

Minnesota Department of Human Rights and Independent School District 742 Exhibit A, Action Plan February 2019

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>January 2019 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; and</p>	<p>Resources are allocated in district and site budgets to provide resources, supports and training: Examples include SEL curriculum, Behavior Resource Specialist positions, 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; and</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. Parents, students and school personnel are provided opportunities to provide feedback and input ● Teaching & Learning Parent Advisory, 3.26.2019 ● Student Equity Teams, Bi-Weekly Meetings ● School Leadership Teams, Spring 2019

ACTION STEP	DOCUMENTATION
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.	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
Assistant Superintendent The Assistant Superintendent shall:	
1. Review data and disciplinary records from each site;	Site data is reviewed and shared monthly at principals meetings
2. Identify areas of concerns and report to the Superintendent, Cabinet, Leadership team;	As needed areas of concerns are reported to Superintendent, Cabinet and Leadership Team
3. Provide corrective recommendations to the Superintendent;	Regular weekly meetings with Superintendent - provides 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)

ACTION STEP	DOCUMENTATION
<p>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;</p>	<ul style="list-style-type: none"> ● Culturally Linguistically Responsive (CLR) (August 22 & 23, November 27, 2018) ● Crisis Prevention Intervention (CPI) Training is offered monthly for new hires (two year certification and then monthly Refreshers. All leaders must be certified ● District Leadership Training: <ul style="list-style-type: none"> ○ August 15, 2018 Racial Equity Courageous Conversation Protocol ○ October 23, 2018 Being Responsive to LGBTQAI Communities ○ January 15, 2019 Disability Equity, Instructional Strategies for Differentiation ● National Urban Alliance (NUA) Training <ul style="list-style-type: none"> ○ August 14, 2018 ○ Nov 12,13, 2018 ○ January 23, 24, 2019 ○ March 25, 26, 2019 ● Principal Professional Learning at Monthly Meetings ● Restorative Practices (August 20 & 21, 2018)
<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</p>	<ul style="list-style-type: none"> ● Training to school personnel was conducted in August 2018 on when it is appropriate to remove students from class ● Assistant Superintendent and SPED Executive Director review all suspensions as they occur and provide feedback to school personnel if deviations occur

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if deviations occur in the implementation of policy;	
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;	<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
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;	<ul style="list-style-type: none"> ● The Multi-Tiered System of Support (MTSS) is used to identify students who need additional supports either academically or behaviorally. Specific behavior interventions can include proactive breaks, conflict resolution, restorative, etc. ● We also utilize the Collaborative Action Team (CAT) and District Triage Team to problem solve & offer supports/services to students/families
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;	<ul style="list-style-type: none"> ● We have engaged in training on trauma and the ACES study ● Trauma and Emotion PD facilitated by Ted Thompson (January 9, 2019, January 23, 2019, and February 6, 2019)
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	<ul style="list-style-type: none"> ● All schools are provided Bullying Lessons to be taught in October ● All schools utilize PBIS ● Human Resources trains all staff on bullying prevention and policies on harassment <ul style="list-style-type: none"> ○ Training was provided in August and September 2018

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bullying policy;	
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;	<ul style="list-style-type: none"> ● Offering alternatives to suspension, CAAP (off campus in school suspension) Student Support Rooms) and In School Suspension ● Homebound services ● Data is analyzed and disaggregated monthly regarding Out of School Suspension and In School Suspension
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;	<ul style="list-style-type: none"> ● District Student Survey administered every spring ● MN Student Survey administered every 3 years to 5th, 8th, 9th, & 11th grade students
h. Communicate practices that are yielding positive results in reducing suspension disparities throughout the District; and	Administrators share out at monthly administrative meetings among schools
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.	Students of color and students with disabilities are suspended at a disproportionate rate and we are working to make changes that will positively impact this data
7. The Assistant Superintendent shall continue to support and monitor the district wide implementation of Positive Behavior Interventions and Support (PBIS) at each site including:	<ul style="list-style-type: none"> ● Actively supports PBIS in all of our buildings. All buildings have PBIS Teams that have monthly meetings to analyze and share data and make adjustments to their matrix and plans ● District Level PBIS Team meets monthly

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	<ul style="list-style-type: none"> ● District SEL coordinator coordinates District SEL team which provides SEL support to sites
<p>8. At the start of the fall semester of the 2018–2019 school year, the Assistant Superintendent 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 August 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 ● Anytime there is a OSS it is reviewed with the Assistant Superintendent and Carol Potter, Executive Director of Student Services
<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 Superintendent does regular formal check-ins with principals - discipline date is reviewed ● Anytime there is a OSS it is reviewed with the Assistant Superintendent and Carol Potter, Executive Director of Student Services
<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 TFI & SAS analysis</p>
<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. Our most recent district meeting included a review/share out of positive recognition ideas</p>
<p>c) Develop and implement a consistent and specialized support system for students who do not display behaviors</p>	<ul style="list-style-type: none"> ● Student support rooms ● Behavior Intervention Plans

