

## Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, July 7, 2020

VIA VIDEO CONFERENCE

Google Meet

Duluth, MN 55802

4:30 PM

**1. Call to Order**

**2. Roll Call**

**3. Agenda Items**

**A. Curriculum and Instruction**

1) Action Items - Consent Agenda

a. Presentation Items Requiring Approval - None

b. Other Action Items - None

2) Informational Items

a. Presentations

(1) School Resource Officer (SRO) Presentation 2

Duluth Police Department and Secondary Principals

(2) 2019-20 Bullying and Behavior Incidents Report 13

Ron Lake

(3) 2019-20 Out of School Suspension (OSS) Report 29

Ron Lake

**B. Other**

**4. Adjourn**

# School Resource Officer Update

July 7, 2020

# Overview

## **School Resource Officer (SRO) Mission Statement:**

School Resource Officers shall work with students, parents and school staff to promote positive relationships, to promote positive choices and activities and to establish rapport and encourage open communications. SRO's shall ensure a safe and secure educational environment for all faculty and students in the Duluth Public Schools.

# Overview of Program

## **Roles of SROs within our schools:**

1. Role Model
2. Mentor
3. Community Liaison
4. Law Related Educator
5. Law Enforcement Officer

## Additional Resources:

[School Resource Officer Manual](#)

[Department of Justice School Resource Officer Manual](#)

# Relationships and Community Building

School Resource Officers connect with students, families and community members in many ways beyond the defined role. Examples include:

- SRO playing floor hockey with kids at Lincoln Park Middle School
- SRO coach for athletic programs at Lincoln Park Middle School
- SRO helping a Denfeld neighbor by covering graffiti caused by students using his own paint and doing it on his own time
- SRO winning a Denfeld student fund raising effort this spring to support a local charity and participating in the Polar Plunge as a result

# How Duluth's School Resource Officer Program Is Different

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Some districts have considered changes in SRO programming. In Duluth, we have already incorporated many positive changes in our programming that reflect best practices:

**Community policing components include:**

- Community partnerships
- Problem solving approaches

The SRO Program is a strategy used as a part of community policing:

*"The School is the Community and the Community is the School."*

# 2019 Minnesota Student Survey

The MSS is the most consistent source of data about the health and well-being of Minnesota's students for the past 30 years.

Students are asked about their activities, opinions, behaviors and experiences.

Students respond to questions on school climate, bullying, out-of-school activities, health, nutrition, emotional and mental health, relationships, substance use and more.

# I think it is a good idea to have an SRO or police officer at our school.

Denfeld H.S.	Gr. 9 M	Gr. 9 F	Gr. 11 M	Gr. 11 F
Agree/Strongly Agree	97%	99%	97%	84%
Disagree/Strongly Disagree	2%	1%	2%	16%

Duluth East H.S.	Gr. 9 M	Gr. 9 F	Gr. 11 M	Gr. 11 F
Agree/Strongly Agree	91%	94%	92%	97%
Disagree/Strongly Disagree	8%	6%	7%	3%

# I think it is a good idea to have an SRO or police officer at our school.

Lincoln Park M.S.	Gr. 8 M	Gr. 8 F
Agree/Strongly Agree	92%	95%
Disagree/Strongly Disagree	8%	5%

Ordean East M.S.	Gr. 8 M	Gr. 8 F
Agree/Strongly Agree	96%	95%
Disagree/Strongly Disagree	4%	5%

# Contractual Considerations

## **2019-2020 Contract Cost: \$251,906.79**

Includes 4 resource officers for Middle & High Schools  
During Covid-19 Closure we have a carryover credit of approximately \$84,000 to apply to a future contract.

## **Funding Source: Safe Schools Revenue**

This revenue is reserved for safety and security in our schools and on school grounds.

