

Minnesota Department of Human Rights and Independent School District 742 Exhibit A, Action Plan, September 2020

In compliance with the Agreement between the Minnesota Department of Human Rights and St. Cloud School District 742, the School District agrees to implement the following practices. The District reserves the right to adjust these practices with substantially equivalent practices based upon experience and evaluation of their success.

ACTION STEP	DOCUMENTATION
<p>School Board The School Board shall:</p>	
<p>1. Receive annual reports from the administration regarding suspension data and exclusionary practices;</p>	<p>February 2020 Board Work Session included an annual report on suspension data, Social Emotional Learning (SEL) support and student support practices</p>
<p>2. Provide at least annually opportunities at school board meetings for parents and students to provide feedback and input concerning the District’s discipline policy and the implementation of the policy by school personnel;</p>	<p>There is a monthly opportunity for Community Input at School Board Work Sessions</p>
<p>3. Provide the Superintendent and school personnel with adequate resources, support, and training, within its available financial resources, to implement the District’s discipline policy and corrective action strategies with fidelity;</p>	<p>Resources are allocated in district and site budgets to provide resources, supports and training: Examples include SEL curriculum, Behavior Resource Specialist positions, Deans at the elementary, middle and high school levels, a Transportation Dean, and student support rooms in each school</p>
<p>Superintendent The Superintendent shall:</p>	
<p>1. Offer meaningful opportunities for parents, students, and school personnel to provide feedback and input concerning the District’s discipline policy and school personnel’s implementation of such policy;</p>	<ul style="list-style-type: none"> ● Individualized meetings with parents with concerns are conducted as necessary ● The Student Discipline Policy 506 is reviewed annually. A review was conducted in August 2020 and approved by the School Board. The policy was shared with staff. Parents, students and school personnel are provided opportunities to provide feedback and input in review of policy

	<ul style="list-style-type: none"> ● Student Equity Teams - Bi-Weekly Meetings will begin in October ● Principals reviewed Code of Conduct and Board Policy 506 with staff, September 2020
2. Submit all information and required reports under this Agreement to the Department by the identified dates. The Superintendent may delegate this responsibility to the Assistant Superintendent.	<p>Delegated to Assistant Superintendent to submit required reports on the following dates:</p> <p>February 1, 2019 September 1, 2019, February 1, 2020 September 1, 2020, February 1, 2021 September 1, 2021</p>
Assistant Superintendents The Assistant Superintendents shall:	
1. Review data and disciplinary records from each site;	Site data is reviewed and shared monthly at principal meetings
2. Identify areas of concerns and report to the Superintendent, Cabinet, District Leadership team;	As needed areas of concerns are reported to Superintendent, Cabinet and District Leadership Team
3. Provide corrective recommendations to the Superintendent;	Regular bi-weekly meetings with Superintendent - provide updates and recommendations as needed
4. Act as the District's point person for parents and students regarding discipline;	Responds to concerns from parents and students (phone calls, emails or meetings)
5. Ensure school personnel receive training on implicit bias, cultural competency, de-escalation techniques, conflict resolution, and age-appropriate responses to behavior, to ensure successful implementation of the District's corrective action strategies;	<ul style="list-style-type: none"> ● Crisis Prevention Intervention (CPI) Training is offered monthly for new hires (two year certification and then monthly Refreshers. All administrators must be certified, as well as all Para's, BSS, and BRS staff ● District Leadership Training: <ul style="list-style-type: none"> ○ Monthly training for student support room staff <ul style="list-style-type: none"> ■ January and February 2020 ○ Training was developed and delivered to all classroom teachers on de-escalation strategies in February 2020 ○ Blue Mat training with BRS, SPED teachers and leadership

- January 21, 2020 Professional Development Day - Choices' Day
 - National Urban Alliance (NUA Sessions)
 - A Problem That Need Not Be: Reversing Underachievement through a Pedagogy of Confidence
 - Critical Thinking Tools that Engage Students as Learners and Thinkers
 - Culture & Comprehension
 - Learning *About* Students is Important; Learning *From* Students is a Game Changer
 - Activating the Brain's Fascination with the Challenge of Solving Puzzles
 - Engaging Students by Teaching Them HOW to Think, Not What to Think
 - Compassion and Empathy in the Classroom
 - EVERFI Curriculum
 - Compassion Project
 - Honor Code Bullying
 - Mental Wellness Basics
 - Conscious Discipline Rituals and Routines
 - Early Childhood Learning About the Somali Culture
 - Emotions and Social Anxiety: Breaking Things Down to Building Up Social Competency
 - Engaging All Students, Especially Those on the Margins
 - Ramadan
 - Understanding Somali Culture
 - Using the Teaching and Learning Cycle (TLC) to Scaffold Multilingual Learners
 - Vicarious Trauma with Dr. Steven Loos
- ACES/Trauma Informed- all SPED licensed staff & counselors as well as administrators April 2020
- Principal Professional Learning at monthly meetings

