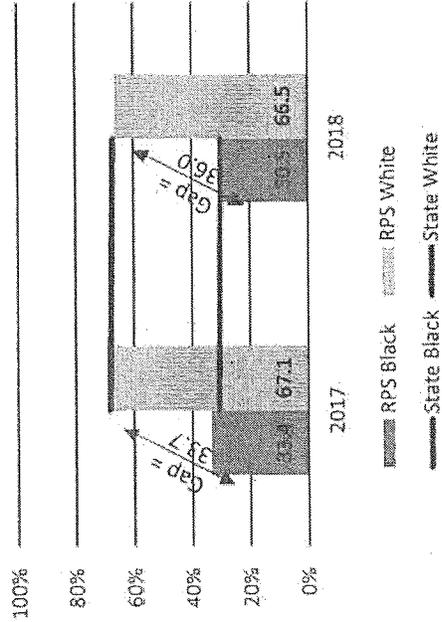


## Close Achievement Gap Among All Groups

MCA READING Achievement Gap  
Black & White Proficiency



MCA MATH Achievement Gap  
Black & White Proficiency



# Supt. Strategic Advisory



## Topic 1-Discussion:

- What is your reaction/response to this information?
- What questions do you have?
- What next steps do you suggest?

## Supt. Strategic Advisory



### Topic 2-Discussion:

- This group is designed to address and gather input based on community and advisory identified areas
- What information and agenda items do you wish to be discussed at these meetings?

# Supt. Strategic Advisory



## Next Meetings

- January 30
- March 27
- May 29

## **Committee Questions for Follow-up:**

### **Capital/facility follow up:**

How can we share more information on improvements?  
How will common area improvements be helpful?  
What improvements will occur in regular classrooms?  
Will facility improvements lead to academic improvements?  
What are the HVAC improvements and why?

### **Academic supports:**

How do we make sure that students get the academic support they need?  
What supports do we provide at elementary?  
How do we plan to close the achievement gap?  
What is our disaggregated data?  
How will we provide pathways for students who are not college bound?  
What reading curriculum do we use and why?  
Are there additional dollars available to provide student supports?  
How can we provide more mental health supports at all levels?  
How do we provide more social emotional supports at all levels?

### **Engagement:**

How do we create a culture of exceptional customer services?  
How do we create more parent engagement at all levels?  
Will we do more Reimagine Richfield events?

### **Enrollment:**

How do we retain more students in a competitive market?  
How will we increase market share?  
Will we meet enrollment projections?

### **Extra curriculars:**

How can we engage more students in extra-curricular activities?  
What is the role of extra-curricular activities in the district?

### **Operational funding:**

How will we communicate to the community to show funding is being spent well?  
What are our indicators of success for operational funding?  
How will smaller class sizes impact achievement?  
How much total does \$450 per student total?  
Why did we only ask for \$450 and what would we do with more?  
How do neighboring districts use their operational funding?  
How will we use new funding beyond class sizes?  
What decisions are made at the building level versus district level?

Superintendent Strategic Advisory

Date: Wednesday, September 26, 2018

Norms:

- Determined during meeting for the future

| Topic                  | Time   | Notes:  |
|------------------------|--------|---|
| Introductions/ Welcome | 20 min | <p>In attendance:<br/>                     Betsy Lindow<br/>                     Peter &amp; Kathi Milton<br/>                     Mark Rodriguez<br/>                     Carly Kidd<br/>                     Teresa Kemne<br/>                     Jose Saigado<br/>                     Lisa Rudolph<br/>                     Christine Maleck<br/>                     Tina Lavin<br/>                     Tim Pollis<br/>                     Kirk Spencer<br/>                     Nona Ferguson<br/>                     Megan Ritchie<br/>                     Veronica Velazquez Barron<br/>                     Norma C. Garces<br/>                     Benjamin Ruiz Sr<br/>                     Melida Nyllin<br/>                     Steve Unowsky<br/>                     Leadriane Roby</p> |
| Create/Review Norms    | 10 min | <p>Review and check for input<br/>                     Norms for group functioning:</p> <ul style="list-style-type: none"> <li>• Come prepared to learn and teach</li> <li>• Take care of yourself and others</li> <li>• Be mindful of the impact of your statements</li> </ul>   |

