

Duluth Public Schools ISD709
Disproportionate Suspension/Expulsion
Semi-Annual Report to MDHR
June 28th, 2019

District Intended Outcomes of Our Plan & Steps Took to Comply with Our Plan:

Short Term:

1. Identify schools to include a discipline goal on their Record of Continuous Improvement
Steps Taken:
Schools with discipline goals for 18-19 included: Denfeld, Laura MacArthur, Lincoln Park, Myers-Wilkins, Ordean-East, and Stowe
Need to revisit criteria and support for schools and goals on the RCI

2. ISD 709 will improve school and district leadership teams to increase community engagement as part of WBWF planning and DSE District Leadership Team. ISD 709 will utilize information from the MDE and Regional Centers of Excellence to guide this work to incorporate more equity focus on school improvement processes (timeline is based on availability of resources).
Steps Taken:
We plan to increase access to continuous improvement teams by adding parents at each site for the 19-20 school year
District staff, school staff, and the RCE reviewed the existing RCI in ISD 709 and revised/updated it to mirror and meet MDEs requirements under ESSA; in addition, ISD 709 added additional components to improve our process to support students
ISD 709 has provided equity training to building leaders. Training was a blend of theory, research, conferences, and application tools

3. Gain feedback on district plan from Parent Advisory Committee for Special Education
Steps Taken:
DSE information shared with PACSE 2/28/19, 4:15pm Mtg
[Notes compiled, reviewed, and posted to website](#)
Key themes; consider more restorative practices, alternatives, and training
Training; cultural, race, behavior plans and analysis
Concerns; race based bias, hiring staff of color, onboarding staff of color

4. Compile evidence based practices for schools to use as part of their RCI
Steps Taken:
Check and Connect Presentations made to Principal Team on Dec. 2018
Lincoln Park School has developed a restorative alt. to suspension program
Lincoln Park hosted District PBIS Team, shared restorative program 1/24/19
Lowell Elementary has developed mtss process, 3 tier 2 behavior interventions
Lowell Social Workers shared process with District PBIS Team 3/14/19
Lowell Social Workers shared process at Relicensure Training Night 4/23/19
Lowell Social Workers shared process with SEL PLC 5/2/19

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5. Review students discipline policies and student handbook and make reasonable efforts to make recommendations to remove or define offenses that are susceptible to multiple subjective interpretations.

Steps Taken:

Shared "Shifting Gears" and feedback tool with DSE Team on 1/24/19
Worked with Family/Student Handbook Committee in Feb. and Mar. 2019
Gained feedback from Principal team in May 2019

[Finalized language for 2019/20 Family/Student Handbook June 2019](#)

6. Coordinate qualitative caregiver interviews with parents of students suspended during the 2017-18 year. Results will be reviewed and incorporated by DSC Leadership.

Steps Taken:

Qualitative Study approved through College of St. Scholastica Jan 2019
Interviews conducted March and April 2019, results compiled May 2019
Results shared with Handbook committee May 2019, DSE Team June 2019

See [Poster Presentation of OSS Qualitative Interview Project](#)

7. Meet with Principals (August) and Quality Steering Committee (Labor Management Team) (November) to review DSE Plan

Steps Taken:

Reviewed suspension data, criteria, RCI work with principals in August '18.

8. Train principals and deans on consistent data entry and procedures in Infinite Campus

Steps Taken:

Continued to monitor and support behavior data audits through end of year
Provided feedback on data entry, completed behavior details exercise 5/8/19

9. Develop calendar of Non-Violent Crisis Intervention (NCI) trainings

- a. ALL principal will receive NCI training in August 2018 (complete)
- b. ALL staff trained in de-escalation strategies 18-19 school year (complete)
- c. ALL newly hired SpEd staff will be trained in the fall, full NCI training (complete)
- d. ALL newly hired SpEd staff will be trained in the fall 2019, full NCI training
- e. On-going ALL special education staff re-certified as needed (every 2 yrs)

Steps Taken:

De-Escalation Training recorded to Infinitic for future use Mar 2019
August NCI Trainings Scheduled 8/20 and 8/26, offered in Oct/Nov as well
De-Escalation Training for partner bus company in June and Aug 2019

10. Communicate to IEP managers that when students with social/emotional/behavioral needs per special ed evaluation special educators will develop positive behavior support plan (fully implemented by Fall 2019)

Steps Taken :

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2018-2019 school year monthly site meetings included training on the expectation for students with social or emotional needs IEP proposals must include a Positive Behavior Support Plan. This training and support will continue throughout the new teacher training and monthly special education staff meetings during the 2019-2020 school year.

11. Education MN provides PD on Restorative Practices and Trauma Informed Practices for all staff

Steps Taken:

Not done. We didn't have the training time or trainer capacity to train at 15 different sites all the on same day for this content. We were able to complete de-escalation training for all cert. Staff. Training introduced trauma responsive practices, offered follow up

12. All paras will receive training on how to support Functional Behavior Assessment (FBA) and Behavior Support Plans (BSP)

Steps Taken:

August 29, 2018 the FBA Leadership Team provided a three-hour training on "What is the Function of THAT Behavior" to all paraprofessional staff and other non-certified staff.