	<ul style="list-style-type: none"> ● National Urban Alliance Summer Institute, June 23-25, 2020 ● Responsive Classroom, July 27-30, 2020 ● North Jr. High participated in PD on Culturally Responsive Teaching and the Brain
<p>6. Coordinate efforts within the District to analyze policies and practices, which may lead to disparate outcomes in suspensions. If an analysis demonstrates disparate outcomes for students of color or students with disabilities, the District shall address the disparity by taking prompt corrective measures. The District will analyze the following policies and practices:</p>	
<p>a. Removal of students from class – Consistent application by school personnel within each school for removing students from class, training provided to school personnel on when it is appropriate to remove students from class, and consistency of feedback provided to school personnel if deviations occur in the implementation of policy;</p>	<ul style="list-style-type: none"> ● A clear guideline for removal versus dismissal protocol is provided to all administrators, deans, etc. and reviewed and updated annually ● New administrators are onboarded regarding appropriate removal of students when hired ● Assistant Superintendents and SPED Executive Director review all suspensions as they occur and provide feedback to school personnel if deviations occur
<p>b. Involvement of parents – Consistent application by school personnel within each school of when to involve parents in attempts to improve a student’s behavior, training provided to school personnel on when and how best to involve parents, and consistency of feedback provided to school personnel if deviations occur in the implementation of policy;</p>	<ul style="list-style-type: none"> ● Updated MTSS form includes required parent notification as well as a parent interview ● Parents are involved in MTSS process, IEP meetings and behavior meetings ● School administrators are to consistently involve parents in the problem solving of concerns ● Parent contact is part of the major ODR process

<p>c. Early identification – Consistent application by school personnel within each school on how to identify students that may be at risk for suspension, training provided to school personnel on identifying students, and consistency of feedback provided to school personnel if deviations occur in the implementation of the policy;</p>	<ul style="list-style-type: none"> ● The Multi-Tiered System of Support (MTSS) is used to identify students who need additional support either academically or behaviorally. Specific behavior interventions can include proactive breaks, conflict resolution, restorative practices, behavior plans, etc. ● District Triage Team to problem solve & offer supports/services to students/families ● CICO at all schools ● BARR (Building Assets/Reducing Risks) ● Social Emotional Learning Screener - an assessment for social, emotional skills
<p>d. Trauma informed – Consistent application by school personnel within each school on how to best serve students that have experienced trauma, training provided to school personnel in interacting with students that have experienced trauma, support and services provided to school personnel who regularly interact with students that have experienced trauma, and consistency of feedback to school personnel if deviations occur in the implementation of the policy;</p>	<ul style="list-style-type: none"> ● Training on trauma and the ACES study ● Culturally Relevant and Trauma Informed PD facilitated by Ted Thompson at Discovery and Talahi in February ● SEL: District SEL team creating a bank of lessons to be shared district-wide.
<p>e. School Bullying – Consistent application by school personnel on the district bullying policy, training provided to school personnel on the district bullying policy, and consistency of feedback provided to school personnel if deviations occur in the implementation of the district’s bullying policy;</p>	<ul style="list-style-type: none"> ● All schools are provided Bullying Lessons to be taught in October ● All schools utilize PBIS ● The Climate Survey, which was slated for February 2020 to continue to track the percentage of students who feel safe at school and are not often bullied, did not happen due to the pandemic and going to all distance learning in the spring. We surveyed parents extensively regarding their thoughts and opinions regarding the start of school for 2020 ● Human Resources trains all staff on bullying prevention and policies on harassment <ul style="list-style-type: none"> ○ Training will be provided September 2020