|   |               |   |
|---|---------------|---|
|   |               | <ul style="list-style-type: none"> <li>o Use "I" statements.</li> <li>o Personal, local, and immediate</li> <li>• Honor, respect and hold the multiple identities of ourselves and one another</li> </ul> <p>Norms for group functioning:</p> <ul style="list-style-type: none"> <li>• Respect confidentiality</li> <li>• Seek and speak your truths</li> <li>• Be curious</li> <li>• Stay engaged</li> <li>• Brevity is a leadership skill</li> <li>• Represent the whole rather than just self</li> </ul>   |
| <p>Review of<br/>Mission<br/>Role of Advisory,<br/>Decision Making Process and<br/>Strategic Plan</p> | <p>10 min</p> | <p><b>Mission:</b> Richfield Public Schools inspires and empowers each individual to learn, grow and excel</p> <p><b>Role of advisory:</b></p> <ul style="list-style-type: none"> <li>• Learn about the district and give input</li> <li>• Help set agendas</li> <li>• Help determine important areas to discuss</li> <li>• Act as an advisory to the superintendent</li> </ul>   |
| <p>Referendum Dollar use<br/>Communications</p>   | <p>50 min</p> | <p>Learn and give input on referendum dollar use along with communication work</p> <p><b>Reaction</b></p> <ul style="list-style-type: none"> <li>• High School remodel very much needed</li> <li>• Happy to hear a lot of people involved in decisions</li> <li>• Thank you for the changes.</li> <li>• Happy funds available and can't wait for shovel in the ground.</li> <li>• I appreciate the work and thoughtfulness that has gone into making sure referendum dollars are used mindfully.</li> <li>• Excited for the facelifts to the schools. Improvements were long overdue.</li> <li>• Great work!</li> </ul> |

- Feel updated on the district's plan.
- Prioritized lower classroom size. Great start.
- I am happy to hear about the new security measures being added to the buildings.

**Questions**

- Are there additional dollars for student support services, such as reading specialists and math intervention or learning differential?
- How will smaller class sizes impact the achievement gap?
- What kind of decisions are made for buildings at district level vs leaving to each building?
- Will there be another day for Reimagine Richfield?
- Are you assuming that you will meet your enrollment projections?
- How will the additional emotional supports be measured at the middle school?
- How to provide increased social and emotional supports at elementary and high school levels?
- What improvements to mental health aids can be done? Often 504 plan is one of few options.
- Besides class sizes, how will operational funding be used?
- What is the total dollars that \$450/student translate to?
- First time I've heard about classroom upgrades. How will district communicate what general classrooms will see?
- How will construction affect classes? @ RHS? @STEM/RDLS?
- What was the source of the HVAC funds? Was it planned without the referendum?
- If the district were to ask for an additional \$200-400 per student how would it be spent? How are neighboring districts spending their additional \$?
- Will the investment in facilities translate to higher academic achievement opportunities than investment in the classrooms educators?
- How was it determined which school got what amount of \$?

**Next Steps**

|   |        |                  |
|---|--------|------------------|
| <ul style="list-style-type: none"> <li>• Can we speed up facility work so it starts sooner?</li> <li>• Clear communication to the Richfield community to show money is being wisely spent</li> <li>• Early indicators of successes based on operational spending. Teacher anecdotes.</li> <li>• How can we get more parent involvement at all levels? District, activities, building, PTOs</li> <li>• Concern about quality of subs in the schools and lack of long term subs.</li> <li>• Keep informing community how tax \$ being used.</li> <li>• Need to look at down the road, ie 5-10 years. impacts vs present day</li> </ul>  |        |                  |
| <p>Share areas of importance for future conversation and agendas</p> <ul style="list-style-type: none"> <li>• Data on benefits of common areas available, is there time to use these areas</li> <li>• How we are going to be sure that student is getting the help that they need to be successful in the academic areas where they may struggle or be challenged</li> <li>• Plan to close the achievement gap</li> <li>• Share data by race/gender on achievement</li> <li>• Prioritize creating a culture welcoming/valuing parents. Customer service</li> <li>• More Talent Development services, especially in elementary level</li> <li>• Further explore the support services offered at the elementary level</li> <li>• Student retention (have previous initiatives been successful?) Next steps</li> <li>• Pathways for students that are not college bound - trades/education / job help</li> <li>• Retention of students in a competitive market</li> <li>• Tactics to increase market share</li> <li>• I have questions about current reading curriculum and I would like to see more of the "science of reading" methods incorporated</li> <li>• Can we talk about more sports and activities for our kids?</li> <li>• Role of extracurricular activities</li> </ul> | 30 min | Input for future |



**2018-19**  
**Richfield Public Schools**

**Superintendent Strategic Advisory**

# WELCOME & INTRODUCTIONS



## Introductions:

- Who you are
- Your relationship to the district
- One thing you really like about RPS
- Why you decided to attend/join this group

# Supt. Strategic Advisory



The role of this group:

- Learn about the district and give input
- Help determine important areas to discuss
- Act in an advisory role to the superintendent

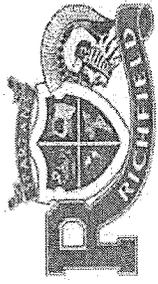
# Supt. Strategic Advisory



Keeping in mind the RPS Mission and Strategic Plan:

- Richfield Public Schools inspires and empowers each individual to learn, grow and excel
- Our strategic plan guides our actions and areas of focus

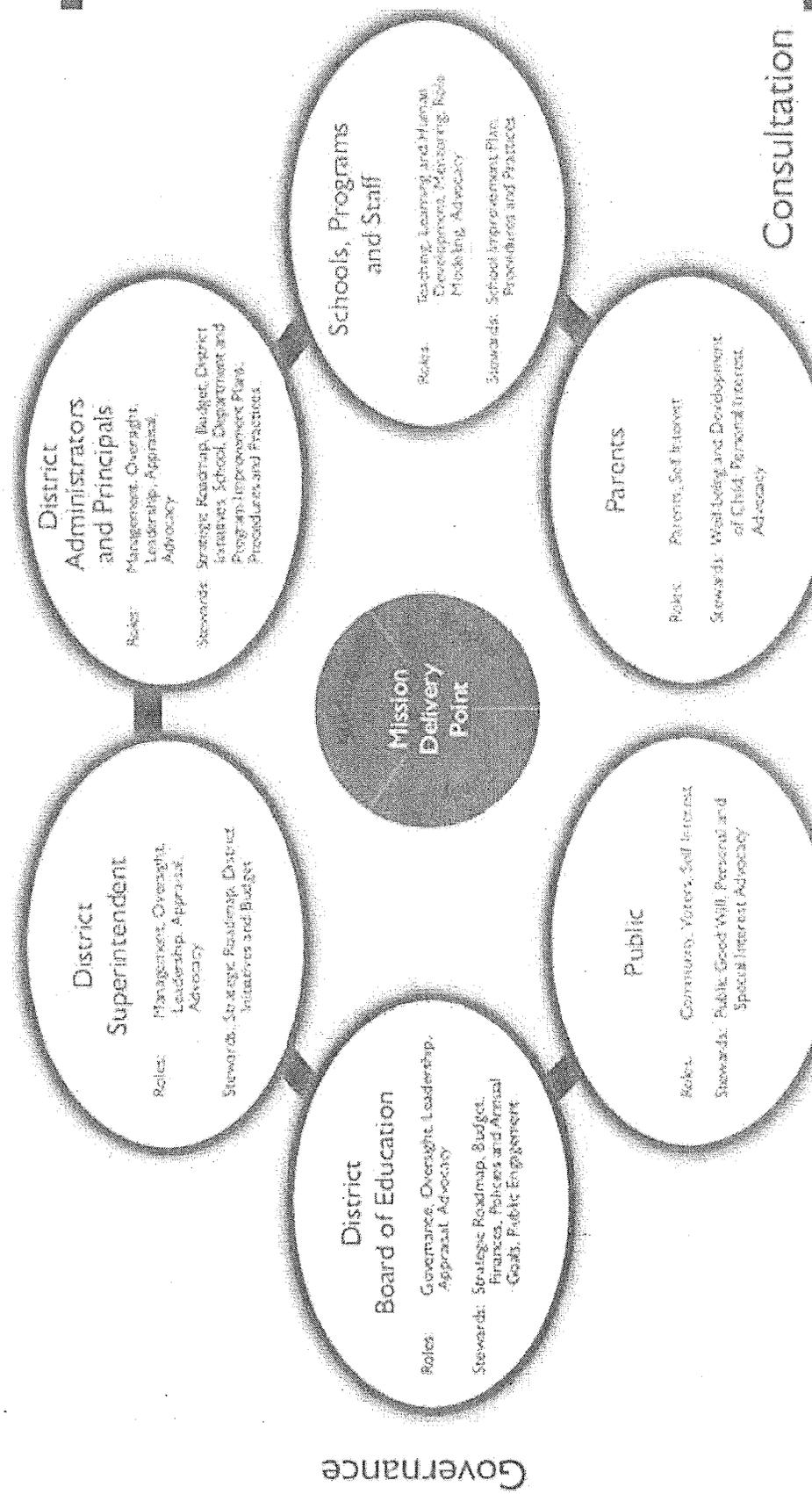
# Supt. Strategic Advisory



Keeping in mind how we come together to deliver our mission and plan and the role of each person in this work:



# Management



# Governance

# Consultation

# Supt. Strategic Advisory



## Agenda for today:

- Agree to norms of how we will work
- Help set future agendas
- Help determine important areas to discuss
- Act in an advisory to the superintendent

# Supt. Strategic Advisory



## Norms for group functioning:

Come prepared to learn and teach

Take care of yourself and others

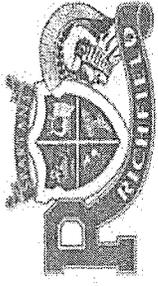
Be mindful of the impact of your statements

- Use "I" statements

- Personal, local, and immediate

Honor, respect and hold the multiple identities of ourselves and one another

# Supt. Strategic Advisory



Norms for group functioning:

Respect confidentiality

Seek and speak your truths

Be curious

Stay engaged

Brevity is a leadership skill

Represent the whole rather than just self

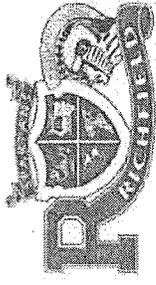
# Supt. Strategic Advisory



## Topic 1-Referendum dollar use:

- Capital facility referendum \$89 million
- Added Air Quality \$32 million
- Operational referendum \$450/student

# Supt. Strategic Advisory



## Topic 1-Referendum dollar use Facilities:

- Project oversight committee (district level)
- Core planning (site level)
- User groups (small team level)
- Additional meetings (city/county level as needed)

# Supt. Strategic Advisory



## Topic 1-Referendum dollar use Facilities:

- Prioritized renovation at every site
- Safety, academics, mechanicals, HVAC, plumbing, electrical
- Four year plan beginning this winter

# Supt. Strategic Advisory



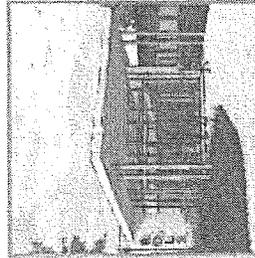
## Topic 1-Referendum dollar use Facilities:

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# INSPIRE



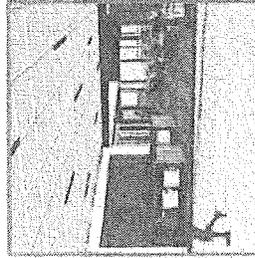
## RDLS ADDITIONS AND RENOVATIONS



ENTRY



MEDIA CENTER  
EXTERIOR



MEDIA CENTER



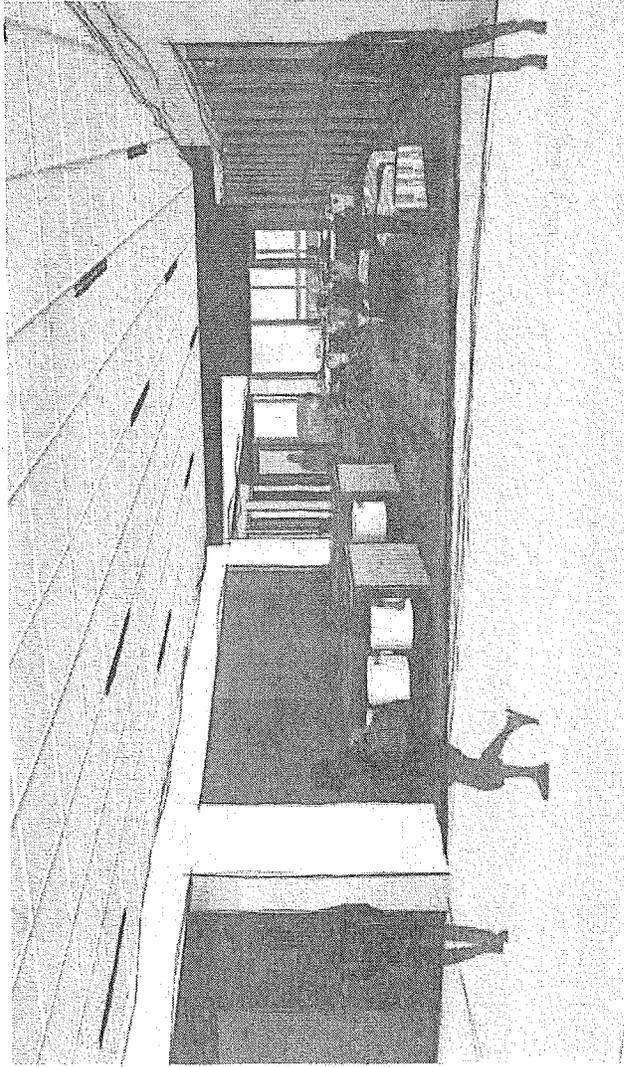
ICS



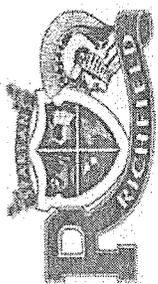
# INSPIRE



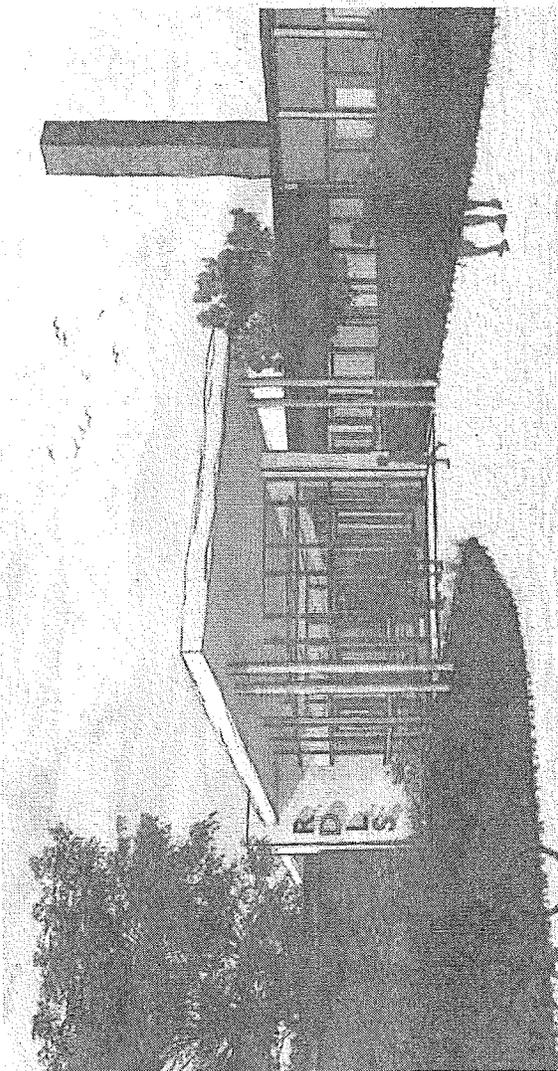
## MEDIA CENTER



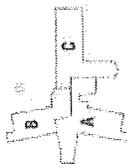
# INSPIRE



## ENTRY



INSPIRE



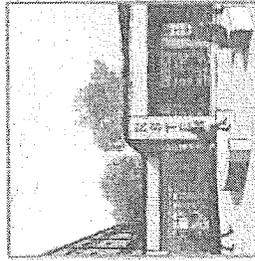
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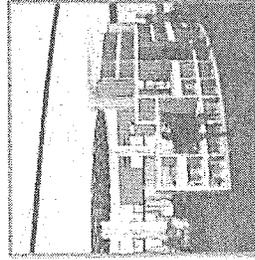
## STEM SCHOOL ADDITIONS AND RENOVATIONS



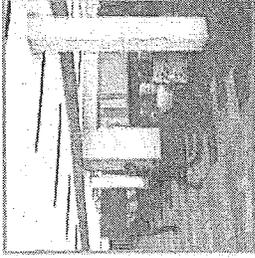
Richfield Public Schools



ENTRY



MEDIA CENTER



EXTENDED  
LEARNING





# INSPIRE

## ENTRY



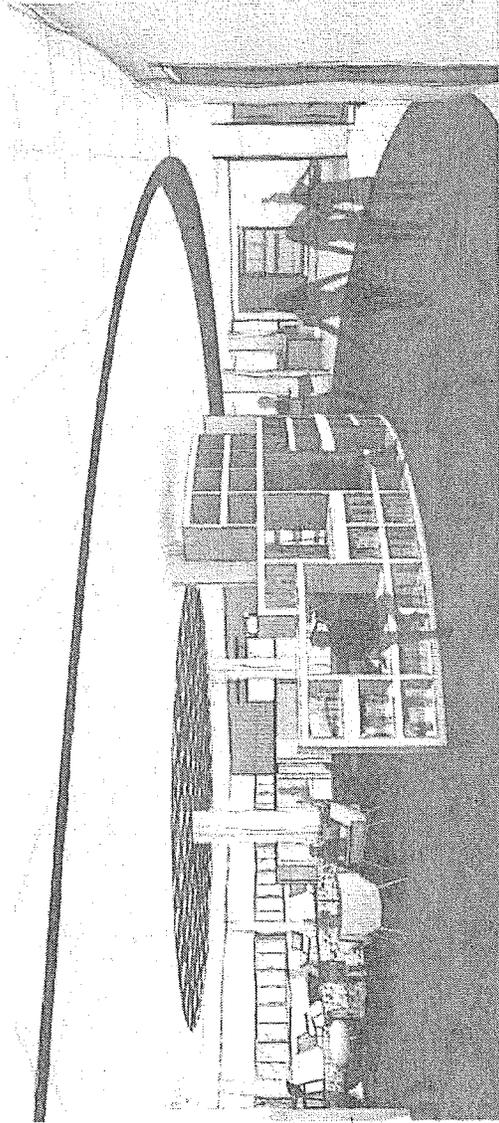
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## MEDIA CENTER



