



Midway Star Academy
(Formally Dugsi Academy)

Response to Discipline Disparities

January 19, 2021

Introduction:

Midway Star (formally Dugsi Academy) was one of 43 school districts and charter schools to be cited by the Minnesota Department of Human Rights (MDHR) as contributing to significant disparities regarding exclusionary discipline towards students of color following the 2015-16 academic year. Midway Star entered a settlement with MDHR in the Spring of 2018 to outline its plan to improve behavior management within the school and reduce exclusionary discipline for non-violent offenses.

For the 2016-17 academic year, Midway Star saw the departure of the Assistant Director and Dean of Students who oversaw the exclusionary discipline of the 2015-16 academic year and saw the departure of the Executive Director for the 2017-18 academic year.

Current Leadership in Regards to Student Discipline

Executive Director	Assistant Director	Dean of Students
Mohamed Warsame Since Spring 2020	Samuel Pfeifer Since Fall 2016	Yusuf Mohamed Since Fall 2016

Trend of Disciplinary Actions:

Since experiencing a significant amount of exclusionary discipline practices during the 2015-16 academic year, exclusionary discipline has declined significantly at Midway Star. Please note, the school has no data from the 2015-16 academic year, the year of the citation, due to the changes in leadership.

Exclusionary Discipline According to DIRS

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
In-School Suspensions	NA	NA	NA	0	2	0*
Out-School Suspensions	NA	NA	NA	17	4	0*
Expulsions	0	0	0	0	0	0*
Total	NA	89	37	17	6	0*

* = As of 01/19/2021

Current Practices:

Midway Star experienced a heavy implementation of PBIS and other restorative practices beginning in the 2017-18 academic year (documentation attached). Since school culture has improved to the point where suspensions are rare, Midway Star's attention has shifted more to academics. Midway Star still maintains the same Dean of Students, behavior policies, and PBIS structures, however, the Dean of Students spends much more of his day connecting with students and families regarding academic engagement. Especially during this 2020-21 academic year, maintaining the connection between school and home is crucial in promoting student success.

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Dugsi Academy Work with School Culture and Behavior

Professional Development

- **August 2017:** (All staff) PBIS basics - teaching expectations, building relationships, majors/minors, referral process
- **August 2017:** (All staff) Responsive Classroom, Morning Meeting components
- **August 2017:** (All staff) Trauma-informed practices, Prairie Care, Laura Matz
- **August 2017:** (All staff) Culturally relevant practices for Somali students
- **August 2017:** (All staff) - Crisis Prevention Intervention certification and renewal
- **September 2017:** (Behavior Team) Restorative Practices, WMEP
- **October 2017:** (All staff) Reflecting on school-wide referral data, Tier II interventions, CICO process
- **October 2017:** (All staff) Trauma-informed practices, Prairie Care, Laura Matz
- **January 2018:** (All staff) Zones of Regulation training

Tier I Implementation

- **August 2017:** PBIS School-wide expectations - Created 40 scripted lessons around weekly themes to rollout expectations during daily Morning Meetings. They included powerpoints, images, and strategies for teachers.
- **August 2017:** School-wide matrix of expectations created and shared.
- **August 2017:** Teachers received lesson plans for the first two weeks of school with scheduled times for teaching expectations and procedures.
- **August 2017:** School-wide behavior flow map for majors and minors created and shared.
- **August 2017:** 6 new schoolwide values selected and posted in the building. Values connected to 3 school-wide expectations.
- **August 2017:** New student ROAR's created. New prizes ordered. Weekly ROAR drawing at lunches on Wednesday
- **August 2017:** School-wide behavior reflection thinking map created and shared
- **August 2017:** Google Form for Behavior Referrals created and shared.
- **August 2017:** Staff ROAR's created. Staff recognition system implemented.
- **August 2017:** ROAR team creates tracking documents: ROAR room visits, parent meetings, interventions, suspensions, and technology violations.
- **August 2017:** Procedures with visuals created for lunchroom.
- **August 2017:** Students received academic planners and were trained on procedures for using them
- **September 2017:** Reward system created for lunchroom behavior: Golden Lunchtray and Golden Spatula.

- **September 2017:** Teachers surveyed on Professional Development Needs in Classroom Management
- **October 2017:** Paper referral form created.
- **November 2017:** Weekly reset started. Staff get a powerpoint every week to show to students on Monday. They focus on reinforcing that skill for the entire week using language and ROAR's.
- **November 2017:** Incentive fieldtrip introduced to Middle School students
- **December 2017:** Large incentive schoolwide ROAR drawing for snowboard
- **January 2018:** Reset of schoolwide expectations after Winter Break.
- **January 2018:** Large incentive schoolwide ROAR drawing for sleds
- **January - March 2018** -Zones of Regulation Curriculum implemented, K-8
- **March 2018:** Large incentive schoolwide drawing for 4 i-Pads for students and staff
- **April 2018:** Large incentive schoolwide drawing for 4 i-Pads for students and staff
- **April 2018:** Referral reduction popcorn party incentive

Tier II Implementation

- **September 2017:** 2 CICO forms created: One Primary, one intermediate
- **October 2017:** All staff trained in Check in Check out.
- **October 2017:** Students begin CICO.
- **November 2017:** 25 students (9% of all students) are active in CICO.
- **January 2018:** 29 students (10% of all students) are active in CICO.
- **February 2018:** - Students begin exiting CICO. New students enter. 19 students are active in CICO. 2 younger students (K & 1) are on gameboard interventions.
- **March 2018:** 17 students are active in CICO. 2 younger students (K & 1) are on gameboard interventions.

