

**Minnesota Department of Human Rights and Independent School District 742 Exhibit A, Action Plan, September 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><b>School Board</b> 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><b>Superintendent</b> 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"> <li>● Individualized meetings with parents with concerns are conducted as necessary</li> <li>● The Student Discipline Policy 506 is reviewed annually. The last review was on August 28, 2019. Parents, students and school personnel are provided opportunities to provide feedback and input</li> <li>● Student Equity Teams - Bi-Weekly Meetings</li> <li>● Principals Reviewed Code of Conduct and Board Policy 506 with staff, August 2019</li> </ul>

<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><b>Assistant Superintendent</b>  The Assistant Superintendent shall:</p>	
<p>1. Review data and disciplinary records from each site;</p>	<p>Site data is reviewed and shared monthly at principals meetings</p>
<p>2. Identify areas of concerns and report to the Superintendent, Cabinet, Leadership team;</p>	<p>As needed areas of concerns are reported to Superintendent, Cabinet and Leadership Team</p>
<p>3. Provide corrective recommendations to the Superintendent;</p>	<p>Regular weekly meetings with Superintendent - provides updates and recommendations as needed</p>
<p>4. Act as the District's point person for parents and students regarding discipline;</p>	<p>Responds to concerns from parents and students (phone calls, emails or meetings)</p>
<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"> <li>● 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, BRS</li> <li>● District Leadership Training: <ul style="list-style-type: none"> <li>○ June 12, 2019 CICO (Check in/Check Out)</li> <li>○ June 13, 19, August 12, 23, 14 and Non-licensed August 27 - Conscious Discipline</li> </ul> </li> <li>● National Urban Alliance (NUA) Training <ul style="list-style-type: none"> <li>○ June 12, 13, 14, 2019</li> </ul> </li> <li>● Principal Professional Learning at Monthly Meetings</li> <li>● Equity PD (Non-licensed) August 27, 2019</li> <li>● PBIS District Team Training August 20, 2019</li> </ul>
<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</p>	

<p>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"> <li>● Training to new school leaders was conducted in July 31, 2019 on when it is appropriate to remove students from class</li> <li>● Assistant Superintendent and SPED Executive Director review all suspensions as they occur and provide feedback to school personnel if deviations occur</li> </ul>
<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"> <li>● Updated MTSS form includes required parent notification as well as a parent interview</li> <li>● Parents are involved in MTSS process, IEP meetings and behavior meetings</li> <li>● School administrators are to consistently involve parents in the problem solving of concerns</li> </ul>
<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"> <li>● 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, etc.</li> <li>● District Triage Team to problem solve &amp; offer supports/services to students/families</li> <li>● CICO at all schools</li> <li>● BARR (Building Assets/Reducing Risks)</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>● We have engaged in training on trauma and the ACES study</li> <li>● Trauma and Emotion PD facilitated by Ted Thompson (January 9, 2019, January 23, 2019, and February 6, 2019)</li> <li>● SEL: Identified District SEL competency curriculum map</li> </ul>

<p>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"> <li>● CMMH - Central MN Mental Health Training on Vicarious Trauma</li> </ul>
<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"> <li>● All schools are provided Bullying Lessons to be taught in October</li> <li>● All schools utilize PBIS and training occurred August 2019</li> <li>● Safe and Supportive School Plan Updated June 2019 and training will be offered December 2019</li> <li>● Human Resources trains all staff on bullying prevention and policies on harassment <ul style="list-style-type: none"> <li>○ Training was provided in August and September 2019</li> </ul> </li> </ul> <p>Results of the 2019 climate survey indicate the majority of students feel safe at school and that students are not often bullied. * See tables included at the end of this report.</p>
<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"> <li>● Offering alternatives to suspension for all students. CAAP Student Support Rooms, and In School Suspension</li> <li>● Home based and Homebound services</li> <li>● Data is analyzed and disaggregated monthly regarding Out of School Suspension, In School Suspension, CAAP.</li> <li>● Students with disabilities receive services by a licensed SPED teacher at our Alternative Service Site (CAAP).</li> </ul>
<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"> <li>● District Student Survey administered Spring 2019</li> <li>● MN Student Survey administered in Winter 2019 to 5th, 8th, 9th, &amp; 11th grade students</li> </ul> <p>* See tables included at the end of this report.</p> <ul style="list-style-type: none"> <li>● CLR strategies, student Equity Teams, course materials representative of student demographics, and Educational</li> </ul>

