Duluth Public Schools
ISD 709

Record of Continuous Improvement:

ISD709 & MDHR

Disproportionate Suspension/Expulsion

Drafted Spring 2018

Background/Rationale for Plan:

This plan was developed in response to a letter by the MN Department of Human Rights on February 6, 2018 that initiated a statewide effort to address issues related to disparities in student discipline rates that exist in school districts and charter schools across Minnesota. Disparities in student discipline rates is an issue of national concern, there is no consensus as to the root cause of any disparities that exist in student discipline rates within the District, within Minnesota, or across the United States, and there is no current consensus as to how best to address any disparities that may exist.

  The Department and District share mutual goals to ensure:

    • Learning occurs in safe and supportive environments;

    • Every student has an equal opportunity to fully participate in and to succeed in a quality education; and

    • The District applies its student discipline policies and procedures in a consistent manner.

  The Department and District have a strong commitment to:

    • Work together on behalf of all District students to ensure their success; and

    • Collaborate and use their best efforts to improve student academic achievement by reducing the disparate suspension and expulsion outcomes for students from racial and ethnic minority communities and students with disabilities.

ISD 709 has developed a district goal in the ISD 709 World's Best Workforce Strategic Plan to improve student achievement by reducing the disparate suspension/expulsion outcomes for students. This plan is intended to outline the strategies to meet this goal. As part of the ongoing work by ISD 709 with the MN Department of Education, this plan was drafted using the practices of Implementation Science in order to ensure effective implementation, sustainability and improved outcomes.

[See ISD 709 Disproportionate Suspension/Expulsion Implementation Timeline, SY 2018-19 and 2019-20](#)

Disproportionate Suspension/Expulsion (DSE) District Leadership Committee		
Team Member Name	**Role**	**Contact Information**
TBD	Facilitator	
Bill Gronseth	Superintendent	william.gronseth@isd709.org
Jeff Horton	Assistant Supt.	jeffrey.horton@isd742.org
William Howes	Coordinator of Office of Education Equity	william.howes@isd709.org
Edye Howes	Coordinator of American Indian Education	edith.howes@isd709.org
Ron Lake	Climate Coordinator	ronald.lake@isd709.org
Jason Crane	Director of Special Services	jason.crane@isd709.org
Bernie Burnham	DFT President	bernadette.burnham@isd709.org
Nathan Glockle	Elementary Principal	nathan.glockle@isd709.org
TBD	Middle School Principal	
TBD	High School Principal	
TBD	Elementary Teacher	
TBD	Middle School Teacher	
TBD	High School Teacher	
TBD	Paraprofessional	

COMPREHENSIVE NEEDS ASSESSMENT

A complete Comprehensive Needs Assessment (CNA) includes an initiative inventory, a review of types data collected for each initiative, as well as an overall review of available data.

1. **Initiative Inventory & Review of Data Collected**
   - List each initiative you have implemented across the district in regards to equity, improving positive school climate and reduction of challenging behavior
   - Record the types of data collected for each initiative
   - What did you observe as a result of your initiative/data review? Are you collecting multiple types of data for each initiative? Identify next steps. What additional types of data do you need to be collecting?

Initiative	Type of Data Collected					Reflections / Observations	Next Steps
	Academic	*Student Non-Academic*	*Fidelity of Implementation*	*Program*	*Perception*		
PBIS	no	yes	yes	no	no	5 schools have completed 2 yr MDE agreement and are sustaining, 1 school starting Aug 2018	Create district wide team to support schools - had 2 meetings this spring.
Positive School Climate rubric	no	yes	not yet	no	no	Trialed drafted rubric and walkthrough tool in two elementary schools.	Make decision with new Asst. Superintendent on direction we will take,
NCI Training for sped staff	no	yes	yes	no	yes	Quarterly meetings helpful, post training surveys positive	Admin need full training, all staff need some de-escalation training
Bullying Prohibition Policy	no	yes	no	no	no	Race and bias were added into training content as optional discussions fall 2017.	Need to determine and provide race and bias training to all staff - does not need to be specific to bullying.

2. Data Review
- Review data from multiple sources. Record observations/reflections.
- Information below represents possible data sources.

