

Willmar Public School Schools-Independent School District 347

## **Discipline Disparity Reduction Plan**

### **Status Report**

**June 26, 2020**

**Submitted by Dr. Jeff Holm, Superintendent**

## **Status Updates**

**The District will implement and enforce a system for schools and administrators to track office referrals, suspensions, including in-school suspensions, expulsions, and exclusions at each school site.**

- The Alternatives to Suspension Committee has met monthly and examined the District's discipline data. The Committee includes a Behavior Intervention Specialist who has expertise in behavioral issues and behavior data analysis. The committee did not meet during the distance learning period.
- The Alternatives to Suspension Committee had representatives who participated in the Minnesota Department of Education's cohort on student discipline.
- The Alternatives to Suspension Committee began work based on their experiences with MDE's cohort training, which included beginning work on schools' codes of conduct.

**The District will consult with students, parents, and teachers concerning the Plan and will provide the Department with information on the District's engagement efforts and how input from students, parents, and teachers, if any, was or was not utilized.**

- Parent meetings were conducted in the fall of 2019 in each school. Feedback about school discipline processes was gathered.
- District Policy requires annual opportunities for input from stakeholders. Schools will have meetings at the beginning of the 2020-2021 school year and gather feedback.
- The Board Policy Committee reviewed the input from the 19-20 parent meetings and will review the input and feedback from stakeholders and will consider policy revisions based on meetings in the fall of 2020.

### **Improvement of all staff members' cultural competence-**

- The District established a committee to explore cultural competence. All committee members have taken the IDI and have received feedback.

- The committee is engaged in learning work associated with cultural competence. The learning work has included a book study focused on the book “Opening Doors”. Activities that identify school policies and procedures that create barriers for students were conducted with the District’s Administrative Staff. Specifically, the Committee engaged the Administration in activities that identified long discredited school procedures and asked them to identify processes we currently follow that may be creating disparities and inequity. The Committee also engaged the Administration in an activity that illustrated how families experience processes differently.
- The Administrative and Senior High School staff members met with Willmar community members who participated in a Rural Refugee experience. The community members included a local newspaper photographer, a community human relations activist, and a former student, who was born in a refugee camp in Kenya. They described the experience they had in traveling back to the birthplace of the former student, and engaged the staff members in discussions about how refugees’ experiences impact the interactions they have with the school system as well as the community as a whole.
- The Committee began work to explore various professional development opportunities related to culturally responsive strategies, with the goal of providing wider training to all staff.
- The Committee will lead the District in a book study based on the book, “R.E.A.C.H.” by Manny Scott, who will deliver a keynote address at the 2020-2021 all staff meeting at the beginning of next school year. Dr. Scott is a nationally recognized speaker who describes his experiences as a minority youth who lived in poverty and experienced violence. His message is about understanding our students and providing them with the support and challenge required to allow all of them to succeed.
- The committee met monthly, with the exception of April and May, which were impacted by the Covid-19 pandemic. The Committee will reconvene in August.

**The District will select a representative or representatives to attend and participate in the meetings of the Diversion Committee that has been organized by the Minnesota Department of Human Rights-**

- The District has participated in each of the meetings, either through the superintendent’s, or designee’s, physical attendance at the meetings, or virtual attendance through the web.

**The District Will Define Cultural Liaisons’ Roles-**

- The committee met in the 18-19 school year and, reviewed, revised job descriptions for the Cultural Liaisons.

**The District will reiterate to all stakeholders and School Resource Officers, that School Resource Officers are not involved in recommending or determining student discipline or investigating student discipline issues that do not involve a crime...**

- The superintendent communicated with staff and patrons about the appropriate role of the school resource officers through the District’s weekly memo to all staff, as well as a letter to parents and a posting on the District’s web page. This information was re-posted to the website in the winter of 19-20, and will be revisited at the beginning of the 20-21 school term. Additionally, the superintendent will convene a meeting with the Chief of Police to discuss the role of resource officers by September 1, 2020.

## Summary Data

Summary Data- As of 6/3/2020, the following discipline data has been compiled through the use of Infinite Campus, the District’s student information system. The following chart shows the total numbers of suspensions by school, with the reason, and disaggregated for race. There were no expulsions, and no exclusions during this time.

The following data indicate in-school and out-of-school suspensions from December 2019 until June 3, 2020 year by building, event, and race. Data for the period from September 2019 to December 14, 2019 was reported in the midyear status update. The data was likely impacted by the Covid—19 pandemic and period of distance learning from Mid-March to the end of the school year. There were no suspensions, expulsions, or exclusions, during the distance learning period.

