

SE Assessment Tool September 2020 School or District: Bemidji Area Schools Settlement Agreement Assessment Tool Bi-Annual Report

Action steps outlined in Bemidji's Disciplinary Improvement Plan (2018-19)	Who is Responsible?	Timeline and Measures of Achievement Identified	Resources/ Supports Required	Obstacles to Overcome and/or Assistance Required	Action Steps Completed	Date(s) Completed	Further Steps
Update and review the Code of Conduct. Identify the areas of focus as identified in the report from MDHR and from the Administrative Review Team	Task Force/ Code of Conduct Committee	March 28th at 8:30 AM, April 3rd at 7:00 AM, Additional meetings may be scheduled. The Code of Conduct Policy will be brought to the school board for the first hearing on June 18th	Modes of Conduct including: MI, Buffalo PS, and Baltimore City PS	Past practice, consistency of coding systems required for longitudinal data, additional resources required to implement desired practices (such as Restorative Justice Practices)	The Code of Conduct Committee met to review and revise the Code of Conduct for the 2019-20 School Year with a focus on subjective areas as identified in the report from MDHR and from the Administrative Review Team. Revisions outlined steps of supports available to work with the student prior to assigning suspensions. This places more of an emphasis on identifying the root cause of the behavior and assisting the student. The Code of Conduct also identifies desirable behaviors of students in the beginning of the Code of Conduct to place an emphasis on positive behavior.	Meetings: 5/18/20 Board Approved July 20, 2020	Task Completed, but the Code of Conduct Committee will continue to review the Code of Conduct yearly and revise as needed.
Review data with respect to the origin of the disciplinary referrals considering: staff members making the referrals, time of day of referrals, location of the incidents, and which students are being referred, and number of incidents per student. We want to know what we can do better to ensure student success.	Task Force, Principals, Building Data Review Teams	Continually look at this data throughout the year; focusing on it March-June. We should be able to draw conclusions by data retreat in August.	Skysward, Viewpoint, DIRS Reporting, MDE Reporting	Access to the data, common time to get the teams together, lots of data to consider, Delete student identifiable information.	-Principals are required to enter DIRS information by May 22, 2020. -DIRS data presented to principals in a spreadsheets (Total Incidents and Unduplicated Students) for total population and the subgroups of Native American and Special Education. A comparison is made to the previous year's data (5/18/20). (See attached documents) -Admin and data teams analyze data and look for trends throughout the year and in June. -School teams review discipline data regularly.	See Action Steps Completed	Principals will continue to review this data with their teams and review DIRS data as a team to look for trends
Review fidelity of Practice- Use of actual discipline suspensions/expulsions to develop consistency (Inter-rater reliability)	Principals, Assistant Principals, Deans of Student, Cabinet	Monthly, the Leadership Team will review at least one DIRS description of an incident and strive to develop consistency. This will happen at each Leadership Meeting from now until at least May of 2020. Take this information back to staff buildings.	Data fidelity of practice review process/ form.	Other priorities, time, changes in administration. Time for professional development.	-One to two schools present subjective cases in the Principal's meeting each month to review with team and discuss how to approach situations with fidelity. -School admin teams look at discipline data in their individual schools for trends related to staff reporting, time of day, etc. -Task force then identified where subjective discipline routinely occurred and streamlined discipline dropdowns in Skysward to be non-repetitive, less subjective, and compatible with DIRS.	Completed March 2020. April and May were focused on COVID related topics and teaching in a pandemic.	Principals will continue to review subjective scenarios as a group review fidelity of practice.
