



**DISCIPLINE PLAN**  
**February 7, 2018**  
**MDHR Agreement Exhibit A**

Bloomington Public Schools Behavioral Support Philosophy

We believe that keeping students in class is essential to ensuring their readiness to thrive in our rapidly changing world. Therefore, our behavior support system will:

- be proactive in developing positive behavioral support processes;
- be culturally intelligent;
- only use removal from class and/or school as a last resort;
- guide building level decision making in regards to student misconduct.

This Discipline Plan addresses the following problem statement.

**Problem Statement:** Description of the issue that needs to be addressed

Students can be denied the full utilization and benefit of a public school system by being suspended out of school. This denial can negatively impact the affected students' educational outcomes.

**Problem Measurement:** Description of how the problem is measured

The Discipline Incident Reporting System (DIRS) report data shows that almost half of the District's Out of School Suspensions (OSS) are for subjective/discretionary reasons = Attendance, Bullying, Cyber-Bullying, Disruptive/Disorderly Conduct/Insubordination, Harassment, Threat/Intimidation (unless it is a credible threat of violence, i.e. social media post with weapon and threat), and Verbal Abuse

Out of School Suspensions Unduplicated Reasons for Suspensions	16-17	16-17
Non-Discretionary Activities	159	55%
Subjective/Discretionary	132	45%
Total	291	100%

**Metrics that Measure Problem Correction:**

18-19 and 19-20 targets may be revised when 2017-2018 data is available.

Out of School Suspensions Unduplicated Reasons for Suspensions	16-17	17-18	18-19	19-20	20-21
Non-Discretionary Activities	159	TBD	89	66	50
Subjective Discretionary	132	TBD	57	38	30
Total	291	TBD	146	104	80

**Board Strategies and Action Plans**

Board's Responsibilities	Strategy	Action Plan to Implement Strategy
Policies	Schedule review/update of School Board policies relevant to OSS	Review/update of policies relevant to OSS by Jan. 15 of each year
District Leadership Oversight	Schedule the review of OSS data and decisions Schedule the study of the Metrics that measure problem correction	Study OSS data and decisions and the problem correction metrics for the year just ended by July 15 of each year Establish School Board protocols if targets are not met
Community and Student Engagement	Establish and maintain process to obtain parent/student feedback on OSS	Obtaining Parent Teacher Student Association Council and Board Student Advisory Council feedback by Dec. 1 of each year
Plan Review and Support	Establish annual review of this Plan	Plan review and support to be part of the District's annual budgeting process (District's budgeting process starts in Jan. and ends in June of each school year)
Reporting to the Department	Department and District will annually agree/update reporting format and content requirements	Proposed Annual Report form is Exhibit A of this Plan The Annual Report for the school year just ended to be submitted to the Department by Sept. 15 of each year. This reporting will end if the District achieves the Plan's Targets

### District Leadership Strategies and Action Plans

Supt./Asst. Supt Responsibilities	Strategy	Action Plan to Implement Strategy
Leadership	Assistant Superintendent to be the District's Discipline leader	Asst. Supt.'s Job description has been amended to include this responsibility  Asst. Supt. will ensure that Sites and Schools execute their respective plans
Organizational Development	Establish a Student Discipline Support Team (SDST) to review district discipline data, review current building-by-building OSS practices and strategies and make recommendations for system-wide improvements in an effort to reduce OSS	A principal has formed and is leading the SDST  The SDST will provide a written report of its recommendations no later than May 1, 2018  Recommendation to be ready for implementation for the 18-19 school year
Operational Oversight	Establish protocols for engaging Asst. Supt. and Supt. in OSS decisions  Regularly study of the metrics that measure problem correction	Supt. and Asst. Supt. to study OSS data and decisions on a monthly basis  Establish leadership protocols if targets are not met
Governance Reporting	Provide School Board with information to fulfill their District Leadership oversight responsibilities	Provide annual student discipline report for the school year just ended to the School Board before September 1 of each year.
State Reporting	Schedule the study of the Metrics that measure problem correction  Establish School Board protocols if targets are not met	The District will complete annual report for the Board's review and approval.
Community and Student Engagement	Collaborate with School Board to establish and maintain process to obtain parent/student feedback on OSS	Ensure that the Board obtains Parent Teacher Student Association Council and Board Student Advisory Council feedback by Dec. 1 of each year