<p>f. Alternative Educational Services – Analyze whether students are receiving adequate alternative educational services during suspension, analyze whether students of color are receiving similar alternative educational services as compared to their peers who are not students of color, and analyze whether students with disabilities are receiving similar alternative educational services as compared to their peers who are not students with disabilities;</p>	<ul style="list-style-type: none"> ● Offering alternatives to suspension for all students: CAAP Student Support Rooms, and In School Suspension, ● CAAP Data: 2018-2019 = 191 students serviced, 2019-2020 = 305 students serviced duplicated data. ● Home based and Homebound services ● Data is analyzed and disaggregated monthly regarding Out of School Suspension, In School Suspension, and CAAP. ● Students with disabilities receive services by a licensed SPED teacher at our Alternative Service Site (CAAP).
<p>g. Student Engagement Survey – Assess the effectiveness of District strategies that seek to increase engagement of students of color and students with disabilities in school activities. Identify and implement strategies that will increase engagement of students of color and students with disabilities in school activities;</p>	<ul style="list-style-type: none"> ● An annual Student Survey is conducted each spring, however due to the pandemic and distance learning, this survey was not administered. Secondary students were asked their thoughts and opinions regarding the start of school for fall 2020 ● CLR strategies, student Equity Teams, course materials representative of student demographics, and Educational Equity Outreach Coordinator positions geared towards student engagement and family outreach are strategies that have been implemented to increase engagement of students of color and students with disabilities ● Students with disabilities have the opportunities to participate in adaptive sports and have been very successful in state competitions ● Team sport uniforms have become more inclusive of all cultures allowing for greater participation of students of color ● Student participation fees are reduced for students participating in multiple sports
<p>h. Communicate practices that are yielding positive results in reducing suspension disparities throughout the District;</p>	<ul style="list-style-type: none"> ● Annual Board Presentation, February 2020 ● Administrators share ideas at monthly administrator meetings ● Data is shared monthly at Administrator meetings

<p>i. Analyze the intersection of race and disability status by assessing whether the District suspends students with disabilities who are also students of color at disproportionately higher rates than students with disabilities who are not students of color.</p>	<p>Students of color and students with disabilities continue to be suspended at a disproportionate rate</p> <ul style="list-style-type: none"> ● Student Services Strategic Plan Goal: Decrease suspensions from 9.4% to 5% of students enrolled during the year with 2.5% or less being students of color. Strategies include: <ul style="list-style-type: none"> ○ Continue Alt. to Susp. for Administrator - K-12 ○ Conscious Discipline PD - Elementaries ○ Innocent Classroom PD - Middle Schools ○ Continue monthly Mental Health PD - K-12
<p>7. The Assistant Superintendents shall continue to support and monitor the district wide implementation of Positive Behavior Interventions and Support (PBIS) at each site;</p>	<ul style="list-style-type: none"> ● Actively supports PBIS in all of our buildings. All buildings have PBIS Teams & PBIS coach - monthly meetings to analyze/share data and plan ● District level PBIS Team meets monthly ● District support of SEL competencies and curriculum mapping through monthly SEL meetings
<p>8. At the start of the fall trimester each school year, the Assistant Superintendents shall review the District’s Code of Conduct with principals, with a focus on consistency in the application of discipline rules and the use of exclusionary practices across all sites.</p>	<ul style="list-style-type: none"> ● Reviewed at September 2020 Administrator meeting ● Accountability partners - building leaders each have an accountability partner that they check in with before doing a suspension ● Annual review of Board Policy 506 - August 2020 ● Anytime there is an OSS it is reviewed with the Assistant Superintendents and Carol Potter, Executive Director of Student Services ● Professional development around the use of “alternatives to suspension” was conducted with all administrators ● Discipline is a consistent topic at Principal and Assistant Principal Meetings
<p>Principals Principals shall:</p>	

<p>1. Ensure that the District’s discipline policy is implemented by school personnel with fidelity;</p>	<ul style="list-style-type: none"> ● Assistant Superintendents do regular formal check-ins with principals and assistant principals - discipline data is reviewed ● Anytime there is an OSS it is reviewed with the Assistant Superintendents and Carol Potter, Executive Director of Student Services ● Accountability partners - building leaders each have an accountability partner that they check in with before doing a suspension
<p>2. Ensure PBIS is implemented by school personnel at their sites by all school staff including:</p>	<p>The Director of Student Services and SEL coordinator meet with all sites, PreK-12, monthly to provide guidance to sustain implementation at all Tiers for PBIS. This includes required annual Tiered Fidelity Inventory & Self-Assessment Survey analysis</p> <ul style="list-style-type: none"> ● Clearview, Oak Hill, Westwood, Lincoln, Kennedy Community School, North Jr. High, and Early Childhood all attained exemplar status in 2019-2020 ● District Exemplar Status 2019-2020
<p>a) Establish, define, teach, and practice three to five positively stated school-wide behavioral expectations that are representative of the local community and cultures;</p>	<p>All sites utilize PBIS and have established a building matrix. These matrices were recently updated and posted to our district website. These expectations are taught in September and again in December/January</p>
<p>b) Develop and implement a consistent system to be used by all staff to provide positive feedback and acknowledgment for students who display school-wide behavioral expectations;</p>	<p>All buildings recognize students for positive behavior and have regular celebratory assemblies (virtual recognitions during Distance Learning). These are highlighted in the staff Notebook and parent newsletters</p>
<p>c) Develop and implement a consistent and specialized support system for students who do not display behaviors consistent with schoolwide positive expectations;</p>	<ul style="list-style-type: none"> ● Student support rooms ● Behavior Intervention Plans ● Counseling support ● Skills groups ● Re-teaching lessons ● Restorative Practices ● Conflict mediation ● Check-In / Check-Out