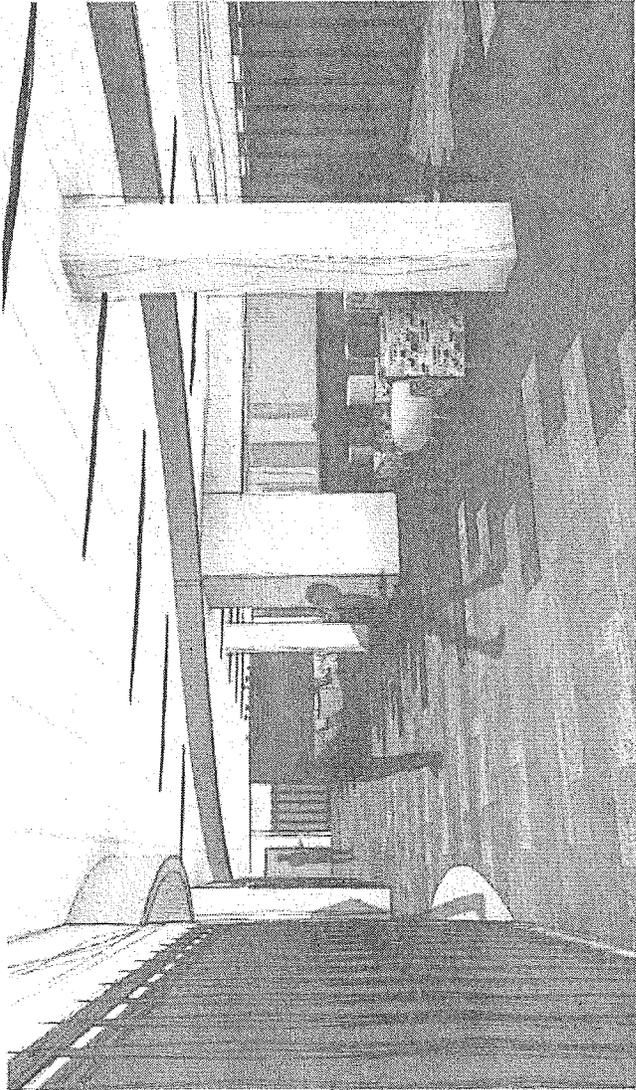
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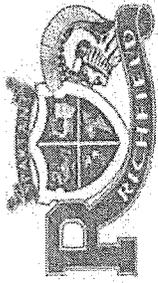
## EXTENDED LEARNING



ICS



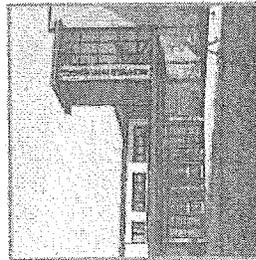
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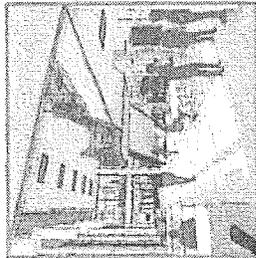
## HIGH SCHOOL ADDITIONS AND RENOVATIONS



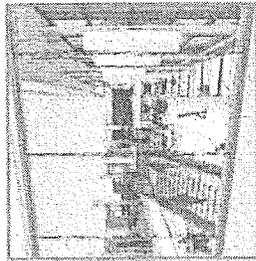
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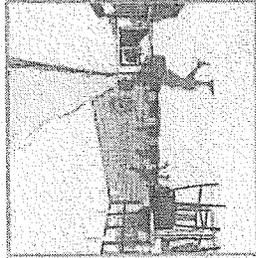
ENTRY