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consistent with schoolwide positive expectations;	<ul style="list-style-type: none"> ● Counseling support ● Skills Groups ● Re-teaching lessons
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 protocols and procedures to support students. MTSS teams also 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	Our District MTSS team meets monthly and regularly reviews intervention effectiveness. Current interventions include PBIS, SEL Lessons, Support Rooms, Dreamline, ADSIS, BARR, Targeted Services, MathCorps, Greater MN, AVID, Upward Bound, AOP, etc.
f) Use a team – based approach to support effective implementation, monitoring progress, and evaluating 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
4. Support students in positive SEL strategies through the implementation of Student Support Rooms staffed with Behavior Resource Specialist and Behavior Support Specialists	All buildings have a Student Support Room that is staffed by at least one Behavior Resource Specialists (BRS) and/or Behavior Support Specialists (BSS)
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	<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

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programming for students with Development Cognitive Disabilities who have challenging behaviors.	<ul style="list-style-type: none"> ○ Recovery Plus, Clara’s House, Hospital Program, Journey Program, programming for student in schools as well for general education students
2. Provide job specific and embedded onboarding for paraprofessional and behavior support specialist working with students in the Special Education programs of the District.	<ul style="list-style-type: none"> ● Every other week onboarding for new staff takes place <ul style="list-style-type: none"> ○ Thursdays specific to Special Education staff ○ Fridays CPI training, verbal de-escalation ○ Mondays - shadow day then next day to start with students. ○ Ongoing one to one training
<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>	
1. American Indian Programs	Direct student support, mentoring, tutoring, American Indian Parent Advisory Meetings, support for classroom teachers, materials, college visits, Tribal partnerships
2. Student Leadership Groups	Monthly student leadership groups at Middle Level and High Schools aimed at developing leadership skills and amplifying student voice
3. Academic Support Programs	AVID, Math & Reading Corps, specific request from schools for program support (financial). Student Support Coordinator (district), Educational Equity Outreach Coordinators, Bilingual Communication Support Specialists at each site, Access and Opportunity Program, Technology Integrationist, Check and Connect, Ethnic Studies course
4. Parent Community Involvement Committees	Somali committee, American Indian Parent Advisory Committee, monthly meetings with Somali families (school specific)
5. Family & Community Outreach	<ul style="list-style-type: none"> ● Fun Run and Resource Fair ● Poetry Slam/Open Mic ● Translation and Interpreting requests ● Community Cafe ● Parents in Action ● MANUP graduation

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6. SEL and Restorative Support Programs	<ul style="list-style-type: none"> ● Black History month project ● District Wide Restorative Programs, professional development on trauma informed schools and working with students with trauma ● Restorative Practices, August 20 & 21, 2018
<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>	
1. Instruction in Social Emotional Learning	<ul style="list-style-type: none"> ● PBIS-Peacemaker Resources - 75 PreK-12 staff in June 2018 ● Mental Health PD- 2 hours/month for 80- licensed staff ● Support room staff - 1.5 hrs/mo. ● SEL district team 1 hr/month Benchmark analysis, curriculum research and lesson development
2. Envoy Behavior Management Program	<p>August 28 & 30, 2018</p> <ul style="list-style-type: none"> ● All Madison staff and Talahi new teachers received 2 day training September 4, 2018 ● All non-licensed staff received a full-day training Spring 2018 and November 2018 ● Talahi and Madison: had two teachers participate in ENVoY Resident Coaching training ● September, November and January: ENVoY coaching dates and licensed staff received ENVoY coaching
3. Restorative Practices	<p>Staff from each building were trained to facilitate Restorative Practices August 20 & 21, 2018</p>
4. Conscious Discipline	<p>Conscious Discipline- 40 PK-5 staff - June 21, 22, 2018</p>
5. Trauma Informed Schools	<p>PD will be:</p> <ul style="list-style-type: none"> ● January 9, 2019

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	<ul style="list-style-type: none"> ● January 23, 2019 ● February 6, 2019
6. Culturally and Linguistically Responsive Instruction (CLR)	Certified teaching staff has been trained in CLR: <ul style="list-style-type: none"> ● August 22 & 23, 2018 ● November 27, 2018
7. Building Assets and Reducing Risks (BARR)	The Tech BARR team met: <ul style="list-style-type: none"> ● June 7 and June 8, 2018 for implementation training on BARR protocols and structures. ● August 24 to plan the 2018-19 school year, iTime Lessons ● December 12 debrief trimester 1, review progress towards goals and plan recommendations for the trimester 2 and the 2019-20 school year.
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:	
1. Community Cafes	Community conversation involving parents, district 742 staff, students and community members related to students' well-being and achievement in District 742 <ul style="list-style-type: none"> ● February 24, 2018 ● May 9, 2018
2. Meetings with Somali Elders and District Administration	Monthly meetings at each school with Somali parents, Somali elders and District leadership team
3. Site Based Meetings with various Parent Groups (i.e. Somali, African American, American Indian parent groups)	American Indian parent meetings are held quarterly

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<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, Reading Focus, STEM Night) ● Minnesota Educational Equity Partnership (MNEEP) Parent Nights, November 16, 2018 and January 17, 2019 <ul style="list-style-type: none"> ○ Increasing academic achievement through family/school partnerships for multilingual students and families ● Parents in Action ● We Rock the Mic, spoken word & Poetry Slam (February 21, 2019)
<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>