

Duluth Public Schools ISD709
Disproportionate Suspension/Expulsion
Semi-Annual Report to MDHR
February 15, 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:
Established criteria, trained principals, provided template.

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:
WBWF meeting held on 11/29/18, second WBWF meeting scheduled 4/30/19.
DSE meetings held on 11/8/18 and 1/24/19, Spring/Summer meeting TBD.
Use of Tool for Equity Accountability Form at 11/8/18 DSE Mtg

3. Gain feedback on district plan from Parent Advisory Committee for Special Education
Steps Taken:
12/13/19 PASCE meeting District plan and resources were shared at the meeting. Topics were discussed and recommended to bring to the February 28th meeting again for future review and recommendations. Several key PASCE members were absent at the December meeting.

4. Compile evidence based practices for schools to use as part of their RCI
Steps Taken:
Some sites are doing this; however, works will continue at the district level to compile evidence based practices for schools to use.

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:
Initial review completed in Aug 2018
Reviewed information from "Shifting Gears" Nov 2018
Established handbook team Jan 2019
First handbook meeting Feb 2019
School Discipline Policy Review Feb 2019
Created work plan for 19/20 handbook

6. Coordinate qualitative caregiver interviews with parents of students suspended during the 2017-18 year. Results will reviewed and incorporated by DSC Leadership.
Steps Taken:
Wrote up project, hired interviewer, interviewer left position

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Gained intern for spring 2019, completing research processes through college

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:
Developed training using best practices from PBIS and FERPA
Gained feedback from stakeholders and adjusted as appropriate
Provided training in fall of 2018 to principals / deans
Monthly monitoring at principal mtgs (att/behavior audit)
Agreed to review and improve with handbook team Feb 2019

9. Develop calendar of Non-Violent Crisis Intervention (NCI) trainings
 - a. ALL principal will receive NCI training in August
 - b. ALL staff trained in de-escalation strategies 18-19 school year
 - c. ALL newly hired SpEd staff will be trained in the fall, full NCI training
 - d. ALL special education staff receive NCI re-certification as needed (every 2 yrs)Steps Taken:
All principals training Aug 20th, 2018
Aug trainings for full and refresher held
Sept/Oct trainings for full and refresher held
Oct all certified staff trained in de-escalation skills
Jan trainings for full and refresher held
March training for full scheduled for 3/11

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:
At this time several related service groups (School Social Workers, Psychologist and Nursing staff) have received information related to the total number of PBSP's in our district and the importance of increasing the number of PBSP's for social/emotional students.

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 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

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

Steps Taken:

August 29th All Paraprofessional received "Function of that Behavior Training" Training elements included FBA analysis and creation/implementation of a PBSP. Paraprofessionals play a huge role in supporting students with social/emotional needs, this training was valued.

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

Steps Taken:

This school year's Tier II FBA/BSP training schedule has been at the request of a school site to schedule when new employees could complete these trainings at each school site. No trainings has happened this school year.

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:

We have had 2 DSE Mtgs to date with 3rd to be held in spring
Addressed roles of DSE and other committees Nov 2018
Started PD, handbook, and monitoring work Jan 2019

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
Added to SRO contract language

16. Provide district PD for all staff--Need to determine content and presenter

Steps Taken: See #8 steps taken.

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

Steps Taken:

Completed spring 2018, reviewed with principals fall 2018
Reviewed in preparation for Jan DSE Mtg and Handbook Team
Guided work of DSE and handbook team with data Jan/Feb 2019

Long Term:

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

Steps Taken:

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All steps listed in this doc. Apply to this long term outcome

2. Complete a comprehensive needs assessment and root cause analysis
Steps Taken:
Met with Admin and Union Leadership to review data
Made determination on updates for RCI from MDE
Agreed to re-address as DSE Leadership Committee
Set action step to start at Director's Mtg with dist. Admin
3. Engage our community to develop interventions specific to identified needs
Steps Taken:
Established as a function of DSE Leadership Committee on 1/24
City of Duluth/Duluth Schools agreed to explore options on 1/24
4. Improve family/student handbook based on best practice, research, data, and Shifting Gears
Steps Taken:
Established plan for spring and next year for handbook team
Spring: 7 behavior codes (potholes 2 and 3)
Next Yr: More comprehensive review and adjustment
5. Provide training to reduce bias based on recommendations from Diversion Committee
Steps Taken:
Plans made to attend 2/19 diversion sub-committee

Summary Data for 1st Semester 2018-19 School Year:

See Appendix A.