LOWER  
COMMONS



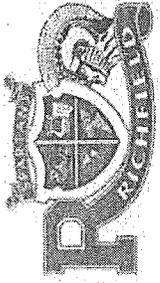
UPPER  
COMMONS



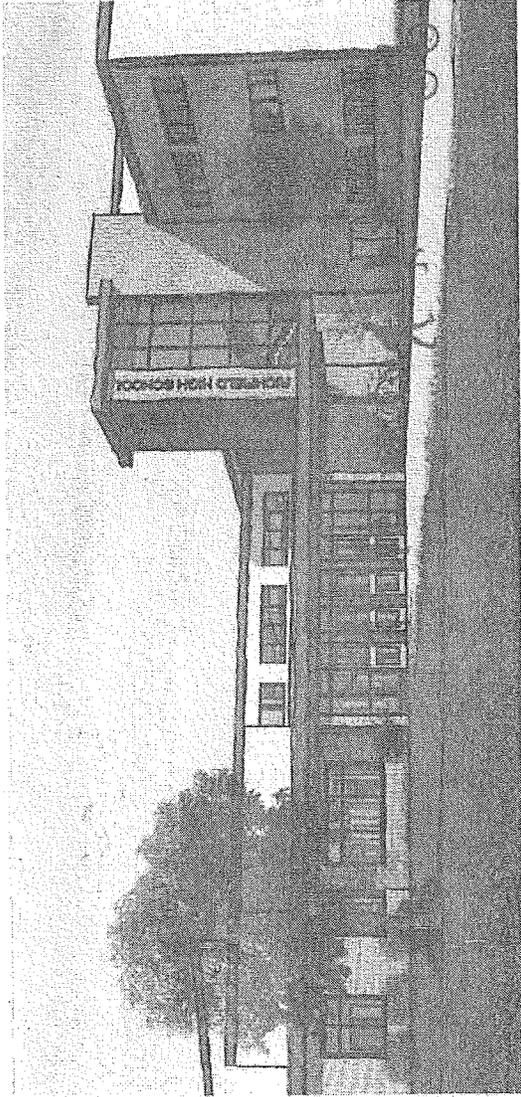
ACTIVITY  
COMMONS



# INSPIRE



## ENTRY



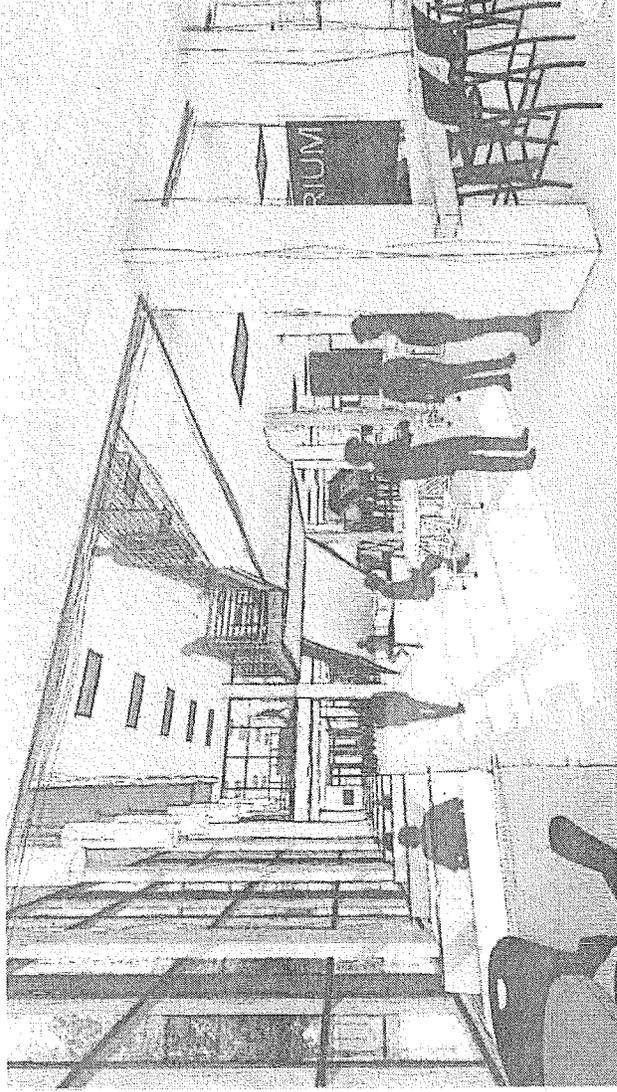
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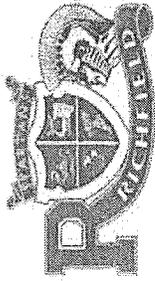
## LOWER COMMONS



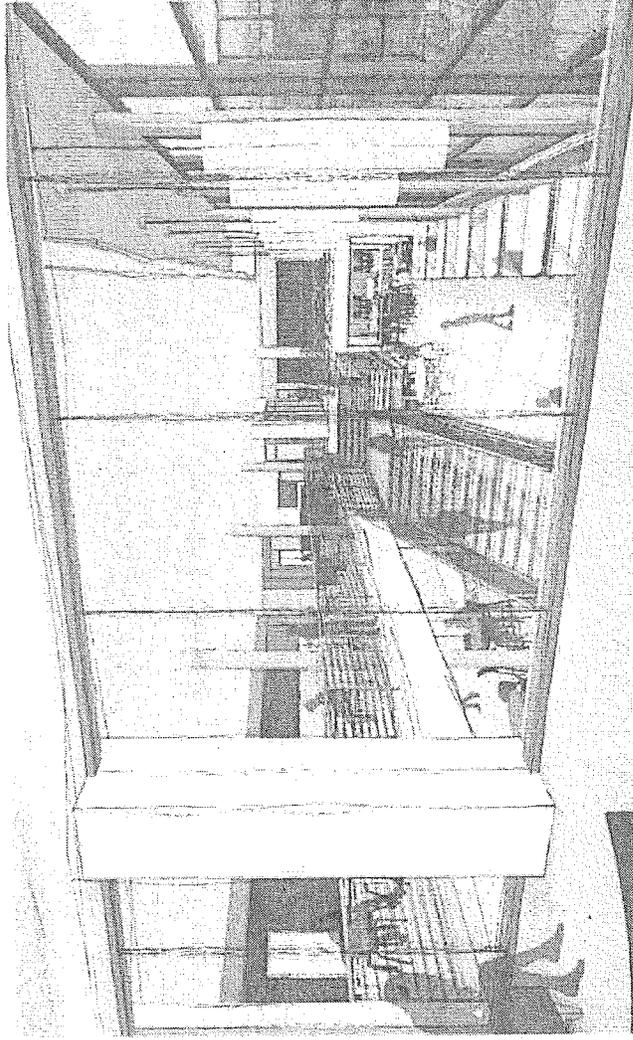
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# INSPIRE