13. Develop calendar for Tier II informal FBA/BSP training for general educators (counselors, teachers, social works, etc.)

Steps Taken:

The FBA Leadership Team has identified four building sites to be a cohort model of intensive training on creating and implementing Positive Behavior Support Planning and Problem-Solving Guides. September 17, 2019 is the first meeting to discuss the template in detail. Further training will be provided on what follow through looks like. Oct 1, 2019 will be the follow up training on how it worked with a specific set of students and plans to follow.

14. Quarterly DSE Leadership Team meetings are held

- a. Review district policies/student handbook
- b. Review roles of SROs / DSE / other committees
- c. Determine staff development needs for all staff
- d. Monitor school goals and strategies

Steps Taken:

DSE Meeting were held 1/24/19 and 6/12/19

15. Communicate to all students, parents, employees, and SROs that SROs are not involved in recommending or determining student discipline or in investigating incidents of student discipline which do not involve potential criminal activity, except that a SRO who is a witness to alleged misconduct or otherwise has information related to alleged misconduct may be a witness in an investigation or hearing related to the incident. This will be added to student handbook.

Steps Taken:

This information added to the Family/Student handbook (complete)

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Added to SRO contract language (complete)

16. Provide district PD for all staff

Steps Taken:

Identified Cultural Responsiveness and reducing bias as needs
Completed PELSB Cultural Competence Training May 2019
Established PD time for all staff Aug 27th, 2019 with PD Committee May 2019
Drafted training content with PD Committee, Coord. Ed. Equity May 2019
Review and align content as possible with ESL training needs August 2019
Scheduled De-Escalation Training with Voyageur Bus Co for August 2019

17. Review discipline data (includes name, grade, race, disability) to identify district and school trends and make recommendations for responding to trends

Steps Taken:

Created [Draft OSS Data Collect Plan May 2019](#)

Long Term:

1. Reduce use of OSS and disproportionality in use of OSS as a school district

Steps Taken:

All steps listed in this document apply to this long term outcome

2. Complete a comprehensive needs assessment and root cause analysis

Steps Taken:

District CNA scheduled for 6/11/19

3. Engage our community to develop interventions specific to identified needs

Steps Taken:

Met with MN Mgt/Budget regarding grant for SEL/ATOD tier 1 option 4/29/19
Met with St. Louis Co. Public Health on mental health crisis protocols 5/23/19
Hosted PELSB Cultural Competence Training in Duluth 5/20-5/21/19
Met with UW-Sup Dean of Academic Affairs and Director of Equity 6/6/19

4. Improve family/student handbook based on best practice, research, data, and Shifting Gears

Steps Taken:

Shared codes and feedback process with DSE Team 1/24/19
Developed activities with Handbook Team for May Principal Mtg in April 2019
Conducted May Principal Behavior Codes work 5/8/19
Shared final draft language with DSE Team 6/12/19
Submitted updates for the handbook 6/21/19, see link above.

5. Provide training to reduce bias based on recommendations from Diversion Committee

Steps Taken:

Attended 2/19 diversion sub-committee
Met with District PD Team and Relicensure Committee April and May 2019
Gained agreement from committees to include training for all staff on 8/27/19

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Hosted PELSB Cultural Competence Training in Duluth 5/20-5/21/19
 Drafted “reflection activity” as portion of training on cult-comp and bias 6/1/19
 Met with Dir. Curriculum and Coord Ed. Equity for Duluth Public Schs 6/6/19
 Met with UW-Sup Dean of Academic Affairs and Director of Equity 6/6/19

Summary Data for 2nd Semester 2018-19 School Year:

See Appendix A.

Any Changes Implemented by District from Data Analysis of Our Plan:

Need to establish re-entry protocol or practice profile

APPENDIX A

	Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or More Races	Receives SpEd Services	Does Not Receive SpEd Services	Grand Total
Area Learning Center		1		1			1		3	3
Fighting				1			1		2	2
Illegal Drugs		1							1	1
Denfeld High School	46	30		144		194	128	249	291	542
Alcohol						3			3	3
Assault	2			8		6	11	15	12	27
Attendance	1	1		6		12	6	5	21	26
Bullying		1				5	7	10	3	13
Computer						1			1	1
Disruption/Disorderly Conduct/Insubordination	26	15		85		90	66	130	151	282
Electronic Device Violation	1	2		6		8	4	9	12	21
Fighting	5			8		17	2	16	16	32
Harassment				1		1		1	1	2
Illegal Drugs	2	1		5		6	5	9	10	19
Theft		2				5		5	2	7
Threat/Intimidation		3		10			2	7	8	15
Tobacco	5	1		11		30	13	24	35	60
Vandalism/Property Related	4	4		1		3		5	7	12
Verbal Abuse				1		4	10	11	4	15
Weapon				2		3	2	2	5	7