Develop action plans in regards to use of best practice which could include any of the following: -Restorative Justice- train middle and high school leadership summer of 2018 -ACEs- Responsive Classrooms-Expand to 6th grade teachers -Adverse Childhood Experiences Training- multiple trainings offered already and additional to come. -Safe and Responsive Schools -Professional Development and Support for Teachers -Clearly Define the Role of School Resource Officers to not participate in discipline decision making process -Assessment -School Partnership -Substance Abuse Interventions -Alternative Schools -reducing the use of suspension as a discipline tool -Other	-Principals, Assistant Principals, and Deans of Student at MS and HS -BMS principal and Responsive Classroom trainer -Task Force, Principals, Assistant Principals, Cabinet, Outside Agencies, building leaders, teachers	Summer of 2018 Summer of 2018, Schedule 4-day training Prioritize strategies by September of 2018 and provide professional development regarding strategies which will be implemented	- Professional Development Dollars, MDE Training -Professional Development Dollars for training and teacher stipends -It will take time, professional development, financial support, and commitment to implement any of these strategies. -Model needs assessments mentioned at the meeting with MDE on January 30th. -Staff Development -Money	-Administrators not contracted to work these days during the summer months -Availability of staff during summer vacation -We won't be able to do all of these strategies at once. We must prioritize and use the strategies which will integrate for the long term into our schools -Model needs assessment from MDE -Staff Development -Money	-Bemidji High School Principals attended ENVOY Training and developed an ENVOY Catalyst to train staff. An ENVOY visit occurred during the spring of 2019. -BHS Staff received Circle Training related to the culture of Native Americans in the fall of 2018. -BHS Assistant Principals attended Restorative Justice Training in November 2018 -BHS Indian Education Liaisons attended Restorative Justice Training in the spring/summer of 2018 and 2019 -Bemidji Area Schools initiated a contract with Behavior Interventionist to work with School Teams for the 2019-20 school year (See attached contract). -BMS admin team 6th grade staff trained in Responsive Classroom training during the summer of 2017 and implemented in the 2018-19 year and continued for the 2019-20. -Positive Peer Relations (PPR) team revised homeroom curriculum at BMS to focus on social-emotional learning standards (SEL) to provide students a better understanding of students identified with disabilities and from different cultures. -In the March 2019, BMS staff attended a training title Missing and Murdered Indigenous Women. -Schools, including BHS, BMS, GDE, and Loun, hold weekly or bi-weekly meetings to identify struggling students (i.e. attendance, mental health, etc.) and develop plans to provide support. -Further ACEs training was offered in the community in March 2020 -Other community trainings were offered during the 2019-20 school year such as <i>Growing Resilient Communities (Summer 2020)</i> , Family Fun Night focused on ACEs (Feb 2020), and a community Resilience Squad was developed out of the Bemidji Area Service Collaborative. -Bemidji Area School Staff were made aware of trainings and events related to better understanding indigenous trainings throughout the year (i.e. Minnesota Indian Education Convergence, Empowering Youth (Sept 2019), Round Dances (Feb 2020). -Identified schools worked with the Centers of Excellence to improve practice throughout the 2019-20 School year.	See Action Steps Completed. See attached agenda of one Task Force and one Principal's meeting	Leadership will continue to offer applicable trainings to staff.
Develop self-study/reflection of practices to determine effect of the actions we take. -We will conduct a survey of attitudes toward school district policies and practices.	-Sub-committee of Task Force -District Office	-April-September of 2018. Areas of Focus will be prioritized by the end of September, 2018. -Spring of 2019	Skysward, Viewpoint, DIRS reporting, MDE reports, survey vehicle, survey results, Test pilot the survey with representative sample of parents and staff.	Access to the data, common time to get the teams together, lots of data to consider, delete student identifiable information, and limited internet connectivity for homes due to low social-economic conditions.	-Principals, Leaders, and the Disproportionate Task Force review discipline data and meet in the spring to self-reflect our leadership, trainings provided and actions implemented -CSCI survey sent out November 2018	-Fall 2019	Disproportionate Task Force will meet to determine next steps.