Specific Data Reviewed	Observations / Reflections
Non-Academic Data	
Enrollment / Demographics	Hispanic, 2.9%, AI 3.9%, Asian 1.4%, Black/AA 6/2%, White 76.5%, Two or More Races 9.0%
OSS By Demographics	**Link to QLT Data Review Here** Note: QLT reviewed "days of suspension" data by demographics for 16-17 and 17-18 (year to date). **Observations** **District Data** ● Number of white suspensions has decreased ● SpEd students suspensions have increased; disproportionate ● Students may be in multiple categories ● F/R lunch - group is variable ● Male to female ratio is significant ● Female suspensions have decreased ● Black students are 6% of suspensions, 28% of suspensions but has remained the same year to year ● 2 or more races 9% of demographic, 21% suspensions ● We need to work on relationship building with students of color ● Demographics across district change from year-to-year ● 2017-18 data is year-to-date **Elementary** ● Male to female ratio is disporporiante; only 2 females at Lester Park ● SpEd suspension rates dropped substantially at Congdon ● SpEd suspension rates increased across district ● Disproportionate rates at Laura Mac, MW, Lowell ● Racial segregation is present in our district based on demographic data ● Cell size dictates percentage data ● East vs west suspension numbers and disproportionately ● Increase at Piedmont 2016-17, decrease year-to-date

- The highest disproportionate rate of suspension is in SpEd, then male/female, and F/R
- Number of students would be helpful to compare to number of incidents

Secondary
- Similar significant disproportionately rates as elementary; More disproportionate with students of color at secondary vs elementary
- Dual enrollment skews data
- Non-white students vs white students rates are strikingly disproportionate
- Denfeld and East percentages were the same
- Male to female suspension ratio become more even at secondary level

Incident Data
- Importance of common understanding, ie suspension for attendance? ISS vs OSS
- Consistency is key across district
- Highest rates of disruptive and disorderly
- Significant and concerning number of assaults and fighting to date
- Location of incident may help decipher root cause

Questions

District Data
- How many students are in more than one category?
- How does the F/R suspension data change with varying F/R numbers?
- How is data different incidents vs days
- How many repeat offenders?
- How does this data look over longer period of time? Ten years vs 3-5?
- Where are the hotspots?
- How many students are new enrollments or in-district transfers?
- What would probability of a male, black, F/R, SpEd student being suspended?
- What is the breakdown across disability areas? Also male to female SpEd students?
- Were there specific school or district initiatives and/or programming to address OSS during these periods?
- Age range - elementary, MS HS data?
- What does the data look to like month to month over the same year?
- Is data collected and recorded consistently across the district?
- Are suspensions implemented consistently across schools?

Elementary
- What do levels look like vs buildings?

	- Male to female data - days vs individual students? - How does the transiency of students reflect in the data? - How does a change in administration or staffing affect the data? - Which buildings house Setting 3 programs (behavior)? How does that reflect in the data?
	Secondary How do suspensions play into graduation and HS success?
	Incident Data Should there be more incidents recorded as cyberbullying?
	Success
	Elementary - Piedmont decreased overall suspension rates year-to date - Lester Park and Laura Mac were not disproportionate in rates
	Reflection from Video
	- Shared space; message of consistency - Building relationships, student-to-student - SEL and buy-in - Need for unified front; common language - Social interactions; parent involvement - Consistency of mind set - Ongoing models and sustainability (funding?) - Building positive peer relationship and mediation between students - PBIS, building positive relationships with kids - Social time and "downtime" vs current model - Suspension only when necessary; alternatives to suspension, strategies for changing behaviors
Behavior Incidents By Demographics	We have not reviewed all behavior incidents by demographics yet; did look at "disruption/disorderly" with Principals and during QLT Data Review in April.
Perception Data	
Staff survey data	Deployed for the first time this spring - results not yet available.
Student survey data	Last student survey was 2016 MN Student Survey. Consider starting a district survey in coming years.

Family survey data	No family survey is currently being used.
Community survey data	No quantitative community survey is currently used. We are starting a qualitative survey project this summer.
Fidelity Implementation Data	
Examples: Practice profiles, Rubrics, Inventories, etc.	TFI data is available for MDE/PBIS Schools; results show non-pbis schools have less developed systems. We have not finalized PSC Rubric; trials at two schools show some sch wide practices consistent with pbis and the need for materials to represent all students in most academic settings. We do not have practice profiles developed for school climate.
Program Data	
Enrollment/participation in program	No district wide program data specific to school climate is available.
Demographics of students in programs	No district wide program data specific to school climate is available.
Outcomes of students in programs	No district wide program data specific to school climate is available.
Other	No district wide program data specific to school climate is available.

