

Minnesota Department of Human Rights and Independent School District 742 Exhibit A, Action Plan, February 2021

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, 2021 Board Work Session included an annual report on Social Emotional Learning (SEL) support and student support practices. Suspension data was not reported to the School Board due to only having four suspensions total since last September.</p> <p>March, 2021 Board Work Session included the annual MDHR summary report. https://docs.google.com/document/d/1Di2db2Oa0SabZKJYsU4l42Jg1c0KCLqk/edit#</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</p>	<p>Individualized meetings with parents with concerns are conducted as necessary.</p>

<p>the District’s discipline policy and school personnel’s implementation of such policy;</p>	<ul style="list-style-type: none"> • 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 the review of the policy. When this process is conducted we come together with district administration, teachers, parents and students. We review the wording of the policy and present any changes to the board if needed. • Principals reviewed Code of Conduct and Board Policy 506 with staff in September 2020.
<p>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>	<p>Delegated to Assistant Superintendent to submit required reports on the following dates: February 1, 2019 September 1, 2019, February 1, 2020 September 1, 2020, February 1, 2021 September 1, 2021</p>
<p>Assistant Superintendents The Assistant Superintendents shall:</p>	
<p>1. Review data and disciplinary records from each site;</p>	<p>Our district transitioned to a new data warehouse this school year. One of the deciding factors in the choice to implement the new system was the ability to quickly visualize data. District administrators are able to not only see counts of disciplinary offenses, but also the faces of the students associated with the referrals and consequences. The bar graphs are images of students’ faces. This allows principals to clearly see any disparities in our behavior data. Principals are expected to speak to their behavior data during monthly check-ins with the Assistant Superintendents.</p>
<p>2. Identify areas of concerns and report to the Superintendent, Cabinet, District Leadership team;</p>	<p>As needed, areas of concern are reported to the Superintendent, Cabinet and District Leadership Team.</p>
<p>3. Provide corrective recommendations to the Superintendent;</p>	<p>Regular bi-weekly meetings with the Superintendent - provide updates and recommendations as needed.</p>

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"> ■ The support room training includes site updates as well as age-appropriate responses to behavior and de-escalation techniques.
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:	
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;	<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. ● Fall 2020 Student Services updated District Discipline defining removals in accordance with DIRS & PFDA. https://drive.google.com/file/d/1q4t4Gu4FvRVU1ly2P3TP8wAt_y51TvOS/view?usp=sharing ● 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.
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	<ul style="list-style-type: none"> ● Updated MTSS form includes required parent notification as well as a parent interview. ● MTSS Link: https://drive.google.com/file/d/1FvIneQmk8JrpXuzDV_OFin9we3wzAiSb/view?usp=sharing

<p>consistency of feedback provided to school personnel if deviations occur in the implementation of policy;</p>	<ul style="list-style-type: none"> ● Schools are required to contact parents for all behavior intervention support. ● Parent contact is required for every major office discipline referral.
<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"> ● Every building has a Multi-Tiered System of Support (MTSS) team, which is used to identify students who need additional support either academically or behaviorally. ● Notice of Suspension Checklist was updated to include required MTSS review for suspensions. Link: https://drive.google.com/file/d/18VTMqWJTOMx3eUTDjZISZSJJCTbdHA9d/view?usp=sharing ● Check In/Check Out at all schools. ● BARR (Building Assets/Reducing Risks) https://barrcenter.org/, the BARR Model allows staff to better understand and build on students’ strengths, proactively address the non-academic reasons why a student may be falling behind in school and identify what resources they need and steps they can take to thrive. ● 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 through an online Schoology course is available to all staff. Vicarious Trauma training was also available in-person and virtually through Dr. Steven Loos of Central Minnesota Mental Health Center (CMMHC) in January 2020 and January 2021 . Vicarious Trauma supports our staff with acknowledging the work trauma we face when working with at-risk students. This session provided an opportunity for staff to identify ways to support colleagues as well as self-care.
<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 which are taught in October to students. ● Human Resources trains all staff in the fall on bullying prevention and policies on harassment.