d) Develop a system to support decisions based on data related to student progress, effective implementation of behavioral practices, and screening for students requiring additional behavior supports;	PBIS data is shared with staff monthly - adjustments are made to site procedures to support students. MTSS teams review behavior data weekly to determine who is in need of intervention and to evaluate the effectiveness of those interventions regularly through progress monitoring
e) Use a continuum of evidence-based interventions that are integrated and aligned to support academic and behavioral success for all students; and	District MTSS team meets monthly and regularly reviews intervention effectiveness. Current interventions include Check-In/Check-Out, PBIS, SEL Lessons, Support Rooms, Dreamline, ADSIS, Targeted Services, Sondag, Reading Corps, Greater MN, etc.
f) Use a team – based approach to support effective implementation, monitoring progress, and evaluation of outcomes.	The MTSS form for PK-12 was updated to ensure recording of progress monitoring outcomes as well as team problem solving outcomes
3. Collaborate with school personnel to develop a process by which school personnel review and analyze suspension decisions on a regular basis. Principal(s) shall identify the school personnel that will be responsible for reviewing and analyzing suspension decisions;	Each school has a PBIS Team and a PBIS Lead. The Team and Lead review the data monthly and share data with staff. Principals and Assistant Principals have accountability partners to process potential suspensions to discuss possible alternatives. If suspension is warranted, it then moves to Assistant Superintendents for review
4. Support students in positive SEL strategies through the implementation of Student Support Rooms staffed with Behavior Resource Specialist and Behavior Support Specialists.	<ul style="list-style-type: none"> ● All buildings have a Student Support Room that is staffed by at least one Behavior Resource Specialist (BRS) and/or Behavior Support Specialist (BSS) ● Support staff checked in with students during distance learning to support SEL needs and regular attendance
Special Education The Special Education Department shall:	
1. Provide a continuum of special education programming which includes a Level IV behavior program for students with Emotional or Behavioral Disorders and specialized programming for students with Developmental Cognitive Disabilities who have challenging behaviors;	<ul style="list-style-type: none"> ● We provide a continuum of services to students in grades K-12: <ul style="list-style-type: none"> ○ Level 4 ○ Day treatment ○ Recovery Plus, Clara’s House, Hospital Program, Journey Program, programming for students in schools as well for general education students

	<ul style="list-style-type: none"> ○ Pull-outs for specialized instruction in math, reading ○ Co-taughts ○ Supports for inclusion
<p>2. Provide job specific and embedded onboarding for paraprofessional and behavior support specialists working with students in the Special Education programs of the District.</p>	<ul style="list-style-type: none"> ● Every other week onboarding for new staff takes place <ul style="list-style-type: none"> ○ Training specific to Special Education staff ○ CPI training required every two years (also required for all school administrators) <ul style="list-style-type: none"> ■ Full day verbal de-escalation Part I ■ One time per month Part 2 physical intervention ○ First day at the site is a shadow day, then the next day staff start with students ○ Ongoing one to one training ○ Training licensed special education teachers to guide the learning of non-licensed support staff ○ Monthly Schoology training for SPED non-licensed
<p>Equity Department The Equity Department shall provide staff and resources within its budget to support underrepresented students and families through a variety of programming including but not limited to the following:</p>	
<p>1. American Indian Programs</p>	<p>Direct student support, mentoring, tutoring, American Indian Parent Advisory Meetings, support for classroom teachers, materials, college visits, Tribal partnerships</p> <ul style="list-style-type: none"> ● During the spring Distance Learning period the American Indian Program Coordinator checked in with students and families on an individual basis
<p>2. Student Leadership Groups</p>	<p>Monthly student leadership groups at Middle Level and High Schools aimed at developing leadership skills and amplifying student voice</p> <ul style="list-style-type: none"> ● “Keeping it Real” boy’s groups are facilitated at Discovery, Madison, and Lincoln ● Mufasa boy’s groups are facilitated at North Jr., South Jr. Highs and Kennedy K-8 Community School.