Bemidji Area Schools

Disproportionate Task Force

Feb. 8th 2021 Meeting Agenda

- Review Agreement with MDH
 - <https://mn.gov/mdhr/news-community/reports/sedata.jsp>

- Look a previous assessment tool
 - Look at and discuss the new condensed version of the assessment tool
 - Review Action Steps
 - Code of conduct
 - What is or should be our yearly practice
 - How will we best carry this out
 - Cleaning up Skyward and relating it to DIRS-having choices in Skyward be consistent with DIRS reporting
 - DIRS Data
 - How often should we review this
 - Should this continue to be part of our monthly principals meeting
 - How can we best implement this data when looking at the Code of Conduct
 - Restorative Justice
 - Who was trained?
 - How will be stay up to date with trainings
 - Responsive Classroom
 - Who was trained
 - How will we stay up to date on trainings
 - Does the middle school like the expansion to 6th grade
 - ACES Training
 - Who was trained
 - How will we stay up to date with trainings
 - Safe and Responsive Schools
 - Has anyone been trained in this
 - If so who and should it continue
 - ENVoY
 - Who was trained
 - How will we stay up to date with trainings

- Resource Officer
 - Are we using our SRO per our agreement with MDHR
 - Is there a clear understanding
 - Objective Threat Assessment
 - CPI/Crisis Teams
 - Community Service Programs
 - Are we currently doing any
 - School Partnerships
 - Who are our identified partners
 - CTSS/School-based mental health
 - Student's First
 - BASC Diversion Workers
 - Alternative schools
 - Where are we at - combining our Alt. Schools
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- Look at last year's DIRS Trend Report as it will be a better measure
 - Discuss notable differences
 - What areas are we lacking in comparison to comparable districts?
 - Staff Training on equity?
 - Leadership comparisons
 - Upcoming Diversion committees
 - Next Meeting February 19th @1pm
 - Who will be attending
 - Monthly Meetings
 - What works best?

Disproportionate Task Force Meeting

Date: 4-8-2021

Time: 1:30 p.m.

Location: Board Room

Type of meeting: Disproportionate Task Force Meeting

Facilitator: Lexie Wilde, Director of Special Ed

Note Taker: Carol Peterson

Attendees:

Minutes

Agenda item: Review SE Assessment Tool & What's Been Done Thus Far **Presenter:** Lexie Wilde

Discussion:

The Diversion Committee reviewed the assessment tool and reviewed the document sent to the MDHR.

Agenda item: Recommendations for DIRS Review of One Item at Leadership on Ongoing Basis **Presenter:** Lexie Wilde

Discussion:

- Future Code of Conduct Committee Meeting to review current document.
 - Discussed DIRS incident sharing by principals each month at the Principals Meeting. Share subjective information only. A sign-up sheet was shared (see this document in the shared folder).
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Agenda item: Staff Development Funds and Plan to Address Training Needs **Presenter:** Lexie Wilde

Discussion:

- Responsive Classroom training is tentatively scheduled for elementary staff August 9-12. Hope to have 30 spots for initial training and 60 spots for refresher training.
 - Catalyst training at BHS is scheduled for June (date TBD).
 - ACES – working with Peacemakers. We should continue with this cooperative effort.
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Agenda item: Address Staff at the Beginning of the Year **Presenter:** Lexie Wilde

Discussion:

We need to address staff at the beginning of the year so they understand the why behind what we are doing.

Conclusions:

We need to develop a Why/What/How Q & A document. Superintendent Lutz will address staff at the beginning of the year (workshop days).

Agenda item: Identify and Address How to Reacclimatize Students as They Come Back Next Year **Presenter:** Lexie Wilde

Discussion:

Need to come up with ideas to acclimate students next fall. It was suggested using Circles, Catalyst, and responsive classroom.

Some staff are already doing circles. Circles is similar to morning meeting – more specific questions. You can also do circles within restorative practices. Need to have staff trained in his area: Indian Ed staff, some paras, social workers, counselors, key individuals who have ability to repair harm.

Conclusions:

Identify staff to be trained in each building. This will be an agenda item for the next meeting. We need to identify SEL training. What are we ready for? Will we have staff development funding for this training? Work on a clear message to staff about this.

Agenda item: Expulsions **Presenter:** Lexie Wilde

Discussion:

Lexie suggested calling a group together to discuss individual expulsions as they come up. The group will develop a consensus on the incident, with due diligence to meeting mandated time lines.

Agenda item: How Do We Bring This to the School Board/District? **Presenter:** Lexie Wilde

Discussion:

Lexie asked for ideas on how to present this information to the School Board and staff?

Conclusion:

A Why/What/Who Q & A document will be developed and shared at the beginning of the school year. Staff need to hear this several times over the year.