	<p>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> <ul style="list-style-type: none"> <li>● Students with disabilities have the opportunities to participate in adaptive sports and have been very successful in state competitions</li> <li>● Team sport uniforms have become more inclusive of all cultures allowing for greater participation of students of color</li> </ul>
<p>h. Communicate practices that are yielding positive results in reducing suspension disparities throughout the District; and</p>	<p>Administrators share out monthly at administrative meetings</p> <ul style="list-style-type: none"> <li>● Annual Board Presentation, January 2019</li> <li>● Data is shared monthly at Administrator meetings</li> </ul>
<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 are suspended at a disproportionate rate</p> <ul style="list-style-type: none"> <li>● 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: <ul style="list-style-type: none"> <li>○ Continue Alt. to Susp. for Administrator - K-12</li> <li>○ Conscious Discipline PD - Elementaries</li> <li>○ Innocent Classroom PD - Middle Schools</li> <li>○ Continue monthly Mental Health PD - K-12</li> </ul> </li> </ul> <p>* Graph at the end of this report indicates about a 50% decrease in OSS for students of color and students with disabilities from the previous school year.</p>
<p>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:</p>	<ul style="list-style-type: none"> <li>● Actively supports PBIS in all of our buildings. All buildings have PBIS Teams &amp; PBIS coach - monthly meetings to analyze/share data and plan.</li> <li>● District Level PBIS Team meets monthly</li> <li>● District support of SEL competencies and curriculum mapping through monthly SEL meetings</li> </ul>

<p>8. At the start of the fall trimester each 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"> <li>● Reviewed at August 2019 Administrator meeting</li> <li>● Accountability partners - building leaders each have an accountability partner that they check in with before doing a suspension</li> <li>● Annual review of Board Policy 506 - August 2019</li> <li>● Anytime there is an OSS it is reviewed with the Assistant Superintendent and Carol Potter, Executive Director of Student Services</li> <li>● Professional development around the use of “alternatives to suspension” was conducted with all administrators</li> </ul>
<p><b>Principals</b> 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"> <li>● Assistant Superintendent does regular formal check-ins with principals - discipline data is reviewed</li> <li>● Anytime there is an OSS it is reviewed with the Assistant Superintendent and Carol Potter, Executive Director of Student Services</li> <li>● Accountability partners - building leaders each have an accountability partner that they check in with before doing a suspension</li> </ul>
<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 &amp; Self-Assessment Survey analysis</p> <ul style="list-style-type: none"> <li>● District-wide Exemplar status attained for 2018-19</li> </ul>
<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. 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"> <li>● Student support rooms</li> <li>● Behavior Intervention Plans</li> <li>● Counseling support</li> <li>● Skills groups</li> <li>● Re-teaching lessons</li> <li>● Restorative Practices</li> <li>● Conflict mediation</li> <li>● Check-In / Check-Out</li> </ul>
<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>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 PBIS, SEL Lessons, Support Rooms, Dreamline, ADSIS, BARR, Targeted Services, Sondag, MathCorps, Greater MN, AVID, Upward Bound, etc.</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</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 Lead. The Team and Lead review the data monthly and share data with staff. Principals &amp; Assistant Principals have accountability partners, to process potential suspensions to discuss possible alternatives. If suspension is warranted, it then moves to Assistant Superintendent 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>	<p>All buildings have a Student Support Room that is staffed by at least one Behavior Resource Specialist (BRS) and/or Behavior Support Specialist (BSS)</p>
<p><b>Special Education</b> 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"> <li>● We provide a continuum of services to students in grades K-12: <ul style="list-style-type: none"> <li>○ Level 4</li> <li>○ Day treatment</li> <li>○ Recovery Plus, Clara’s House, Hospital Program, Journey Program, programming for students in schools as well for general education students</li> </ul> </li> </ul>
<p>2. Provide job specific and embedded onboarding for paraprofessional and behavior support specialist working with students in the Special Education programs of the District.</p>	<ul style="list-style-type: none"> <li>● Every other week onboarding for new staff takes place <ul style="list-style-type: none"> <li>○ Training specific to Special Education staff</li> <li>○ Full-day CPI training, verbal de-escalation</li> <li>○ First day at the site is a shadow day, then the next day staff start with students</li> <li>○ Ongoing one to one training</li> <li>○ Training licensed special education teachers to guide the learning of non-licensed support staff</li> </ul> </li> </ul>
<p><b>Equity Department</b> 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>
<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>
<p>3. Academic Support Programs</p>	<p>AVID, Math &amp; Reading Corps, specific request from schools for program support (financial). Student Support Coordinator (district), Educational Equity Outreach Coordinators, Bilingual Communication Support Specialists, Technology Integrationist, Check and Connect, Young Scholars</p>

