

Duluth Public Schools ISD709
Disproportionate Suspension/Expulsion
Semi-Annual Report to MDHR
March 8th, 2021

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 (or related) goals for 19-20 include: Congdon, Denfeld, East, Homecroft, Laura MacArthur, Lester Park, Lincoln Park, Lowell, Myers-Wilkins, Ordean-East, Piedmont, and Stowe

*Need to revisit criteria and support for schools and goals, spring 2020

***Did not occur, will need to use existing criteria.**

***Consider how to include “discipline” in 21-22 strategic planning work**

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:

Parents have been invited/added to each Continuous Improvement Team 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

DSE meetings held on 11/7/19, 2/25/20, 5/28/20

DSE report to school board on 7/7/20

DSE Meeting held on 10/14/20 and 10/23/20, 4/15/21

3. Gain feedback on district plan from Parent Advisory Committee for Special Education

Steps Taken: Completed

*Need to routinely invite PACSE Members to our Community & District Suspension and Expulsion Committee Meetings; complete

PACSE Members provide feedback for changes to discipline procedures

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

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Lowell Social Workers shared process at Relicensure Training Night 4/23/19
Lowell Social Workers shared process with SEL PLC 5/2/19
Trialing Tiered Fidelity Inventory with site continuous improvement teams Nov 2019 through April 2020 to inform MTSS updates

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](#)

Participating in MDE Engaging Schools & Discipline Series May '19-May '20

Met with MDE and MDHR, gained discipline policy tools Jan 2020

Gained MSBA model policy, MDE model policy not yet available Jan 2020

[Further revisions to interventions and re-entries from DSE for 20/21](#)

Re-entry processes finalized and communicated

[Handbook Audit with MDE School Climate Center](#)

Short/long term priorities with equity considerations to handbook comm.

Qualitative Study started with parents of students with OSS winter 2020

Feedback loop with PACSE and Indian Education spring 2021

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](#)

Reviewed at DSE Team, prioritized re-entry processes for spring 2020

[Drafted and finalized re-entry processes for 20/21](#)

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

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Established monthly review of data entry with principals Sept-Dec 2019
Trained Administrators on data collection, decision making plan, tools Fall 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
Met with Food Service Supervisor, planned specific training content Feb 2020
Created, provided online training to food service providers Feb 2020
Created, provided mental health training to all certified staff April 20/20
Created, provided crisis training to all psychs, sw, counselors April 2020
Provided Full and NCI Refreshers to 150+ staff fall/winter 20/21
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 :
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 has continued 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 on the 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
Not done. We need to develop a comprehensive professional dev. plan
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.
Established and shared draft sequence of activities for schools MTSS process including when to use FBA and BSP as pre-assessment intervention

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

*Need to resume training as MTSS processes are updated. This has not happened this 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:

DSE Meeting were held 11/7/19, 2/25/20, and 5/28/20

DSE Meetings held on 10/14/20 and 10/23/20, March/April TBD

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 the student handbook.

Steps Taken:

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

Added to SRO contract language (complete)

SRO Manual Updates Completed

SRO School District Policy Updated

Planning facilitated community outreach on use of SROs spring 2021

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

Completed training with nearly 2000 employees on Reflection, Stereotypes, and how their work contributes to student learning Aug 2019

Finalized and provided "cultural competency" relicensure training for 90 staff

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and 20 Administrators November 2019 - February 2020

Continued to compile anti-bias training content, trial of Kirwan Institute modules with 20 Administrators and DSE Team November 2019 - February 2020

Working with District Professional Dev. Team to plan Aug and Oct 2020 training

Participating on MDHR Anti-Bias Sub-Committee

PD planning on hold with distance learning requirements undetermined

All employees (1500) completed 4 Kirwan Implicit Bias trainings Fall 2020

All certified staff (600) completed kirwan application discussions Fall 2020

30+ certified staff completed cultural competency training winter 2020

30+ certified staff invited to cultural competency training spring 2021

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

Steps Taken:

Finalized and using [OSS Data Collect Plan](#)

Gained recommendation from DSE team to trial 2 Day Cap & Call

Trial running Dec - Mar, initial feedback positive

Gained agreement from DSE team to address re-entry process

Drafted procedures, reviewed with Administrators 2/26/20

Gained agreement from DSE team to defer vaping; not resulting in OSS

Gained agreement from DSE team on general website content

Finalized data for website Jan 2020, content outlined 2/25/20

Adjusted duties of Asst. Superintendent to support administration at Lincoln Park and Denfeld Dec 2019, indefinitely

No discipline reviewed, distance learning most of the 20-21 year

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

Adjusted duties of Asst. Superintendent to support administration at Lincoln Park and Denfeld Dec 2019, indefinitely

End of 19/20, OSS increased at both schools from previous year (LP 307 to 351 days, D 399 to 487 days)

2. Complete a comprehensive needs assessment and root cause analysis

Steps Taken:

District CNA scheduled for 6/11/19

*Need to update criteria and support for spring 2020

Did not complete in spring of 2020

Determined each school to have a team to address climate/behavior for 21/22

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

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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

Participating in MDE Engaging Schools & Discipline Series May '19 - May '20

Met with MDE and MDHR, gained discipline policy tools January 2020

Gained MSBA model policy, MDE model policy not yet available January 2020

[Drafted and finalized re-entry processes for 20/21](#)

Re-entry processes finalized and communicated

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Short/long term priorities with equity considerations to handbook comm.

Qualitative Study started with parents of students with OSS winter 2020

Feedback loop with PACSE and Indian Education spring 2021

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

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

Completed training with nearly 2000 employees on Reflection, Stereotypes, and how their work contributes to student learning Aug 2019

Finalized and provided "cultural competency" relicensure training for 90 staff and 20

Administrators November 2019 - February 2020

Continued to compile anti-bias training content, trial of Kirwan Institute modules with 20

Administrators and DSE Team November 2019 - February 2020

Working with District Professional Dev. Team to plan Aug and Oct 2020 training

Participating on MDHR Anti-Bias Sub-Committee

PD planning on hold with distance learning requirements undetermined

All employees completed 4 Kirwan Implicit Bias trainings Fall 2020

All certified staff completed Kirwan application discussions Fall 2020

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

Need to establish re-entry protocol or practice profile May 2019

Increase in use of days of suspension at Lincoln Middle School and Denfeld High School has resulted in additional support of new administration at each school Dec 2019

End of 19/20, OSS increased at both schools from previous year (LP 307 to 351 days, D 399 to 487 days)

Additional Changes to Note:

Superintendent John Magas for 2020-2021 starts 7/1/20

Asst. Superintendent for 2020-2021 to be hired

Curriculum Director for 2020-2021 to be hired

Climate Coordinator for 2020-20-21 reduced from 1.0 position to .2 position

Climate Coordinator for 2020-21 increased from .2 to 1.2

Superintendent John Magas for 2020-2021 started 7/1/20

Asst. Superintendent Anthony Bonds for 2020-2021 started 8/1/20

Curriculum Director for Jennifer Larva for 2020-2021 started 7/1/21

Summary Data for 2019-20 School Year:

See below

No data summarized for 1st semester 20/21, distance learning