All behavior events for Semester 1, with resolution OSS, ISS, Dismissal for Day, Suspension
Behavior codes identified as "more subjective" from MDHR are shaded "light blue"

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

Prioritized "disruption/disorderly" behavioral code for improvement with DSE and Handbook Team
Considering how to further address "attendance", although not listed by MDHR, contributes to OSS
Considering how to move to a "harm reduction" model of data decision making and reporting
Working to identify and automate progress monitoring data points / data systems
Emphasis on development of training specific to race, equity, culture, and bias
Anticipate data from qualitative interviews will inform and support future changes in practices

APPENDIX A

2018-2019 Semester 1
Behavior Incidents Resulting in Resolution Code OSS, ISS, Dismissal for Day

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	Total	American Indian or Alaska Native	Asian	Black or African American	Hispanic /Latino	Two or More Races	White	Receives SpEd Services	Does Not Receive SpEd Services
Area Learning Center	1	1							1
Illegal Drugs	1	1							1
Denfeld High School	256	15		72	22	53	94	133	123
Assault	14			5	1	6	2	10	4
Attendance	15			4	1	1	9	3	12
Bullying	7	1				4	2	6	1
Disruption/Disorderly/Insub	119	7		37	11	22	42	63	56
Electronic Device Violation	7			4		1	2	2	5
Fighting	19			8	3	1	7	10	9
Harassment	2			1			1	1	1
Illegal Drugs	13	1		3	1	3	5	8	5
Theft	2	1					1	1	1
Threat/Intimidation	5	3		1		1		3	2
Tobacco	27			6	3	5	13	12	15
Vandalism/Property Related	8	2		1	2		3	4	4
Verbal Abuse	12			1		7	4	9	3
Weapon	6			1		2	3	1	5
East High School	72	6	1	7	1	6	51	23	49
Assault	6	1		1		2	2	1	5
Bullying	1						1		1
Electronic Device Violation	3	1	1				1	1	2
Fighting	14	1		1	1	2	9	5	9
Harassment	2						2	1	1
Illegal Drugs	24	1		2		1	20	5	19
Terroristic Threats	1	1						1	
Theft	3						3	3	

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Threat/Intimidation	11	1		3			7	3	8
Tobacco	2						2	1	1
Weapon	5					1	4	2	3
Lincoln Park Middle School	267	13		87	5	47	115	122	145
Assault	11	1		5		2	3	5	6
Attendance	21	2		5	2	3	9	7	14
Bullying	18			3		6	9	9	9
Disruption/Disorderly/Insub	149	4		51	3	25	66	63	86
Electronic Device Violation	5			1			4	2	3
Fighting	8			2		2	4	6	2
Harassment	11			3		3	5	9	2
Illegal Drugs	4	2		1			1		4
Terroristic Threats	2			2				1	1
Theft	1					1			1
Threat/Intimidation	16			10		3	3	10	6
Tobacco	1	1							1
Vandalism/Property Related	5			1		2	2	3	2
Verbal Abuse	14	2		3			9	7	7
Weapon	1	1							1
Ordean East Middle School	59	5		11	2	5	36	34	25
Assault	13	1		5	1		6	9	4
Bullying	1						1		1
Disruption/Disorderly/Insub	2						2	2	
Fighting	9						9	4	5
Harassment	5	1					4	1	4
Illegal Drugs	3			1		1	1		3
Terroristic Threats	2			1			1	2	
Threat/Intimidation	16			4	1	4	7	14	2
Tobacco	4	1					3		4

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Verbal Abuse	1						1	1	
Weapon	3	2					1	1	2
Homecroft Elementary School	1						1		1
Disruption/Disorderly/Insub	1						1		1
Laura MacArthur Elem School	42	4		9		4	25	17	25
Assault	10	1		3			6	5	5
Disruption/Disorderly/Insub	20	1		2		2	15	5	15
Fighting	7	1		2		1	3	4	3
Threat/Intimidation	4	1		2			1	2	2
Weapon	1					1		1	
Lester Park Elementary	2						2	2	
Assault	1						1	1	
Disruption/Disorderly/Insub	1						1	1	
Lowell Elementary School	9				3	3	3	3	6
Assault	5				1	2	2	1	4
Disruption/Disorderly/Insub	2				1	1		1	1
Fighting	1						1		1
Weapon	1				1			1	
Myers-Wilkins Elem School	37	3		22	2	4	6	18	19
Assault	5			5				4	1
Disruption/Disorderly/Insub	21	2		11	1	2	5	8	13
Fighting	5	1		2	1	1		3	2
Terroristic Threats	1			1				1	
Vandalism/Property Related	3			2		1		1	2
Verbal Abuse	1			1					1
Weapon	1						1	1	
Piedmont Elementary School	54	1		7	1	10	35	29	25
Assault	25			3	1	6	15	14	11
Disruption/Disorderly/Insub	5			2		2	1	3	2

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Fighting	3						3	1	2
Harassment	1	1							1
Theft	2					1	1	1	1
Threat/Intimidation	4						4	2	2
Vandalism/Property Related	4						4	2	2
Verbal Abuse	7			1		1	5	5	2
Weapon	3			1			2	1	2
Stowe Elementary School	3					2	1	2	1
Assault	1					1		1	
Verbal Abuse	2					1	1	1	1
Grand Total (District)	803	48	1	215	36	134	369	420	383