3. Summary of Comprehensive Needs Assessment

After reviewing the data in step 2, list the team's identified successes, prioritized concerns, and hypothesized root causes (include themes from data review)

Successes:

> As a district, we have previously been able to reduce the days of suspension used from 2012-13 through 2015-16. In 2017-18, Piedmont Elementary has been able to significantly reduce ODRs and suspension this school year.

Prioritized Concerns:

> # of students and specifically the # of days of suspension students who are African American, American Indian or receiving special services are involved in and in relationship to the number of students who are white and/or do not receive special services.

> Specifically, we need to improve data reporting to inform decision making, identify district wide interventions, and support sites to identify needs, select and implement interventions, and use implementation science efficiently and effectively.

Hypothesized Root Cause:

> Root cause analysis or a similar process needs to be completed. Anecdotal questions and statements include the need to address race and bias.

DISTRICT ACTION PLAN

The action plan outlines specific strategies being utilized at the district level based on root cause.
- Select or identify any initiatives your school is implementing that need to be monitored.
- Identify action steps for implementing the initiative.
- What are the expected results of this initiative? How will the team measure adult fidelity of implementation? When will the results be reviewed?
- Analyze results and record what was learned. Celebrate successes and identify barriers. Begin the cycle again with planning and action steps.

District-Wide Initiative	Tool Used to Monitor Implementation	Data Review Date	Results / Next steps	Person(s) Responsible	Expected Completion Date
Review available data with Quality Leadership Teams (joint labor/management mtg)	Notes taken based on a structured format consist with current CNA for academics	4/26/18	Link to QLT DSE Data Review Link to feedback regarding QLT DSE Data Mtg	Assistant Superintendent	4/30/18
Create DSE District Leadership Team; members, mtg dates, roles/responsibilities, etc.	ISD709 & MDHR DSE RCI 2018 (this doc.)	6/15/18	Finalize facilitator and then team members	Superintendent, Asst. Superintendent and Facilitator	9/1/18
Qualitative Interviews with 10-12 parents of students involved in suspension 2017-18	Twice-monthly consultation; interviewer and Climate Coordinator	6/15/18	TBD	Climate Coordinator	8/15/18
Review this document with new Asst. Superintendent, Facilitator, and team to make adjustments.	This document	7/10/18	TBD	Superintendent and Climate Coordinator	8/15/18
District Wide Professional Development; topic related to equity	TBD	8/20/18	TBD	Asst. Superintendent, Director of Curriculum	8/28/18
Train all Para-Professionals to support functional behavior assessment and behavior support plans	TBD	8/20/18	TBD	Director of Special Services, SpED TOSAS, Climate Coordinator	8/30/18

Gain feedback on and adjust relevant contents of this RCI with Parent Advisory Committee for Special Education	MDE Commitments to Equity and/or ISD709 Equity tool?	9/30/18	TBD	Director of Special Services and Facilitator	11/1/18
Increase community engagement as part of WBWF planning and DSE Leadership Team	MDE Commitments to Equity and/or ISD709 Equity tool?	TBD	TBD	Superintendent and Facilitator	1/18/19
Train all staff in de-escalation skills	TBD	TBD	TBD	Climate Coordinator, SpED TOSA, Director of Special Services and Asst. Superintendent	4/1/19
Review students discipline policies and student handbook and reasonable efforts for recommendations to either remove or define offenses that are susceptible to multiple subjective interpretations.	Revision of policies/handbook	TBD	TBD	DSE District Leadership Team	4/1/19
Review role of SRO, adjust DPD/ISD 709 agreement, policies, student handbook	Revision of DPD/ISD 709 agreement, policies, and student handbook	TBD	-Review SRO PDF, see pg 40 for 9 Principles	DSE District Leadership Team	4/1/19
Review this document with new Asst. Superintendent, Facilitator, and team to make adjustments.	This document	7/10/18	TBD	Superintendent and Climate Coordinator	8/15/18