<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: Student Support Rooms and In School Suspension. ● Suspension Data September- December: Due To COVID-19 and Distance Learning, our suspension data was drastically reduced. Four total suspensions district-wide September - December. Thus the need for Alternative Services was minimal.
<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"> ● During Trimester 1, students were asked to share about their experience in the various learning models. Results from this survey were used by the district to inform planning. ● An Equity Strategies Team composed of junior high and high school principals and district-level administrators was established to intentionally plan supports and strategies to further engage students of color in their educational experience. ● CLR strategies, SEL student groups, BCSS staff, Equity Teams, 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.
<p>h. Communicate practices that are yielding positive results in reducing suspension disparities throughout the District;</p>	<p>Annual Board Presentation, February 2021. https://drive.google.com/file/d/1tb0CKaebjxBAtP3GYua7WeuMSyplbK0g/view?usp=sharing</p>
<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 Alternatives to Suspension for Administrators (K-12). ○ Conscious Discipline PD - Elementaries.

	Three of the four suspensions involved students of color and all four of the suspensions involved students on an IEP.
7. The Assistant Superintendents shall continue to support and monitor the district wide implementation of Positive Behavior Interventions and Support (PBIS) at each site;	<ul style="list-style-type: none"> ● Actively supports PBIS in all of our buildings through the prioritization of the SEL Supervisor role and allotment of funding for building PBIS funds and coaching stipends. All buildings have PBIS Teams and a PBIS coach - monthly meetings to analyze/share data and plan. ● District level PBIS Team meets monthly.
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;	<ul style="list-style-type: none"> ● Reviewed at the 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 Executive Director of Student Services. ● Professional development around the use of "alternatives to suspension" was conducted with all administrators.
Principals Principals shall:	
1. Ensure that the District's discipline policy is implemented by school personnel with fidelity;	<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 Out of School Suspension (OSS) it is reviewed with the Assistant Superintendents and Executive Director of Student Services. ● Accountability partners - building leaders each have an accountability partner that they check in with before doing a suspension.
2. Ensure PBIS is implemented by school personnel at their sites by all school staff including:	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. The Tiered Fidelity Inventory assesses each

	<p>school's level of implementation for Tier 1, 2, and 3 interventions.</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. ● The district received 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. Below is an example of a schools' PBIS matrix. Clearview Elementary Matrix: https://drive.google.com/file/d/1TrEUNARGtpfJIGVWftTYAw9S8yVaXxSC/view?usp=sharing</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>	<p>Student Support Rooms continue to be a district priority. Every school is required to have a support room and Behavior Resource Specialist. These staff work with students proactively to create behavior plans for students who are struggling to follow school-wide expectations. Student Services has prioritized Check-In/Check-Out (CICO) as a Tier 2 intervention and has adapted our forms during Distance Learning. CICO DL Form here: https://drive.google.com/file/d/1ErAf9M-at-AeDaGU26vBoVyX-Vw4PD3u/view?usp=sharing</p>
<p>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;</p>	<p>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.</p>

	<p>We have also provided an SEL assessment tool, SSIS, to all building MTSS teams for use with students. The screener tool will identify skill deficits and strengths within the SEL benchmarks. In addition to the SEL assessment tool, we have provided every school with the Social Skills Improvement System Intervention Guide. These are explicit lessons for students K-12 who need skill development in SEL.</p>
<p>e) Use a continuum of evidence-based interventions that are integrated and aligned to support academic and behavioral success for all students; and</p>	<p>District MTSS team meets monthly and regularly reviews intervention effectiveness. Current interventions include Check-In/Check-Out, SEL Lessons, Support Rooms, Dreamline, ADSIS, Targeted Services, Dyslexia curriculum, Reading Corps, Greater MN, etc.</p> <p>In addition to the interventions detailed above, we have also focused on our interventions for supporting students with Dyslexia characteristics. This has resulted in the district-wide implementation of Sonday (Orton-Gillingham curriculum). We currently serve over 1,000 students within this program.</p>
<p>f) Use a team – based approach to support effective implementation, monitoring progress, and evaluation of outcomes;</p>	<p>The MTSS form for PK-12 was updated to ensure recording of progress monitoring outcomes as well as team problem solving outcomes. We meet monthly with building MTSS teams at both Elementary and Secondary levels to review our processes and determine where additional supports are needed.</p>
<p>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;</p>	<p>Each school has a PBIS Team and a PBIS Coach. The Team and Coach 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.</p>
<p>4. Support students in positive SEL strategies through the implementation of Student Support Rooms staffed with Behavior Resource Specialist and Behavior Support Specialists;</p>	<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). Student Support Rooms are rooms set aside for behavior support within our schools. Students access these rooms through