Upcoming Meetings:

Disproportionate Task Force Meeting – June 15, 1:30 p.m., Board Room

The meeting adjourned at 2:51 p.m.

Bemidji Area Schools Disproportionate Task Force Feb. 8th 2021 Next Steps

We condensed our agreement down to eight action items.

<https://mn.gov/mdhr/news-community/reports/sedata.jsp>

WE HAVE THREE GROUPS

- **Disproportionate Task Force**

- **Members:**

- Alexis Wilde, Tiffany Palmer, David Gooch, Jason Luksik, Sonia Wadena, Jason Stanoch, Colleen Cardenuto, Drew Hildenbrand, Jill Walter, Kyle Resler and Jordan Hickman, Tim Lutz

- **Roles and Responsibilities:**

- Meet a minimum of 4 times a year
- Act as the district site team
- Take information from the Diversion committee and use that to direct district practice, staff development opportunities and training as it relates to the board goals and district needs.
- Update Tiered Behavior of Support, what should we keep and what should we toss?

- **Diversion Committee**

- **Members:**

- Jason Luksik, Jason Stanoch, Sonia Wadena, Lexie Wilde and Tiffany Palmer, Tim Lutz

- **Roles and Responsibilities**

- Meet a minimum of 4 times a year (most meetings will take place following an MDE training/webinar/new developments
- Advise the Disproportionate task force on new information from MDE, upcoming training, events and other practices to consider.

- Make potential recommendations for the disproportionate task force to consider.
 - Work with DIRS committee to look at trend data quarterly and present findings to the Disproportionate Task Force.
- **DIRS Committee**
 - **Members**
 - Jill Walter, Kyle Resler, Kyle McMartin and David Gooch
 - Roles and Responsibilities
 - Meet a minimum of 6 times per year.
 - Analysis DIRS data and how we can streamline/relate it to skyward.
 - Recommend corrective action strategies to the code of conduct, while looking at implicit Bias and student engagement.
 - Work with the Diversion Committee to look at trend data quarterly and present findings to the Disproportionate Task Force.

Review of our Action Steps and next steps

- Code of conduct
 - Our Process is currently working (meeting 2-3 times a year)
- Cleaning up Skyward and relating it to DIRS-having choices in Skyward be consistent with DIRS report
 - Jill Walter, Kyle Resler, Kyle McMartin, David Gooch working on this as a DIRS committee.
- DIRS Data
 - This should continue to be part of our monthly principals meeting-Examples
 - Look at how can we best implement this data when looking at the Code of Conduct
- Restorative Justice

- Currently, high school administration and some staff are trained.
- Now using a catalyst for this process to continue
- Need to further train Alternative staff (LLC, FCS)
- Responsive Classroom
 - We have been diligent in training elementary staff and middle school staff in the past, and need to keep up with this initiative.
 - JW Smith is the only one doing PBIS
- ACES Training
 - Goal/Action Item Met
- Safe and Responsive Schools
 - Goal/Action Item Met
- ENVoY
 - Changed name to Catalyst and is under the Restorative Justice umbrella. Goal/Action Item Met
- Resource Officer
 - Goal/Action Item Met
- Objective Threat Assessment
 - Goal/Action Item Met
- Community Service Programs and School Partnerships
 - Goal/Action Item Met
 - North Homes, Peacemaker Resources, Evergreen Youth and Family Services, BASC, Headstart, Students First, Beltrami County, Tribal staff.
- Alternative schools
 - Combining our Alt. Schools under same roof - In progress

Upcoming Meetings

- Next meeting for Diversion Committee was Feb. 19th at 1:00pm
- Next meeting for Disproportionate Task Force - April 8th @ 1:30 in the Boardroom.

*Agenda for the April 8th meeting will come out a week prior. We will be discussing...

- Information from the Diversion Committee meeting/training on Feb. 19th
- Due north proposal
- Identify Dates and times of upcoming meetings
- Tiered Behavior Supports Review

Access Information for this meeting in the -Dis. Task Force Shared Drive >2020-2021>Agendas>2/8/21 Meetings and next steps>Next Steps Google Doc.

Disproportionate Task Force Meeting

Date: 2-8-2021

Time: 1:00 p.m.