DATA COLLECTION AND REPORTING PLAN

DSE Data Collection/Reporting Plan					
Type of data	**Data collection tools / measures**	**Purpose of data**	**Who collects data**	**How often and when team reviews data**	**How often and to who team submits formal report**
Comprehensive Needs Assessment	See Data Review (Part I, Section 2) for data included in Comprehensive Needs Assessment	The results of the CNA helps identify strengths, weaknesses, and root causes, which in turn informs action plans.	District DSE Leadership Team	Annually April	Submit as a part of the first mid-year report (January 2019) and end-of-year report (June) to Department of Human Rights
Effort Data (Adults)	District Capacity Assessment	Identifies capacity to implement plan and areas of focus. Also measures progress toward building necessary infrastructure for implementing plan.	District DSE Leadership Team	2x/year May and December	Submit as a part of the mid-year (January) and end-of-year (June) reports to Department of Human Rights
	Record of district coordinated professional development, evaluation of professional development, numbers of participants	Measures quality and quantity of professional development offered	District DSE Leadership Team	Each time professional development is offered; compiled data will be reviewed 2x/year May and December	Submit as a part of mid-year (January) and end-of-year (June) reports to Department of Human Rights
Fidelity of Implementation Data	Specific tools / measures identified in District Action Plan (Part of this document)	Measures overall fidelity of implementing strategies outlined in the action plan	District DSE Leadership Team	Monthly	Submit as a part of mid-year (January) and end-of-year (June) reports to Department of Human Rights
Student Outcome Data	OSS data (disaggregated by school and student group)	Measures ongoing progress towards meeting end-of-year goal of reducing disparate rates of OSS and Expulsion	District DSE Leadership Team	Monthly	Submit as a part of mid-year (January) report to Department of Human Rights
	OSS and expulsion data disaggregated by school and student group	Measures overall success of goal of reducing disparate rates of OSS and Expulsion	District DSE Leadership Team	May	Submit as a part of end-of-year (June) report to Department of Human Rights

ROLES AND RESPONSIBILITIES

STATE AND DISTRICT					
DHR & State Diversion Committee	**ISD 709 School Board**	**QSC**	**Leadership Team**	**Office of Sup & Asst. Superintendent**	**Coordinator**
Coordinate stakeholders Collaborate with MDE and districts Secure resources Review data, policies, and create best practices Advance legislation Facilitate identified subcommittees	Gain Relevant Knowledge Review, advise, and adopt Policy Be informed about regulations, procedures, and practices Approve Dist. Budget and any potential grant dollars	Advise drafted plans, policies, regulations, procedures, and practices Recommend and support professional development Support implementation of plans, policies, regulations, procedures, and practices Address contract issues	Develop and support District RCI on OSS Advise and develop policy, regulations, procedures, and practices Gain recommendations, plan and support for professional development *Meaningful ethical implementation & Voice Support	Advise, revise, and submit all information and required reports Oversight of Building Administrators and Leadership Team Act as the District contact person for students and families regarding discipline Contract issues?	Coordinate process to gain input from stakeholders Cooperatively develop plan and strategies with Leadership Team and/or subcommittees or RCI Communicate information to/from Diversion Committee, School Board, QSC, Building Admin, (and CITs?)

SCHOOL					
Building Admin	**CIT -or- Sub-Committee**	**SST/CST/PST?**	**SRO As Available**	**Licensed Staff**	**Non-Licensed Staff**
Rep on Leadership Team Co-Facilitate a District Sub-Committee with Coordinator? Support policy, regulations, procedures, and practices professional development Lead and communicate with CITs for CNA? Cooperatively develop and implement site based plan and strategies in RCI?	Complete CNA? Cooperatively develop and implement site based plan and strategies in RCI? PSC Rubric or sw-pbis? Participate in feedback loop to/from District Leadership Team?	Support teams of staff with problem solving challenging behavior Screen student body for tier 2 and 3 intervention Provide tier 2 and 3 intervention	Develop positive relationships with students Take police reports as needed Respond to, investigate, and address behavior that is potentially criminal	Implement site plan documented in RCI Follow policy, regulation, procedures, and practices Participate in related professional development Reflect on and adjust professional practice? Participate in feedback loop to CIT	Implement site plan documented in RCI Follow policy, regulation, procedures, and practices Participate in related professional development Reflect on and adjust professional practice? Participate in feedback loop to CIT