## UPPER COMMONS



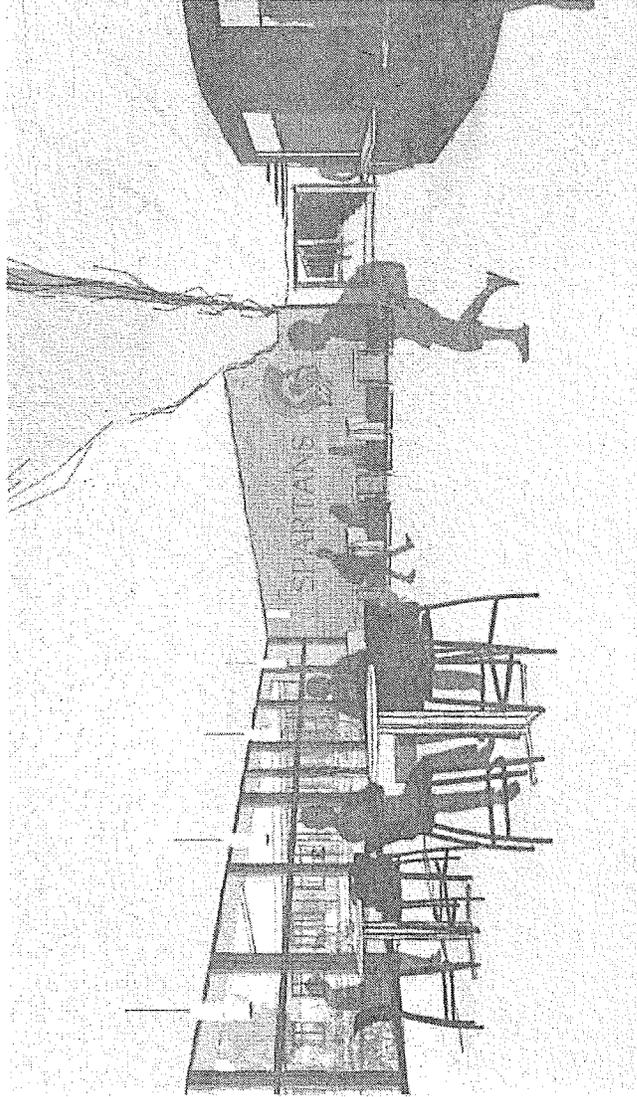
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# INSPIRE



## ACTIVITY COMMONS



ics



**INSPIRE**



**Richfield-Urban Hometown**

**“Richfield again tops Star Tribune  
housing index”**

**“Best Suburb 2018”-City Pages**

# PRELIMINARY!!



## Topic 1- PRELIMINARY--DRAFT Referendum dollar use operations-Class sizes:

| PRELIMINARY          | With         | Without      | Change           |
|----------------------|--------------|--------------|------------------|
| Cent Average         | 22.11        | 23.12        | down 1.01        |
| Sher Average         | 21.85        | 24.78        | down 2.93        |
| RDLS Average         | 22.74        | 25.71        | down 2.97        |
| STEM Average         | 23.19        | 25.65        | down 2.46        |
| Elementary average   | <b>22.46</b> | <b>24.82</b> | <b>down 2.36</b> |
| RMS Average          | 26.32        | 30.3         | down 3.98        |
| RHS Average          | 29.17        | 32.27        | down 3.1         |
| <b>Total Average</b> | <b>24.23</b> | <b>26.97</b> | <b>down 2.79</b> |

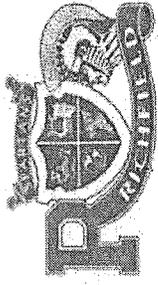
## Supt. Strategic Advisory



Topic 1-Referendum dollar use operations:

- Middle School social worker
- Social emotional support team member at each site
- Increase middle school dean to AP
- Maintain all high school programming from seven period day additions

# Supt. Strategic Advisory



## Topic 1-Discussion:

- What is your reaction/response to this information?
- What questions do you have?
- What next steps do you suggest?

# Supt. Strategic Advisory



## Topic 3-Discussion:

- This group is designed to address and gather input based on community and advisory identified areas
- What information and agenda items do you wish to be discussed at these meetings?

# Supt. Strategic Advisory



## Next Meetings

- November 28
- January 30
- March 27
- May 29