	<p>identification via MTSS. Students then utilize the space for proactive/reactive breaks as needed.</p> <ul style="list-style-type: none"> ● Support staff checked in with students during distance learning to support SEL needs and regular attendance. ● Due to COVID-19 and distance learning, Virtual Calming Rooms were created to provide students a place to go for self-calming and to allow for a brain break. <p>Virtual Calming Room Link: https://sites.google.com/apps.isd742.org/isd742-virtual-calming-room/home?authuser=0</p>
<p>Special Education The Special Education Department shall:</p>	
<p>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;</p>	<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. ○ Pull-outs for specialized instruction in math, reading, written language, and social skills. ○ Co-taught classes in academic areas provide opportunities for general education and SPED teachers to teach to all students.
<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. (Due to COVID-19 Part 2 of this course has been put on hold) ○ First day at the site is a shadow day, then the next day staff start with students. ○ Ongoing one to one training.

	<ul style="list-style-type: none"> ○ Training licensed special education teachers to guide the learning of non-licensed support staff. ○ Monthly Schoology training for SPED non-licensed. ○ During Distance Learning all SPED paras and support staff received a device and training on various technology platforms. This included Schoology, Google Meets, SeeSaw, etc.
<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, and 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. ● The American Indian Parent Coordinator checked in with American Indian students and families as needed. ● Schoology course dedicated to American Indian programming was developed to keep students engaged and informed. ● Star quilts and placards were mounted in the hallways of our schools to allow our students to see their culture represented.
<p>2. Student Leadership Groups;</p>	<p>Monthly student leadership groups for students of color 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"> ● 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. ● Student Equity Teams - Tech High School has a Student Equity Team. In March, the Equity Department will assist all secondary schools with initiating Equity Teams that will have representatives for the District Equity Team.
<p>3. Academic Support Programs;</p>	<ul style="list-style-type: none"> ● As part of our talent development and accelerated services program we recognize that many students demonstrate observable behaviors that indicate high potential. These elementary students are served by specialists who provide targeted, ongoing opportunities to nurture their academic potential. Students identified as Young Scholars demonstrate observable traits that can be indicators of advanced thinking, processing or reasoning. Students who are part of the elementary Young Scholars program are recommended for a cluster classroom when they go to middle school and are provided with ongoing support to ensure their success. This is part of an overall program to provide opportunities and access for students that may not take advantage of advanced level courses at the secondary. ● 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, district-wide and at community hubs. The Educational Equity Outreach Coordinators provide student mentoring, groups and family support,

	<p>community outreach, parent engagement and parent involvement. They are also advocates for students.</p> <ul style="list-style-type: none"> • This year the Equity Department worked with community partners to provide academic and homework support in neighborhoods while in the distance and hybrid learning model. These centers were strategically placed in the most diverse areas of our district. Below is a link to a presentation that outlines those support partnerships. https://www.isd742.org/cms/lib/MN01909691/Centricity/domain/4/news links/shared links/Academic_Homework_Support.pdf • Also added were Monday-Thursday virtual academic/support sessions with our teachers at both elementary and secondary levels.
<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 the Distance Learning period and throughout the summer. <p>In addition to the community partner supports listed in the Academic Support section above, we worked with the Islamic Center to set up days and times when students could be at the center with members of our staff who speak</p>