	<ul style="list-style-type: none"> ● Sharing Grace African American Girls Groups are facilitated at South Jr and North Jr. Highs ● The H.E.R.O's, (Heart, Education, R- 4 Off Season), young men's groups are facilitated at Apollo, Tech and Roosevelt ● The African American Girls Leadership groups are facilitated at Apollo, Roosevelt and Tech. Girls groups are also facilitated at McKinley ● AMO Leadership and Life Skills Series are conducted at Apollo, North and students from Annandale Middle School attend this group. The Leadership and Life Skills group is also conducted at Tech High School, students from South Jr. High and middle school students from the Monticello School District attend this group. <p>During the spring Distance Learning period the Student Support Coordinator utilized Schoology to facilitate high school student groups. He also checked in with high school students on an individual basis.</p> <p>During the spring of 2020, focus groups were conducted with high school students participating in their school's Gay Straight Alliance (GSA). Students shared what life is like for District 742 students who identify as part of the LGBT+ community. They also provided recommendations on how to best support LGBT+ students and how to make our schools safer and more inclusive spaces for all students. Recommendations that could be carried out immediately were implemented prior to the end of the 2019-20 school year, and a plan for addressing other issues was developed. Findings from the focus groups were also presented during the July School Board meeting.</p>
3. Academic Support Programs	AVID, Math & Reading Corps, Check and Connect and specific requests from schools for program support (financial)

	<p>Student Support Coordinator (district), Educational Equity Outreach Coordinators, Bilingual Communication Support Specialists and Technology Integrationist</p> <p>Young Scholars (talent development)</p> <p>During the spring Distance Learning period the Student Support Coordinator provided virtual support to families and students. He supported students and families with technology assistance, as well as made phone calls to students who were not regularly logging in to do assignments. The Bi-cultural Communication Support Specialists (BCSS) provided interpretation and translation support individually, school-wide and district-wide</p>
<p>4. Parent Community Involvement Committees</p>	<p>Somali Community Council, American Indian Parent Advisory Committee, Empower Learning (school culture and being a partner in their child’s education), monthly meetings with Somali families (school specific)</p> <ul style="list-style-type: none"> ● During the spring Distance Learning period and in the summer meetings were held virtually with the Somali Community Council and the LatinX community to address needs and concerns.
<p>5. Family & Community Outreach</p>	<ul style="list-style-type: none"> ● Parent Support Hotlines ● Translation and Interpreting requests ● Added a Somali and Spanish website page ● Developed Distance Learning family guides ● Communicated to Somali families via Somali Radio and Somali TV ● Communicated with Somali and LatinX communities during Distance Learning period and throughout the summer
<p>Professional Development The District shall continue to provide relevant professional development and programming opportunities and support for implementation for identified school staff in the following areas:</p>	

<p>1. Instruction in Social Emotional Learning</p>	<ul style="list-style-type: none"> ● Mental Health PD - 2 hours/bi-monthly for 80 - licensed staff ● Support room staff - 1.5 hrs/mo. (Conscious Discipline, support room plan development) ● SEL district team 1 hr/month competency analysis, curriculum research and lesson development ● Jan. 21st Choices Day <ul style="list-style-type: none"> ○ EVERFI Curriculum <ul style="list-style-type: none"> ■ Compassion Project ■ Honor Code Bullying ■ Mental Wellness Basics ○ Compassion and Empathy in the Classroom ○ Conscious Discipline Rituals and Routines ○ Emotions and Social Anxiety: Breaking Things Down to Building Up Social Competency ○ Vicarious Trauma with Dr. Steven Loos ○ ACEs and Trauma Informed Practices ● SSIS (SEL) screener tool - counselors, MTSS teams ● Responsive Classroom Training (Summer 2020) ● Virtual PD sessions were offered in the spring and summer (synchronous and asynchronous) <ul style="list-style-type: none"> ○ Mindfulness for You and Your Students ○ Suicide Prevention ○ Child and Adolescent Mental Health
<p>2. Envoy Behavior Management Program</p>	<ul style="list-style-type: none"> ● Licensed staff received ENVoY training and internal coaching during the school year at Madison and Talahi Elementary Schools. Training, scheduled for June did not occur due to Distance Learning
<p>3. Restorative Practices</p>	<p>Staff from each building were trained to facilitate Restorative Practices - June 2020</p>