Location: Board Room

Type of meeting:	Disproportionate Task Force Meeting		
Facilitator:	Lexie Wilde, Director of Special Ed		
Note Taker:	Carol Peterson		

Attendees: Alexis Wilde, Tiffany Palmer, David Gooch, Jason Luksik, Sonia Wadena, Jason Stanoch, Colleen Cardenuto, Drew Hildenbrand, Jill Walter, Kyle Resler, and Jordan Hickman

Minutes

Agenda item: Review Agreement with MDH **Presenter:** Lexie Wilde

Discussion:

Lexie started the meeting by reviewing the original agreement with Minnesota Department of Human Rights and Bemidji Area Schools (2018). The district has not done much with the agreement in the past year. The SE Assessment Tool document was condensed to eight action items.

Conclusions:

The team will regroup and decide on the process to move forward working through the document.

The Disproportionate Task Force membership will be reviewed. We may need to invite more parents and/or community members to be a part of this committee. Please send your membership referrals to Lexie.

Agenda item: Look at Previous Assessment Tool **Presenter:** Lexie Wilde

Discussion:

Current assessment tools were discussed.

Conclusions:

The action steps of each assessment tool were discussed:

- Code of Conduct: The process for reviewing the document is working for us at this time. No change suggested.
- Cleaning up Skyward and relating it to DIRS: This should be part of the Diversion Committee (Jason Luksik, Jason Stanoch, Sonia Wadena, and Lexie Wilde). Recommendations will be brought back to the Disproportionate Task Force.
- DIRS Data: The DIRS Committee will meet more often. Case studies should be added to the Principals Meeting agendas. We will pursue a discussion about elementary and secondary principals meeting separately.
- Restorative Justice: Currently high school administration and some staff are trained. Now using Catalyst for this process.
- Responsive Classroom: We were diligent in training elementary and middle school staff in the past. We need to keep on task with this initiative. J.W. Smith is the only elementary using PBIS. Colleen mentioned the Governor's Due North Education Plan and how we can incorporate restorative practice into this plan. There are some dollars we can go after in the Due North proposal. Bemidji Middle School trained 24 people in 2018. Need to decide how to keep the training ongoing. We need to keep a consistent message across the district.

Colleen suggested SEL training needs should be approved by the Disproportionate Task Force who determines if the initiatives apply to our district-wide goals.

It was suggested the Diversion Committee be used to update tiered behaviors of support. We need support on what to keep and what to toss. Who can create this process?

- ACES Training: All staff were trained in Fall 2018.
- Safe and Responsive Schools: This was completed – Diversion Committee members received this training at the Hampton Inn.
- ENVoY: This was covered earlier in the meeting.
- Resource Officer: We are using our School Resource Officers as per our agreement with MDHR. The SRO's are not part of the discipline process.
- School Partnerships: We have partnered with North Homes, Peacemaker Resources, Evergreen Youth & Family Services, BASC, Headstart, Students First, Beltrami County, Tribal staff.

Agenda item: Look at Last Year's Trend Report **Presenter:** Lexie Wilde

Discussion:

We do not have a good representation of our trend data due to COVID disruption of services.

Conclusions:

It was suggested we look at this data quarterly. Perhaps the Diversion and/or DIRS teams look at the data quarterly and present findings to the Disproportionate Task Force.

Agenda item: What areas are we lacking in comparison to comparable districts? **Presenter:** Lexie Wilde

Discussion:

Behavior intervention/strategies and how to bring them forward was discussed.

Conclusions:

We could continue to contract with Sarah Guida and/or staff training on equity.

There was some indication the Due North Education Plan will require investigating why students left the district during COVID and not returned. The Centers of Excellence will be working with the district. We need to wait and see what this plan is required of districts.

Agenda item: Next Steps **Presenter:** Lexie Wilde

Discussion:

Next Steps:

Define committees – member roles and responsibilities. Become more intentional as a group.

Upcoming Meetings:

Diversion Committee Meeting – February 19, 1:00 p.m.

Disproportionate Task Force Meeting – April 8, 1:30 p.m., Board Room

The meeting adjourned at 2:45 p.m.