	<p>Somali. While at the center our staff helped the students access the virtual academic/homework support sessions. Also provided were hands on materials that students could use while at the Islamic Center. The United Way provided the center with improved internet services, funds for additional cleaning supplies, and a reimbursement for hiring an additional staff member to monitor students while in the building.</p>
<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>Link to our Professional Development Catalog: https://www.isd742.org/cms/lib/MN01909691/Centricity/Domain/4/news links/shared links/PD Catalog.pdf</p>
<p>1. Instruction in Social Emotional Learning;</p>	<ul style="list-style-type: none"> ● Support room staff 1 hrs/mo. (Conscious Discipline, support room plan development). ● SEL district team 1 hr/month competency analysis, curriculum research and lesson development. ● Kognito training available to all staff for the 2020-21 school year. Prioritized with non-licensed resulting in 215 staff participating. Kognito introduction video: https://www.youtube.com/watch?v=ISkaJz0iNA&feature=emb_logo ● Required Review of Suicide Awareness K-12 licensed staff August/September 2020. ● SSIS (SEL) screener tool - counselors, MTSS teams.
<p>2. Restorative Practices;</p>	<p>Staff from each building were trained to facilitate Restorative Practices - June 2020.</p>
<p>3. Conscious Discipline;</p>	<p>Conscious Discipline (CD) training has been postponed due to COVID-19. We have a contract with CD and therefore training will occur June 2021.</p>
<p>4. Trauma Informed Schools;</p>	<p>Professional Development</p> <ul style="list-style-type: none"> ● All mental health service providers receive monthly emails with virtual training options. ● January 15, 2021 Vicarious Trauma with Dr. Steven Loos.
<p>5. Culturally and Linguistically Responsive Instruction (CLR);</p>	<p>Certified teaching staff has been trained in CLR and ongoing training continues.</p>

	<ul style="list-style-type: none"> ● 35 staff members attended a virtual training called Coaching for Equity 101 on February 22 and 23. The workshop is through Bright Morning and focuses on Elena Aguilar’s book <i>Coaching for Equity</i>. The book and workbook were purchased for all participants. Participants include teachers, building administrators, members of the Learning and Teaching team and members of the Equity team. Those trained will lead the work in buildings with other staff members. Academic Coaches in all buildings participated in a book study with this book throughout the year. <p>Supported through our Kellogg Foundation grant, licensed and non-licensed staff at 3 elementary buildings had the opportunity to participate in a virtual course called <i>Empowering Educators: Race & Racism</i>. When the course was completed they were able to choose a set of 5, carefully selected, multicultural books that they could use with their students. 73 staff members successfully completed the course.</p>
6. Building Assets and Reducing Risks (BARR);	<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. ● Annual training takes place in June.
<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>Student Services partnered with community partners and resources to create a Mental Health Resource Video that includes district resources and community resources and contact information. This video will be shared with families and students.</p> <p>https://www.youtube.com/watch?v=XTgLLUEIMlw&feature=emb_logo</p>
<p>1. Meetings with Somali Community Council, Latin X Community and District Administration;</p>	<ul style="list-style-type: none"> ● Monthly meetings with Somali Community Council and Latin X community and District Administration. ● Contract with local Somali TV station, XIDIG TV for Spring 2021. We will provide regular updates on topics around mental and chemical health, crisis response, stress, school and community resources, as well as general school-related announcements, such as graduation information.
<p>2. 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. ● The Special Education Advisory Council meets quarterly.
<p>3. 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, Family Bingo) These have continued virtually throughout the fall. ● Empower Learning sessions - Empower Learning was created to build and bridge stronger school, community and diverse family connections. Empowering school families to support their children is key. Parents are given a voice; topics are based on parent suggestions. Discovery Elementary School's Empower Learning creates a stronger school community through amplified student and parent voice as well as intentional diverse family connections. Topics for classes are based on

	parent suggestions at goal-setting conferences. Topics have ranged from testing and measuring student progress to child wellness and mental health and most recently, bi-lingual distance learning resources for families. The topics empower Discovery parents to support, encourage and accelerate their child's learning and remove barriers to higher family engagement.
4. Parent Climate Surveys;	Annual survey of district parents' perception of engagement, safety, and instructional environment. <ul style="list-style-type: none"> • A spring survey will be conducted.
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;	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. Our relationship with local law enforcement is collaborative and supportive in our work with students. <ul style="list-style-type: none"> • https://www.isd742.org/cms/lib/MN01909691/Centricity/domain/4/news%20links/shared%20links/ISD%20742%20and%20SCPD%20SRO%20Presentatioin.pdf • Police liaison officers facilitated lunch groups at the Jr. Highs and High Schools each Friday during Distance Learning.

Appendix:
Discipline Data (September - December 2020)

4 out-of-school suspensions:

-Grade levels

- 3 high school students
- 1 elementary student

- SPED

- 4 EBD students

-Race

- 3 students of color
- 1 white student