4. Parent Community Involvement Committees	Somali Elders 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)
5. Family & Community Outreach	<ul style="list-style-type: none"> <li>● Fun Run and Resource Fair</li> <li>● Poetry Slam/Open Mic</li> <li>● Translation and Interpreting requests</li> <li>● Community Cafe</li> <li>● Parents in Action</li> <li>● MANUP graduation</li> <li>● Black History month project</li> </ul>
6. SEL and Restorative Support Programs	<ul style="list-style-type: none"> <li>● District Wide Restorative Programs, professional development on trauma informed schools and working with students with trauma</li> </ul>
<p><b>Professional Development</b></p> <p>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"> <li>● Mental Health PD - 2 hours/month for 80 - licensed staff</li> <li>● Support room staff - 1.5 hrs/mo.</li> <li>● SEL district team 1 hr/month competency analysis, curriculum research and lesson development</li> <li>● Digital Citizenship Planning/Gear Up/SEL, middle level teams, June 4 &amp; 5, 2019</li> <li>● PBIS/Safe Support School Plans Bully/Harassment, Teams of 4 from EC, K-12, June 5, 2019</li> <li>● Check In-Check Out (CICO), 2 BRS/BSS per school (K-12) June 12, 2019</li> <li>● Building PBIS team planning (EC, K-12) August 20, 2019</li> </ul>
2. Envoy Behavior Management Program	<ul style="list-style-type: none"> <li>● All Madison and Talahi staff received training on June 24th and 25th, 2019</li> </ul>

	<ul style="list-style-type: none"> <li>● Talahi and Madison: had two teachers participate in ENVoY Resident Coaching training</li> <li>● September, November and January: ENVoY coaching dates and licensed staff received ENVoY coaching</li> </ul>
3. Restorative Practices	Staff from each building have been trained to facilitate Restorative Practices
4. Conscious Discipline	<p>Conscious Discipline Training</p> <ul style="list-style-type: none"> <li>● Introduction to Conscious Discipline Early Childhood and K-12 BRS/BSS June 13 or 19, 2019</li> <li>● Year 1 Conscious Discipline, Elementary 6 per school, August 12 &amp; 13, 2019</li> <li>● Year 2/3 Conscious Discipline Elementary (previously trained) August 14, 2019</li> </ul>
5. Trauma Informed Schools	<p>PD will be:</p> <ul style="list-style-type: none"> <li>● September 27, 2019</li> <li>● All mental health service providers are trained one time/month for 2 hours</li> </ul>
6. Culturally and Linguistically Responsive Instruction (CLR)	Certified teaching staff has been trained in CLR and ongoing training is being scheduled for this year (dates to be determined)
7. Building Assets and Reducing Risks (BARR)	<p>BARR is now being implemented at both high schools</p> <ul style="list-style-type: none"> <li>● Implementation training on BARR protocols and structures took place for Apollo's first cohort and Tech's second cohort during summer 2019</li> <li>● Ongoing training will take place throughout the year</li> </ul>
8. Innocent Classroom	<ul style="list-style-type: none"> <li>● Innocent classroom pilot at Kennedy K-8 Community School took place during 2018-19 school year</li> <li>● North and South Jr. Highs received training in August 2019 and will be implementing Innocent Classroom this school year along with Kennedy</li> <li>● Ongoing training will take place for all schools throughout the year</li> </ul>
<b>Community Engagement</b>	

