

District Suspension Report

7-7-2020

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Duluth Public Schools



Agenda

Purpose, roles, and responsibilities

Review of data; emphasis not to confirm bias

Semi-Annual Report to MN Dept. of Human Rights

Recommendations on specific topics

- Information for parents of children experiencing suspension

- Anti-bias training plans and information

- Input on “Interventions”

- Re-entry meetings

- Website

Purpose, Roles, and Responsibilities

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Community Members and Employees

Advise, support, and some progress monitoring

District Administration

Contact with MDHR, oversight of work, allocation of resources and negotiation of contract language to support work

Facilitator

Coordinate processes, gain input, contact with MDHR and stakeholders, communication and documentation

Review of Data

Implicit Bias and Review of Data

Framing Bias

Attribution Bias

Confirmation Bias

Cautious When Reviewing Data

2019-20 Days of OSS

2019-20 Days of OSS PFD

Disproportionate across:

*Race (OSS - POP.)

Black (25% - 5%)

A. Ind. (7% - 3%)

2 or More (20% - 11%)

White (42% - 76%)

*Sp. Educ (45% - 19%)

Poverty (85% - 38%)

Male/Female (70% - 30%)

1144 Days of Use

* = MDHR Required Areas

2019-2020 Duluth Public Schools
OSS Days (End of Year)

	Total	Male	Female	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Free or Reduced Lunch	Paid Lunch	SpEd	GenEd
Congdon Park	7	0	7	0	*	0	7	*	0	0	7	0	7	0
Homecroft	0	0	0	0	*	*	*	*	0	0	0	0	0	0
Lakewood	0	0	0	*	*	*	*	*	0	0	0	0	0	0
Lester Park	9	8	1	0	*	*	*	8	9	0	5	4	5	4
Lowell	3	3	0	0	0	*	2	*	1	0	2	1	1	2
Lowell Sp. Imm.	7	3	4	0	*	*	*	*	3	0	4	3	3	4
Laura MacArthur	33	28	5	0	3	*	2	*	8	20	31	2	16	17
Myers Wilkins	19	19	0	0	6	*	11	*	1	1	19	0	15	4
Piedmont	27	26	1	0	4	*	5	*	12	6	24	3	16	11
Stowe	22	22	0	*	*	*	2	*	20	0	21	1	10	12
Lincoln Park	351	244	107	10	26	*	87	*	185	43	305	46	168	183
Ordean East	61	53	8	3	4	0	19	*	24	11	36	25	11	50
ALC	1	0	1	0	0	*	0	*	1	0	0	1	0	1
Denfeld	487	308	179	52	26	*	138	*	134	137	457	30	227	260
East	117	86	31	7	8	3	11	*	77	11	61	56	40	77
Total	1144	800	344	74	77	3	288	8	875	229	972	172	519	625

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Records with 10 or fewer students are suppressed to maintain data privacy

3 Year Trend: District Days of OSS

Demographic Groups	2017-2018	2018-2019	2019-2020**
Hispanic or Latino	56	52	72
Am. Ind. or Alaskan N.	124	76	77
Asian	8	1	3
Black or Afr. American	426	424	288
Hawaiian or Pacific Isl.	*	*	*
White	648	474	475
2 or More Races	322	248	229
Special Education	876	611	519
General Education	708	664	625
Total Days Used	1584	1275	1144

* = Cell size less than 10

** = Distance Learning March - June

Semi-Annual Report to MDHR

Semi-Annual Report to MDHR

Semi-Annual Report to MDHR Summer 2020

Running record or work

Bold items, new this year

Interventions to handbook

Anti-Bias Training with Admin

Planning A-Bias training for sta

Mental Health & Crisis Training

Information for Parents

Re-Entry Processes

Website

Duluth Public Schools ISD709
Disproportionate Suspension/Expulsion
Semi-Annual Report to MDHR
July 7th, 2020

District Intended Outcomes of Our Plan & Steps Taken 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.**

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

Information for Parents of Children Experiencing Suspension

MN Dept of Education

[Parent's Guide to Suspension Process](#)

(from June 2013, currently under revision)

MDE is also interested in your feedback on this document

Additional Suggestions

[PACER Parent Interactive Guide](#)

Anti-Bias Training

Anti-bias Training

Kirwan Institute; Study of Race & Ethnicity

[Implicit Bias Modules Series](#)

4 Online Modules

20-30 Min for each module

Video, text, short answer reflection

Link to the Implicit Association Test (IAT)

Ask all of you skim it or complete it by the Jan-Feb Meeting

Anti-bias Training

Kirwan Institute; Study of Race & Ethnicity

Trialing training with Principals during monthly meeting

Content is meaningful, format is well developed

Concern with wifi capacity and “buffering”