# Next Steps

Continue to focus on professional learning around culturally responsive practices, trauma, and community policing within SRO programming

Review Policies and Procedures for School Interaction with Law Enforcement

Review contract, consider impacts of closure - \$85,000 credit returned to the district towards 2020-21 contract

## **Continue the conversation:**

- SRO student forums on programming and discussion on community and culturally responsive policing
- Greater input from student executive board member, families, and staff. We would use WIN time and class meetings for this purpose
- Consider an additional student survey
- Provide the Board with a mid-year update

<b>Data Includes incidents at East High School, Denfeld High School, Lincoln Park Middle School and Ordean East Middle School during the school year where the responding Officer was an SRO</b>			
	2017-2018	2018-2019	2019-2020
<b>Gender</b>			
Female	29	27	29
Male	49	61	62
<b>Total</b>	<b>78</b>	<b>88</b>	<b>90</b>

<b>Age</b>	2017-2018	2018-2019	2019-2020
10-11	1	1	1
12-13	22	16	16
14-15	31	43	52
16-17	24	28	21
<b>Total</b>	<b>78</b>	<b>88</b>	<b>90</b>

<b>Race</b>	2017-2018	2018-2019	2019-2020
Black	26	27	35
Native	12	16	8
White	39	44	45
Other	1	1	2
<b>Total</b>	<b>78</b>	<b>88</b>	<b>90</b>

<b>Crime Type</b>	2017-2018	2018-2019	2019-2020
Assault	30	28	20
Tobacco/Alcohol	28	24	35
Disorderly Conduct/Harassment	27	32	43
Drugs	14	34	28
Truancy	2	0	0
Theft/Possession Stolen Property	3	5	5
Obstruct Legal Process/False Name/Fleeing	4	3	4
Trespassing	3	17	15
Indecent Exposure/Criminal Sex Conduct	4	0	0
Damage to Property	1	2	1
<b>Total</b>	<b>116</b>	<b>145</b>	<b>156</b>

<b>Data Includes incidents at all addresses in Duluth except the 4 Schools Same Time Period as the School Year</b>			
	2017-2018	2018-2019	2019-2020
<b>Gender</b>			
Female	92	118	105
Male	154	152	207
<b>Total</b>	<b>246</b>	<b>270</b>	<b>312</b>

<b>Age</b>	2017-2018	2018-2019	2019-2020
10-11	7	10	6
12-13	32	29	43
14-15	63	89	98
16-17	144	142	165
<b>Total</b>	<b>246</b>	<b>270</b>	<b>312</b>

<b>Race</b>	2017-2018	2018-2019	2019-2020
Black	62	63	93
Native	23	29	72
White	158	170	143
Other	3	8	4
<b>Total</b>	<b>246</b>	<b>270</b>	<b>312</b>

<b>Crime Type</b>	2017-2018	2018-2019	2019-2020
Arson	1	0	0
Assault	64	90	37
Burglary/Robbery	7	16	8
Tobacco/Alcohol/Social Host	31	24	23
Disorderly Conduct/Riot/Harassment	29	56	28
Drugs	8	11	12
Curfew	21	34	19
Theft/Possession Stolen Property/Financial Crimes	85	67	78
Obstruct Legal Process/False Name/Fleeing	17	17	29
Trespassing	11	33	1
Criminal Sex Conduct	6	4	3
Weapons	2	4	3
Damage to Property	19	11	19
Kidnapping	1	0	0
Traffic/Drivers License	66	73	52
<b>Total</b>	<b>368</b>	<b>440</b>	<b>312</b>

# Bullying & Behavior Incidents Report

July 7, 2020

Ron Lake, LICSW  
Climate Coordinator  
School Social Worker  
Duluth Public Schools