<i>School</i>	<i>StateRace</i>	<i>EventName</i>	COUNTA of StateID
			0
	Total		0
Total			0
19-20 Area Learning Center Day	Amer. Ind Alaskan Native	Illegal Drugs	1
	Amer. Ind Alaskan Native Total		1
	Hispanic	Peer Conflict	1
	Hispanic Total		1
	White	Illegal Drugs	1
	White Total		1
19-20 Area Learning Center Day Total			3
19-20 Kennedy Elementary	White	Assault	2
	White Total		2

19-20 Kennedy Elementary Total			2	
19-20 Lakeland Elementary	Hispanic	Disorderly Conduct	2	
		Fighting	1	
		Peer Conflict	1	
Hispanic Total			4	
19-20 Lakeland Elementary Total			4	
19-20 Roosevelt Elementary	Black	Disorderly Conduct	2	
		Insubordination	1	
Black Total			3	
	Hispanic	Disorderly Conduct	1	
			Hispanic Total	1
			Not N. Amer Ind/Alaskan Native	Disruptive
Not N. Amer Ind/Alaskan Native Total			2	
19-20 Roosevelt Elementary Total			6	
19-20 Willmar Middle School	Black	Disorderly Conduct	3	
		Fighting	5	
Black Total			8	
	Hispanic	Assault	1	
		Disorderly Conduct	1	
		Fighting	6	
		Illegal Drugs	1	
		Threat/Intimidation	2	
Hispanic Total			11	
	Not N. Amer Ind/Alaskan Native	Terroristic Threat	1	
			Not N. Amer Ind/Alaskan Native Total	1
	White	Fighting	2	
			White Total	2
19-20 Willmar Middle School Total			22	
19-20 Willmar Senior High	Amer. Ind Alaskan Native	Insubordination	1	
			Amer. Ind Alaskan Native Total	1
	Asian	Fighting	1	
			Asian Total	1
			Black	Fighting
	Black	Insubordination	1	
		Other	2	

	Black Total		9
	Hispanic	Disruptive	2
		Fighting	4
		Insubordination	2
		Threat/Intimidation	2
	Hispanic Total		10
	Not N. Amer Ind/Alaskan Native	Fighting	3
	Not N. Amer Ind/Alaskan Native Total		3
	White	Disruptive	1
		Insubordination	1
		Other	2
	White Total		4
19-20 Willmar Senior High Total			28
<b>Grand Total</b>			<b>65</b>

The following data indicates the special education status of the students who experienced suspensions from December 2019 until June 3, 2020. It is reported by school. A “Y” indicates the student is eligible for special education, an “N” indicates the student is not eligible for special education, and an “E” indicates the student was receiving an evaluation for special education eligibility at the time of the suspension.

<i>School</i>	<i>SpEdStatus</i>	<i>EventName</i>	<b>COUNTA of StateID</b>
			0
	Total		0
Total			0
19-20 Area Learning Center Day	N	Illegal Drugs	1
		Peer Conflict	1
	N Total		2
	Y	Illegal Drugs	1
	Y Total		1
19-20 Area Learning Center Day Total			3
19-20 Kennedy Elementary	E	Assault	2
	E Total		2
19-20 Kennedy Elementary Total			2
19-20 Lakeland Elementary	E	Disorderly Conduct	1
	E Total		1
	N	Disorderly Conduct	1

		Peer Conflict	1
	N Total		2
	Y	Fighting	1
	Y Total		1
19-20 Lakeland Elementary Total			4
19-20 Roosevelt Elementary	Y	Disorderly Conduct	3
		Disruptive	2
		Insubordination	1
	Y Total		6
19-20 Roosevelt Elementary Total			6
19-20 Willmar Middle School	N	Assault	1
		Disorderly Conduct	1
		Fighting	10
		Threat/Intimidation	1
	N Total		13
	Y	Disorderly Conduct	3
		Fighting	3
		Illegal Drugs	1
		Terroristic Threat	1
		Threat/Intimidation	1
	Y Total		9
19-20 Willmar Middle School Total			22
19-20 Willmar Senior High	E	Insubordination	1
	E Total		1
	N	Disruptive	1
		Fighting	10
		Insubordination	2
		Other	3
		Threat/Intimidation	2
	N Total		18
	Y	Disruptive	2
		Fighting	4
		Insubordination	2
		Other	1
	Y Total		9
19-20 Willmar Senior High Total			28
<b>Grand Total</b>			<b>65</b>