Trialing as a group lesson next

Recommendations for Anti-Bias Training

1. Need follow up or intentionality so it isn't one and done, individual action or personal plan?
2. Try to do it over the course of a year vs. all at one time
3. Required vs. voluntary
4. Consider using staff development day in Aug and/or Oct
5. Feedback from Principals, appreciated the group lesson and discussion model last trialed

Recommendations

Aug training may feel rushed and not allow enough focus on content, pending DL training needs

Frame the importance of it so it's a continuous learning, plan how they will incorporate the content into daily work, follow-up coaching and acct. Begin, mid, end of yr structure of goal setting

Will likely need to use training time for delivery method of instruction

General consensus is to consider moving off of Aug day, pending more information from MDE and DL training needs

Input on “Interventions”

Standards of Conduct, Statement on OSS

Out of school suspension is used for the purpose of creating separation and safety during investigation and intervention planning in response to a behavioral incident.

At all age levels, use of out-of-school suspension should be paired with environmental, instructional, and/or restorative intervention.

“Definitions of Disciplinary Actions”

Definitions of Disciplinary Actions

DETENTION - A student may be asked to come before school, stay in during lunch/recess, or remain after school by a teacher or principal for the purpose of correcting a violation. Any student who is instructed to report before or after school but is unable must obtain permission from the teacher or principal. Reasonable attempts will be made to contact parent(s) or guardian(s) prior to implementation.

EXPULSION OR EXCLUSION - “Expulsion” means a School Board action to prohibit an enrolled student from further attendance for up to twelve months from the date the student is expelled. “Exclusion” means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. Expulsion and exclusion proceedings shall be in accordance with M.S. 121A.41, The Pupil Fair Dismissal Act. A School Board may expel for a period of at least one year a student who is determined to have brought a firearm to school. For the purposes of this section, a firearm is as defined in United States Code, Title 18, Section 921. In accordance with M.S. 121A.41, The Pupil Fair Dismissal Act, a student and his/her parent(s) or guardian(s) shall be served personally or by mail with notice of the expulsion hearing. The hearing will be held within ten days of service of the written note, unless continued pursuant to the statute. The recommendation of the hearing officer shall be made to the School Board within two days of the end of the hearing. The decision of the School Board shall be rendered at a special meeting within five days after receipt of the recommendation of the hearing officer. The student shall receive due process as set forth in M.S. 121A.41, The Pupil Fair Dismissal Act.

OFFICE INTERVENTION - Any disciplinary intervention resulting from a violation of district standards of conduct applied by building administration.

PARENT(S) OR GUARDIAN(S) CONFERENCE - A parent(s) or guardian(s) conference is required if a student has committed a serious rule violation or has been suspended out of school. If a parent or guardian is unable to be present, the principal shall contact the parent(s) or guardian(s).

REFERRAL TO JUVENILE AUTHORITIES - If a student's behavior may be a violation of law, the principal or designated representative may contact juvenile authorities or police. If the officer indicates that he/she is arresting the student, with or without a warrant, he/she shall have complete jurisdiction and responsibility in the matter and the principal shall not interfere with the student's removal from the building. The student will, in all cases, be accorded the rights of due process.

RISK SCREENING & REFERRAL FOR ASSESSMENT - Students deemed to be a threat to themselves and/or others may be asked to undergo a risk screening and/or formal risk assessment by a district approved mental health professional before being readmitted to school.

REFERRAL TO BUILDING AND DISTRICT RESOURCES - Referral to building and district resources is to be made by school personnel, parent(s) or guardian(s), or community agencies. The parent(s) or guardian(s) shall be consulted if any special services are to be made available to a student. Reasonable attempts will be made to contact parent(s) or guardian(s) regarding referrals to building and district resources.

REMOVAL FROM CLASS - All students have the right to learn and teachers the right to teach. Disruption to the learning process may result in the loss

Emphasize Intervention
Define for All Involved
Resources & Training?

Links:

[Edits for Definitions of Interventions & Disciplinary Actions](#)

[2019-20 Family and Student Handbook](#)

Finalize Re-Entry Meetings

Draft Re-Entry Meeting Agenda

See [Re-Entry Handout](#)

Reviewed and provided final feedback

Recommendations for Draft Re-Entry Agenda

Previous Feedback and Ideas from Principals:

If it's not done well, behaviors will likely continue

It takes time and resources to do it well

Standardization will help

Website Information

Website Info

Opening Statement

Prevention

Purpose of Suspension

Definition of Suspension

Definition of Disproportionality

Interventions Paired to Suspension

If your child is experiencing suspension

Suspension data (within limits of confidentiality)

MN Dept. of Human Rights and Duluth Public Schools