**ISD**  
**709**  
**Duluth**  
Public Schools

# 2019-2020 Behavior Incidents

## [2019-20 Behavior Incidents PDF](#)

2243 Disruption / Insubordination

1100 Violence / Threat (approx)

462 Attendance

260 Tech Violation (approx)

185 Alc., Tobacco, Drugs (approx)

4341 Total Incidents

**Duluth Public Schools  
2019-2020 Behavior Incidents  
End-of-Year**

Incident Type	Count of Incidents
Alcohol	20
Arson	4
Assault	288
Attendance	462
Bomb	2
Bullying	63
Computer	11
Controlled Substance (Prescription)	2
Cyber Bullying	2
Disruption/Disorderly Conduct/Insubordination	2243
Electronic Device Violation	248
Fighting	294

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# Bullying and Cyber-Bullying Resolutions

## [Bullying and Cyber-Bullying Resolutions PDF](#)

21 Working with Parents

18 Student Conferencing

6 Restorative Intervention

6 Various Interventions

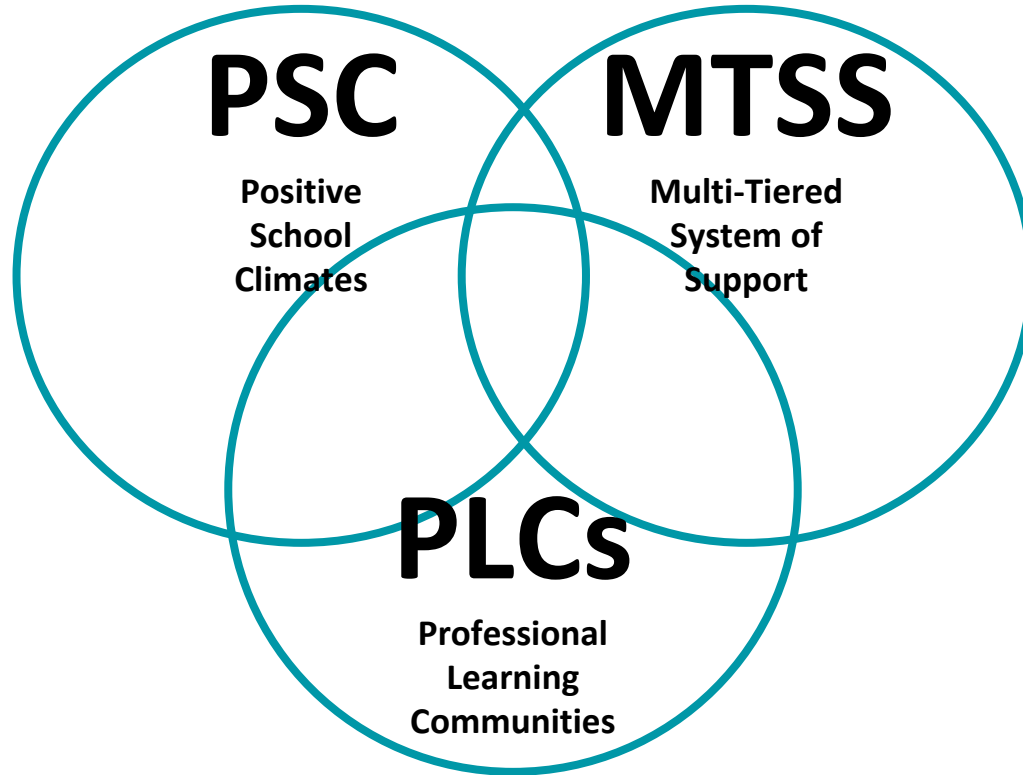
\*5 Detention, 5 ISS, 4 OSS

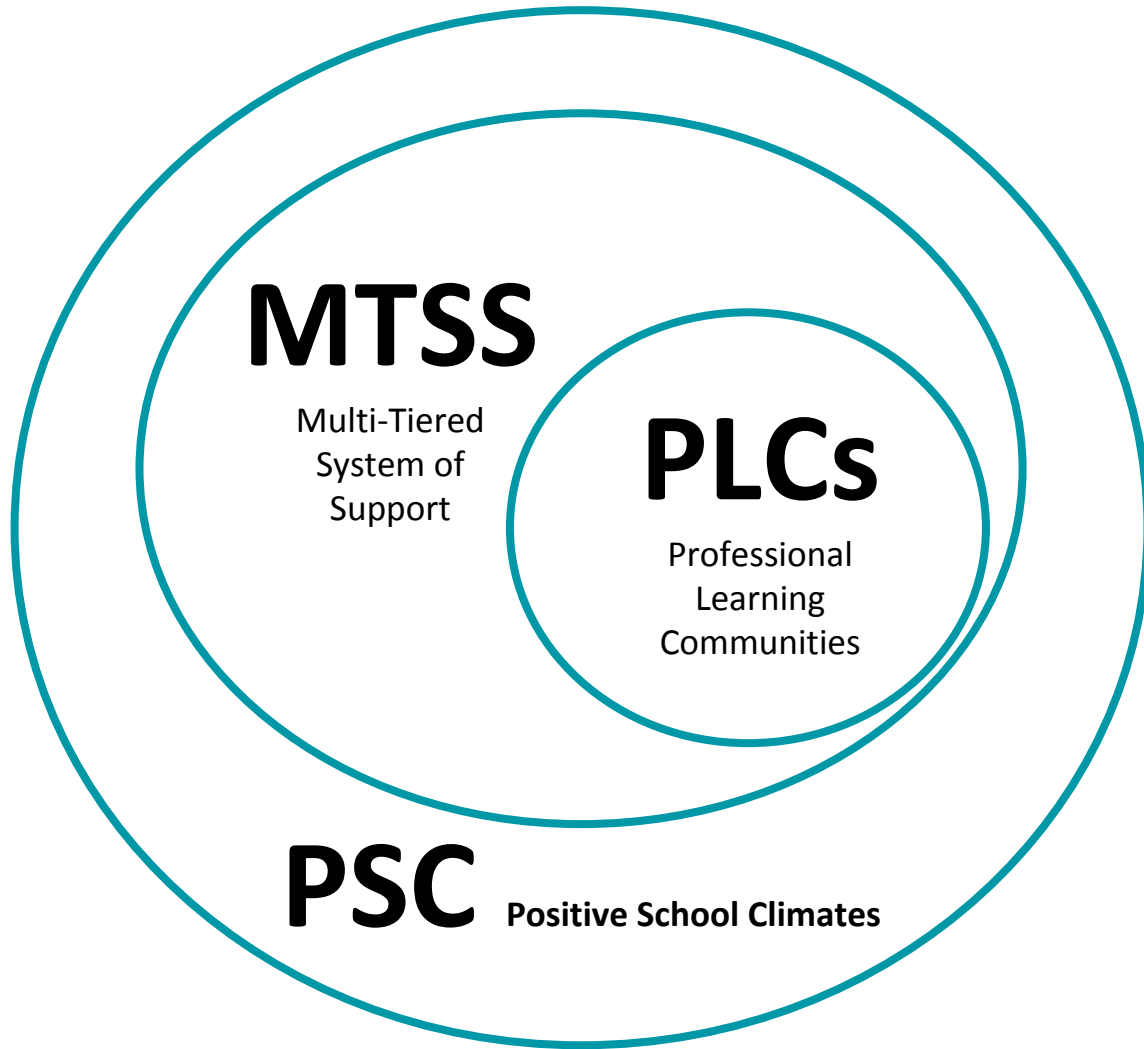
65 total resolutions

Duluth Public Schools  
2019-2020 Bullying and Cyber Bullying Resolutions  
End-of-Year

Resolution Type	Bullying	Cyber Bullying
Blank	1	0
After School Detention	0	0
Conference	18	0
Detention	5	0
Dismissal for the Day	0	0
Disable Login Account	0	0
Excluded off the Bus	0	0
In School Suspension	5	0
Noon Detention	0	0
None	3	0
Out of School Suspension	3	0
Parent Notified	21	1