Tier III Implementation

- **August 2017:** Child Find Google Referral Form created and shared
- **November 2017:** 12 students have been referred to Child Find
- **All year:** Child Find Team meets weekly
- **January 2018:** 6 out of 29 intervention students (20% of Tier II, and 2% of all students) are receiving extra supports in addition to CICO.
- **March 2018:** 7 of the 17 (41% of Tier II, and 4% of all students) are receiving additional supports.



MINOR OFFENSES

First Offense:
Teacher gives verbal or non-verbal warning(s) to student regarding behavior expectations

Second Offense:
Student takes a break in designated Take a Break area in the classroom and rejoins class

Third Offense:
Student completes think sheet (minor behavior referral) in the Buddy Room
Teacher and student have a social conference and re-teach positive behavior

Then:
Teacher notifies parents(s) of minor behavior via phone conversation, e-mail, or sending fix-it home to be signed and returned

Lastly:
By end of day, teachers submits minor electronically to ROAR Team

MINOR OFFENSES Handled in class. Instruction can continue	MAJOR OFFENSES Handled in the ROAR room. Instruction can not continue
Defiance Disrespect Disruption Dress Code Violation Inappropriate Language Property Misuse Technology Misuse Tardy Physical Contact	Abusive Language/Inappropriate Language/ Profanity Bullying Defiance/Insubordination/Non-compliance Disruption Fighting/ Physical Aggression Forgery/Theft/Plagiarism Harassment/Bullying Inappropriate Display of Affection Lying Property Damage/Vandalism Skipping Class Truancy Arson Threat Technology Violation. Out of Bounds Use/Possession of Drugs/Alcohol Use/Possession of Weapons

MAJOR OFFENSES

Behavioral Offense
Teacher calls ROAR Room and informs ROAR Team to inform of major and make a plan

Member(s) of ROAR Team removes student (if instruction cannot continue)

Teacher completes a major form electronically and saves a paper copy for their records

After student is sent to the ROAR Room, ROAR team provides reflection time and due process

Disciplinary Action is at the discretion of the ROAR Team, Principal and Superintendent



DUGSI Cheetahs ROAR! 2018-2019

At Dugsi Academy, we believe in respecting ourselves, others, and our environment by taking ownership of ourselves and our actions in order to reach achievement socially and academically, while showing responsibility inside and outside of our learning community.

	All Areas	Classroom	Hallway	Lunch Room	Restroom	Playground	Bus	Assembly	Office
<p>R</p> <p>Respect</p> <p>-Others -Ourselves -Property</p>	<p>-Keep my body to myself. - Be kind</p>	<p>- Use Active Listening - Take care of school items and people's items. -0-2 voice level.</p>	<p>- Stay in your own space. -0-2 voice level. -Walk on the right side. -Walking feet</p>	<p>- Food stays in your mouth, plate, or in the trash. -Sit with feet on the floor, facing the table. -0-2 voice level.</p>	<p>-Use restroom supplies for what they are for. - 0-1 Voice level. - Give privacy to others.</p>	<p>-Take care of the environment. - Use kind words - Follow directions the first time you hear them.</p>	<p>-Keep the aisles clear. -Follow directions the first time you hear them. -Stay in your seat. -0-2 voice level</p>	<p>- 0 Voice level. -Keep your body to yourself. -Talk, cheer, and applaud at the appropriate time.</p>	<p>- 0-1 Voice level. - Use "please" and "thank you". - Visit nurse only when sick or hurt.</p>
<p>O</p> <p>Ownership</p> <p>-Of our actions -Of our Results</p>	<p>-Bring what you need to class and take care of it. -Agree to solve conflicts -Clean as you go.</p>	<p>-Ask questions. -Advocate for yourself.</p>	<p>-Use passing time efficiently. -Walk on the right side.</p>	<p>-Make healthy food choices.</p>	<p>- Use the bathroom quickly. - Report problems to adults.</p>	<p>-Take care of the playground equipment. -Agree to solve conflicts. -Be safe with our body.</p>	<p>-Know your bus number and driver.. -Know your stop -Arrive on time to your stop</p>	<p>-Choose a smart place to sit. - Enter and exit quietly.</p>	<p>-Ask for what you need.</p>
<p>A</p> <p>Achievement</p> <p>-Socially -Academically</p>	<p>-Set a good example -Line up when called.</p>	<p>-Complete all assignments -Do your best</p>	<p>- Get where you're going safely.</p>	<p>-Stay seated until you have permission to leave the table. - Eat before you visit.</p>	<p>-Use the restroom for what they are for. - Enter and leave efficiently.</p>	<p>-Be active -Have fun.</p>	<p>-Arrive to the bus stop prepared for the day. -Be ready for the bus at the end of the day.</p>	<p>- Use listening ears.</p>	<p>-Get where you are going safely.</p>
<p>R</p> <p>Responsibility</p> <p>-For ourselves -For each other -For our communities</p>	<p>-Follow rules and directions - Report any problems to nearest adult. - Walk directly to destination. - Help and encourage others.</p>	<p>-Be on time to class. -Bring all materials to class. -Be in the right place at the right time.</p>	<p>- Take what you need with you. -Get where you're going on time. -Get a pass from an adult. -Walking feet</p>	<p>- Clean up your area and table.</p>	<p>-Clean up after yourself. -One person in the stall at a time. -Flush the toilet. -Wash hands.</p>	<p>-Play safely. - Take care of the equipment. -Include others.</p>	<p>- Keep windows at least halfway up. -Remain seated while the bus is moving.</p>	<p>-Stay in your spot. - Welcome the speaker.</p>	<p>-Walk directly to where you are going.</p>