OSS information system	Establish and maintain information system needed to make informed OSS decisions	New system was installed in 16-17 school year. System is now operational.
Student Handbook	Establish Guidelines for sites/schools regarding OSS suspensions.	Exhibit B are the guidelines that will be put into effect for 18-19 student handbooks
Minnesota Department of Education (MDE) Collaboration	Collaborate with the MDE	Engage the MDE to explore and utilize their technical assistance support

Site/School Leadership Strategies and Action Plans		
Principal/Site Leader Responsibilities	Strategy	Action Plan to Implement Strategy
Continuous Improvement	<p>Assign an existing site team to establish a continuous improvement plan in an effort to reduce subjective OSS for all students and in particular for students who are African American and are in special education.</p> <p>Utilizing the Plan-Do-Study-Act model (Continuous Improvement Process), this team will review school discipline data, review site/school student behavior support and discipline practices and strategies and set targets.</p>	<p>The principal/site leader will guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices, and budget issues to address the impacts on equity. Job description will be reviewed and updated as needed.</p> <p>Specifically, each school will have a team to review discipline. Each building site team will:</p> <ul style="list-style-type: none"> <li>• Designate a team lead to coordinate the work of the team and its meetings;</li> <li>• Consider all <i>school personnel</i> input as the school moves toward full implementation of behavior and interventions supports through a multi-tiered system.</li> <li>• Consider <i>student</i> input as the school moves toward full implementation behavior and interventions supports through a multi-tiered system,</li> <li>• Use a continuous improvement process to evaluate consistent use of fidelity measures at sites.</li> <li>• Ensure positive behavior and</li> </ul>

		<p>intervention systems expectations and processes are reviewed regularly with staff, including sharing discipline data (Office Discipline Referrals).</p> <ul style="list-style-type: none"> <li>• Use a continuous improvement process to review and analyze suspension decisions on a weekly basis. For example, any discipline decision, which could possibly lead to an OSS, will be made, in collaboration with 2 or more site team members.</li> </ul>
Professional Development	<p>Professional development focused on preparation and capacity building to promote evidence-based methods of fostering positive school engagement.</p>	<p>Each site will assess their suspension data, define the problem and develop a professional development plan to reduce OSS.</p> <p>Coordinating with the District's PD Steering Committee as well as recommendations from the district advisory team, principals/site leaders, Learning Support Leads, and Instructional Leads will expand professional development opportunities offered and available through Bloomington Public Schools to all staff,</p> <ul style="list-style-type: none"> <li>• <i>Examples of effective strategies may include, but are not limited to: Implicit Bias, Cultural Competency, Evidence-based Positive School Discipline, Trauma Informed Schools, De-escalation Techniques, Restorative Justice, Conflict Resolution and Age Appropriate Responses to Behaviors, etc.</i></li> </ul>
Consistent Language and Procedures for Discipline	<p>Sites will develop and implement a comprehensive positive school discipline strategic plan. This plan encompasses positive behavioral intervention and supports foundational concepts including, but not limited to, explicit teaching of agreed upon school-wide expectations, establishing a continuum</p>	<p>Ensure sites are implementing foundational concepts with fidelity, which includes explicit teaching of agreed upon school-wide expectations, establishing a continuum of positive consequences and a continuum of discipline responses.</p> <p>School site teams will support effective implementation, monitor progress and evaluate outcomes.</p> <p>School site teams will analyze and review regularly consistent procedures for</p>

	of positive consequences and a continuum of discipline responses.	removing students from class, involvement of parents/guardians, and early identification of students at risk for suspension.  School site teams will review discipline data quarterly to study trends and adjust programming as needed.
Implementation of MTSS	Schools will create a comprehensive plan to implement supports and services within the MTSS framework that is aligned with the District's overall vision and mission.	Continue current work around incorporating student-centered instruction, SEL, PBIS, and Mental Health practices under the Student Wellness umbrella in order to provide a continuum of services and supports through all tiers.