# Some Common Language





**MTSS**

Multi-Tiered  
System of  
Support

**PLCs**

Professional  
Learning  
Communities

**PSC** Positive School Climates

# Overview: PSC and MTSS

PSC

Positive School Climate

4-9-13 Domains depending on model

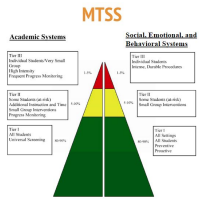
Broad range of needs assessment, data, and intervention

MTSS

Multi-Tiered System of Support

Two Sided Triangle; Academics & Social, Emotional, Behavioral

“Right Side of the Triangle”; commonly associated with SW-PBIS



# Overview: SW-PBIS and PBIS

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## SW-PBIS

Organized, school wide, use of PBIS strategies in a tiered model

Team addresses systems, practices, data, and outcomes

Most commonly in partnership with MDE

## PBIS

Positive Behavior Interventions and Supports

Any positive strategy to prevent, teach, or reinforce

Focused on student behavior, relationships, or decision making

# Overview: SEL (SECL) & Restorative Practices

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SEL	<u>Social, Emotional, Learning</u>  MDE released SEL Learning Competencies  Skills kids need to meet positively stated expectations  We have often added “Culture” (C) to emphasize inclusive practices
Restorative	Tier 1, 2, and 3, Prevention and intervention
Practices	People are worthy and relational, With versus To or For  <u>Develop a restorative mindset, build community, respond to harm</u>

# Overview: De-Escalation, Crisis & Trauma Practices

De-Esc. & Manage ourselves to non-violently de-escalate

Crisis Notice and match our interventions to the level of distress

COPING Model for rapport and planning after an incident occurs

Trauma Trauma impacts how we develop, think, feel, and act

Practices Trauma impacts how we relate to people and our environment

Many universal best practices are also trauma informed practices

[PBIS.ORG](http://PBIS.ORG) and Trauma Information

# Overview: Historical/Generational Trauma & Equity

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Historical &    Something we all have, impacts people differently

Generational    Previous institutional harm to understand current dynamics

Trauma            Form of trauma; all aspects of life, health, teach “survival” to kids

View [ACEs and Historical~Generational Trauma by Sam Simmons](#)

Equity            Resources vary by need vs all get the same

Includes social justice and addressing institutional factors

[Duluth Public Schools](#), [MN Dept. of Ed](#), & [PBIS.ORG](#) Information

# Overview: Cultural Responsive Teaching

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Cultural      Our frames of reference all facets of life

Responsive    Learn and adjust instruction to include our students' cultures

Teaching      CARE Academy, Cultural Competency Relicesure Trainings

# Some Recommendations

# Big Picture

Minimum common expectations and resources for all schools

Climate, MTSS, PBIS, SECL, Restorative Practices and OSS

Two sets of expectations; Elementary and Secondary

Approved by board, cabinet, qsc, principals, and dw-cit

# 3-5 Year Process

Establish Minimum Expectations and Resources for each school

Determine district responsibilities and next steps

Sites use self assessment strategies to plan next steps

Sites use fidelity measures to monitor implementation

Sites provide year end report and plan for following year

# Bullying and Cyber-Bullying

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Add a link on front of district home page for the Online Reporting Tool

Provide a lesson or activity with all students at the beginning of each semester

Provide updated training Fall 2020, consistent with Safe & Support Schools Act

Provide training on reporting, investigation and documentation tools for all new administrators

Minimum common expectations and resources for all schools; Climate, mtss, pbis, sel, restorative practices and oss are also interventions for bullying and cyber-bullying

# District Suspension Report

7-7-2020

Ron Lake, LICSW  
Climate Coordinator  
School Social Worker  
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

# Purpose, Roles, and Responsibilities<sup>32</sup>

## 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

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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	*	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 <sup>36</sup>

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

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

**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

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[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

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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<sup>48</sup>

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

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See [Re-Entry Handout](#)

Reviewed and provided final feedback

# Recommendations for Draft Re-Entry Agenda

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## 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