<p>4. Conscious Discipline</p>	<p>Conscious Discipline Training</p> <ul style="list-style-type: none"> ● Conscious Discipline Coaching Plan - Roosevelt, Discovery, Oak Hill ● BRS/BSS ● Secondary Schools <p>Conscious Discipline training did not occur in the spring due to Distance Learning</p>
<p>5. Trauma Informed Schools</p>	<p>PD will be:</p> <ul style="list-style-type: none"> ● All mental health service providers are trained bi-monthly for 2 hours ● Jan. 21st Choices Day - 1.5 hour SPED staff & Counselors-ACES/Trauma informed practices ● Jan. 21st Vicarious Trauma with Dr. Steven Loos offered ● Virtual PD sessions were offered in the spring and summer (synchronous and asynchronous) <ul style="list-style-type: none"> ○ Childhood Trauma, ACEs & Trauma-Informed Practices
<p>6. Culturally and Linguistically Responsive Instruction (CLR)</p>	<p>Certified teaching staff has been trained in CLR and ongoing training was scheduled for April</p> <ul style="list-style-type: none"> ● Academic Coaches and Academic Leads participated in an online workshop and book study on <i>The Art of Coaching</i> based on the work by Elena Auguilar. This was in preparation for a conference called <i>Coaching for Equity</i>. The conference was canceled due to COVID-19, with the hope of continuing the training in the fall. Once trained, Coaches and Leads will bring the work to their buildings.
<p>7. Building Assets and Reducing Risks (BARR)</p>	<p>BARR is now being implemented at both high schools</p> <ul style="list-style-type: none"> ● BARR teams met regularly to review student academic, behavior, and social-emotional progress ● Tech High School was awarded an NSI grant to become a BARR demonstration school in the MidWest region.

<p>8. Innocent Classroom</p>	<ul style="list-style-type: none"> ● Kennedy K-8 Community School participated in their second year of school-wide implementation. ● North and South Jr. High schools completed the first year of school-wide implementation. They completed a total of 5 trainings.
<p>Community Engagement The District has engaged the community using the following strategies and will continue its community engagement with groups representing the diversity of our community:</p>	
<p>1. Joint East African Educators Council</p>	<p>Community conversation involving East African current and former educators, district 742 staff, and community members related to East African students' academic achievement and well-being in District 742.</p> <ul style="list-style-type: none"> ● November, 2019 ● January, 2020 <p>The team established priorities around communication and inter-cultural understanding.</p>
<p>2. Meetings with Somali Community Council, Latin X Community and District Administration</p>	<ul style="list-style-type: none"> ● Monthly meetings at each school with Somali parents ● Monthly meetings with Somali Community Council and Latin X community and District Administration
<p>3. Site Based Meetings with various Parent Groups (i.e. Somali, LatinX, African American, American Indian parent groups, and Special Education Advisory Council)</p>	<ul style="list-style-type: none"> ● American Indian parent meetings are held quarterly ● The American Indian Program Coordinator met with parents on an individual basis during the Distance Learning period ● Somali parent meetings are held monthly ● A LatinX Council was newly formed and meetings are being scheduled on a regular basis ● Special Education Advisory Council meets quarterly

<p>4. Family Engagement Nights</p>	<ul style="list-style-type: none"> ● Individual schools have family engagement nights periodically throughout the school year. (Math Night, Literacy Night, STEM Night) ● Minnesota Educational Equity Partnership (MNEEP) Parent Nights <ul style="list-style-type: none"> ○ Increasing academic achievement through family/school partnerships for multilingual students and families ● Parents in Action ● Empower Learning sessions
<p>5. Parent Climate Surveys</p>	<p>Annual survey of district parents' perception of engagement, safety, and instructional environment</p> <ul style="list-style-type: none"> ● This spring's survey was not conducted due to COVID and Distance Learning. Multiple family surveys were conducted during the summer, however, in preparation for the start of the fall school year
<p>School Resource Officers District Administration shall regularly meet with local law enforcement agencies to monitor and support the work of School Resource Officers consistent with District discipline policies and procedures.</p>	<p>District administrative and support staff meet with the four local law enforcement agencies the first Thursday of each month during the school year. These meetings center around the cooperative work within the schools, emergency preparation, and discussing events from the prior month</p>

Appendix:
Discipline Data (January - mid March 2020)