**School Resource Officers (SRO)**

1. The District will ensure that all contracts with local law enforcement agencies explicitly provide that SROs shall not recommend, determine or provide input on student discipline.
2. The District shall not request SROs to respond to any situation that District personnel can adequately handle. Incidents such as disorderly conduct, bullying, cyber-bullying, disruption of school assembly or activities, profanity, dress code, and fighting that does not involve physical injury or a weapon, shall be considered school discipline issues to be handled by school officials unless the SRO is necessary to protect the physical safety of students, school personnel, or public.
3. The District shall provide training to school personnel regarding the appropriate role of the SRO and the circumstances under which school personnel may request assistance or make a report to the SRO. The training will also emphasize that school personnel are not to refer students to law enforcement because of conduct in the classroom unless the physical safety of students, school personnel, or the public is jeopardized. A copy of this training agenda/materials will be submitted to Department by October 1, 2018.

**EXHIBIT A**  
**SEMI-ANNUAL OUT OF SCHOOL SUSPENSION REPORT**  
 9.1.2019

**First Report**

- Submitted to the Department by September 1, 2018
- Reviewed by the School Board by August 28, 2018
- Reviewed and approved by the Superintendent by August 20, 2018

**Second Report**

- Submitted to the Department by February 1, 2019
- Reviewed by the School Board by January 30, 2019
- Reviewed and approved by the Superintendent by January 15, 2019

**Third Report**

- Submitted to the Department by September 1, 2019
- Reviewed by the School Board by August 26, 2019
- Reviewed and approved by the Superintendent by August 21, 2019

PLAN	DATE REVIEWED
Semi-Annual Board Review	8/27/18; 2/25/19; 8/26/19

RELEVANT POLICIES	DATE REVIEWED
Policy 413, Harassment and Violence	2/12/18; 5/28/19
Policy 506, Student Discipline	4/9/18; Scheduled 10/28/19
Policy 514, Bullying Prohibition	6/12/17; Scheduled 10/28/19

FEEDBACK
Parent Teacher Student Council - Parents from each of our schools, parents from early

Assessment of actual result and action to be taken:


Included with this report is a spreadsheet with the student suspension information requested in #4 of our agreement. Schools continue to implement the plan components as directed in the final plan.

Total OSSs (unduplicated) have decreased for the third year in a row, with a decrease in both illegal activities and subjective/discretionary activities.

The district plans to review 2018-19 data regarding in-school suspensions in the fall of 2019 and will develop an action plan for identification of patterns of re-referral/multiple infractions as well as disproportionality in referral rates among student groups. Such an action plan will include staff sessions regarding the examination of one's own values, beliefs and assumptions.

Both parent and student feedback will be collected on an ongoing basis, including at meetings in fall of 2019. As projected, we reduced OSSs for the 2018-19 school year. To date, African American and Special Education students have spent less time out of class for OSS than the previous two years. We also updated our Policy 413 Harassment and Violence in spring of 2019 and plan to make updates to both 506 and 514 in fall of 2019.

Approved by  (Assistant Superintendent)

Approved by  (Superintendent)

Date 8/29/19



**EXHIBIT B**  
**STUDENT HANDBOOK GUIDELINES**

All Sites/Schools will have student handbooks that comply with the following guidelines.

- The following policies will be referenced
  - Policy 413, Harassment and Violence
  - Policy 514, Bullying Prohibition
  - Policy 506, Student Discipline
  
- Contact information
  - The Assistant Superintendent will be identified as the District's leader in charge of discipline. The Assistant Superintendent's contact information will be included.
  - The person in charge of discipline at a site/school will be identified along with his/her contact information.
  
- District's behavioral supports philosophy will be included.