<p>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. Community Cafes</p>	<p>Community conversation involving parents, district 742 staff, students and community members related to students' well-being and achievement in District 742</p> <ul style="list-style-type: none"> <li>● January, 2020</li> <li>● May, 2020</li> </ul>
<p>2. Meetings with Somali Elders and District Administration</p>	<p>Monthly meetings at each school with Somali parents, Somali elders and District leadership meetings</p>
<p>3. Site Based Meetings with various Parent Groups (i.e. Somali, African American, American Indian parent groups)</p>	<p>American Indian parent meetings are held quarterly</p>
<p>4. Family Engagement Nights</p>	<ul style="list-style-type: none"> <li>● Individual schools have family engagement nights periodically throughout the school year. (Math Night, Literacy Night, Reading Focus, STEM Night)</li> <li>● Minnesota Educational Equity Partnership (MNEEP) Parent Nights <ul style="list-style-type: none"> <li>○ Increasing academic achievement through family/school partnerships for multilingual students and families</li> </ul> </li> <li>● Parents in Action</li> <li>● Empower Learning sessions</li> <li>● We Rock the Mic, spoken word &amp; Poetry Slam (February 21, 2019)</li> </ul>
<p>5. Parent Climate Surveys</p>	<p>Annual survey of district parents' perception of engagement, safety, and instructional environment</p>
<p><b>School Resource Officers</b> 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>

<b>2019 Climate Survey Responses from District 742 Students</b>					
I feel safe at this school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
5th Grade	38.50%	44.10%	11.00%	5.50%	0.80%
6th-8th Grade	17.60%	53.70%	19.10%	9.00%	0.50%
9th-12th Grade	13.30%	52.70%	20.10%	11.20%	2.80%
Students at this school are often bullied.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
5th Grade	10.20%	24.90%	45.30%	18.10%	1.50%
6th-8th Grade	15.50%	36.30%	39.00%	8.40%	0.90%
9th-12th Grade	10.10%	32.10%	44.90%	8.80%	4.00%

<b>2019 Climate Survey Responses from District 742 Students of Color</b>				
There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
5th Grade	29.50%	43.60%	20.40%	6.60%
6th-8th Grade	27.50%	61.60%	8.30%	2.60%
9th-12th Grade	23.35%	55.25%	14.59%	6.81%

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have lots of chances to be part of class discussions or activities.				
5th Grade	27.20%	55.70%	13.30%	3.70%
6th-8th Grade	19.70%	60.90%	15.30%	4.10%
9th-12th Grade	15.26%	63.01%	15.07%	6.65%
At this school, students have lots of chances to help decide things like class activities and rules.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
5th Grade	19.30%	52.50%	19.60%	8.50%
6th-8th Grade	12.10%	48.70%	27.10%	12.10%
9th-12th Grade	12.48%	49.90%	26.51%	11.11%

<b>Participation in Adaptive Sports Teams by Students with Disabilities</b>		
	Count of Student Participants	
	2017-18	2018-19
Adaptive Floor Hockey	11	12
Adaptive Soccer	10	8

### OSS SPED, Black, All