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East High School	2	12	1	15		101	15	52	94	146
Assault		2		3		7	4	7	9	16
Bullying						1			1	1
Controlled Substance (Prescription)						1		1		1
Cyber Bullying							1	1		1
Disruption/Disorderly Conduct/Insubordination				1		3		2	2	4
Electronic Device Violation		1	1			1		1	2	3
Fighting	2	3		2		17	5	7	22	29
Harassment						4		3	1	4
Illegal Drugs		2		2		35	2	7	34	41
Terroristic Threats		3				1		4		4
Theft						5		4	1	5
Threat/Intimidation		1		6		14		10	11	21
Tobacco						4		1	3	4
Vandalism/Property Related				1					1	1
Weapon						8	3	4	7	11
Lincoln Park Middle School	18	50		227		364	132	408	380	791
Alcohol						2		2		2
Assault		7		17		25	11	39	19	60
Attendance	6	6		8		20	9	15	34	49
Bullying				9		22	11	27	15	42
Cyber Bullying						2			2	2
Disruption/Disorderly Conduct/Insubordination	10	15		117		188	62	199	192	392
Electronic Device Violation		3		4		6		4	9	13
Fighting	2	5		18		27	14	33	33	66
Harassment				15		18	10	33	10	43
Illegal Drugs		4		2			1	2	5	7
Terroristic Threats				3				2	1	3
Theft				3			1	3	1	4
Threat/Intimidation		1		16		12	5	18	16	34
Tobacco		3		4		18	5	3	27	30
Vandalism/Property Related		1		3		5	2	7	4	11
Verbal Abuse		4		7		19	1	21	10	31
Weapon		1		1					2	2
Ordean East Middle School	3	12		35		120	26	91	98	196
Alcohol		1							1	1
Assault		2		10		24		13	20	36

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Attendance				1			6	6	1	7
Bullying						2		1	1	2
Disruption/Disorderly Conduct/Insubordination						1			1	1
Fighting	1			2		20	5	6	18	28
Harassment		4		3		14	1	6	16	22
Illegal Drugs		2		2		2	1		7	7
Terroristic Threats				1		3		2	2	4
Threat/Intimidation	1			10		26	9	39	7	46
Tobacco		1		3		9	1		14	14
Vandalism/Property Related						1			1	1
Verbal Abuse	1			3		17	3	17	7	24
Weapon		2				1		1	2	3
Congdon Elementary School		1						1		1
Assault		1						1		1
Homecroft Elementary School						1			1	1
Disruption/Disorderly Conduct/Insubordination						1			1	1
Laura MacArthur Elementary School	1	13		17		87	11	90	39	129
Assault		3		7		16		18	8	26
Attendance				1					1	1
Disruption/Disorderly Conduct/Insubordination		4		1		55	7	52	15	67
Extortion						4		4		4
Fighting		4		6		8	2	11	9	20
Harassment	1					1			2	2
Threat/Intimidation		2		2		3	1	4	4	8
Weapon							1	1		1
Lester Park Elementary						4		4		4
Assault						3		3		3
Disruption/Disorderly Conduct/Insubordination						1		1		1
Lowell Elementary School	3	2	1	3		10	6	9	16	25
Assault	1			3		6	3	6	7	13
Disruption/Disorderly Conduct/Insubordination	1		1			2	3	2	5	7
Fighting						2			2	2
Verbal Abuse		2							2	2
Weapon	1							1		1
Myers-Wilkins Elementary School	5	7		67		30	22	65	66	131

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Assault		2		14		2	2	10	10	20
Disruption/Disorderly Conduct/Insubordination	2	4		30		23	8	37	30	67
Fighting	1	1		7			4	4	9	13
Harassment							2		2	2
Terroristic Threats				1				1		1
Threat/Intimidation							2	2		2
Tobacco							2		2	2
Vandalism/Property Related				3			2	3	2	5
Verbal Abuse	2			8		4		4	10	14
Weapon				4		1		4	1	5
Piedmont Elementary School	1	2		20		46	25	39	55	94
Assault	1			9		18	15	19	24	43
Disruption/Disorderly Conduct/Insubordination				5		2	5	5	7	12
Fighting						7		1	6	7
Harassment		2		1					3	3
Theft				1		3	3	4	3	7
Threat/Intimidation				2		5	1	4	4	8
Vandalism/Property Related						2			2	2
Verbal Abuse				1		5	1	5	2	7
Weapon				1		4		1	4	5
Stowe Elementary School		6		2		4	4	11	5	16
Assault		4		2			2	8		8
Disruption/Disorderly Conduct/Insubordination		2							2	2
Fighting						2		1	1	2
Verbal Abuse						2	2	2	2	4
Grand Total (District)	79	136	2	531		961	370	1019	1048	2079