# Progress Update of OCR Resolution Agreement #05-14-5003

1. **Designation of Responsible Employee** - By February 1, 2018, the District will designate an employee to serve as the District's Discipline Supervisor, and will publish this individual's name and/or title, office address, e-mail address and telephone number on its website, in all school publications regarding discipline, and in any notices about discipline that the District sends to parents annually.

   **Progress Update - MET**
   a. Approved the District Discipline Manager position
   b. Designated Patrick Chapman to the role of District Discipline Manager (currently being underfilled by Jon Jagemann)
   c. Updated the 18-19 Parent Student Handbook on Rights, Responsibilities, and Discipline to reflect the name of the discipline manager.

   **Next Steps**
   ☐ **July 1, 2019** - Update the district website with the name of the District Discipline Manager
   ☐ **July 1, 2019** - Add the name of the District Discipline Manager to administrative discipline documents (Central Service Conference Booklet)

2. **Early Identification of Students At- Risk for Behavioral Difficulties and Early Intervention -** By March 16, 2018, the District will ensure that all school staff employ a range of corrective measures before referring a student to disciplinary authorities unless it can be documented that the safety of students and/or staff is threatened or the behavior in question is such that the disruption to the educational environment can only be remedied by such a referral. To that end, the District will assess staffing levels of guidance counselors, social workers, school safety officers and other mental health workers to determine if there is sufficient availability at each school. The District will also assess class size and student-to-teacher ratio to determine if class size has an effect on discipline referrals. By March 30, 2018, the District will develop a plan to effectively tailor school-based services that are supportive of the needs of students in order to decrease behavioral difficulties that manifest in school and to increase students' ability to benefit from the learning environment. The plan will describe the following:
   a. the process for identifying students who are at-risk for behavioral difficulties due to their experiences in and outside of school;
   b. school-based interventions for students who are identified as at-risk for behavioral difficulties;
   c. support for school staff to meet the needs of the at-risk students; and
   d. any timeframes to hire, if needed, more guidance counselors, social workers, school safety officers and/or other mental health workers.

   **Progress Update – IN PROGRESS**
   a. Introduced Power BI as the early identification to school leaders
   b. Trained principals on how to use Power BI

☐ **August 2019 – May 2020** Schools will use the early interventions system (Power BI) to support students with increased behavioral difficulties that disrupt the learning environment.

☐ **July 1, 2019** - Need to assess and/or modify appropriate staffing levels to provide support and intervention at the school level for the identified students that are having behavioral difficulties.

3. **Student Discipline Committees** - By February 16, 2018, the District will establish student committees at the District's middle schools and high schools to discuss matters concerning the equitable treatment of students in the implementation of the District's discipline policies, practices and procedures and to identify steps the students believe the District could take to improve student behavior and cause students to be more engaged in the educational program.

**Progress Update - MET**
   a. Established a Student Discipline Committee in all 30 of the high school and middle school buildings.
   b. Collected suggestions and recommendations from each committee and submitted them to the Superintendent in June 2018.
   c. Student Discipline Committees attended part one of the 2019 Student Leadership Summit to learn how to gather student voice and make recommendations/suggestions for improving school and district culture.
   d. Committees are working on their presentations for part two of the Student Leadership Summit.

**Next Steps**

☐ **TBD -** Present recommendations at the May Board Meeting
☐ **June 15, 2019** - Develop a district/school response to the recommendations made by the Student Discipline Committees
☐ **August 31, 2019** - Plan for 2019-20 Student Leadership Summits

4. **Discipline Workgroups** - By February 16, 2018, the District will establish a working group at each District school consisting of school personnel, including teachers, administrators and other school staff who are involved in making discipline referrals and imposing disciplinary sanctions, parents of school students and community leaders.

**Progress Update – IN PROGRESS**
   a. Discipline Workgroups were established in all traditional MPS schools.
   b. Recommendations and suggestions for improving school and district culture were compiled and sent to the Superintendent.
   c. Teams are currently meeting to make more recommendations and will be submitted by April 30.

**Next Steps**
☐ **TBD -** Present recommendations at the May/June Board Meeting

☐ **June 15, 2019 -** Develop a district/school response to the recommendations made by the school Discipline Workgroups

5. **Parent Informational Meetings** - the District, in collaboration with the working groups described above, will develop and provide informational programs for parents or guardians of students at all District schools (parent programs) that will explain the disciplinary policies of the District in an easily understood manner and what is expected of students under those policies and the District's efforts to ensure the equitable discipline of students.

**Progress Update - MET**

   a. Spring 2018 - Hosted Community Conversations to inform parents and the community about the resolution and gather feedback.
   b. Spring 2018 – The discipline team hosted Lunchroom Conversations at each of the high schools to gather feedback from students around discipline concerns.
   c. Fall 2018 – Hosted another round of Community Conversations to gather additional feedback from parents and the community

**Next Steps**

☐ **July 1, 2019** - To create a series (10 total) of 2019-20 parent informational meetings (Semester 1 & 2 – five each)

☐ **August 2019 – May 2020** District will continue to use all channels of communication (mail, social media, traditional media) to increase parent & community participation

6. **Policies, Practices and Procedures -** The District will ensure that its revised student discipline policies, practices and procedures to eliminate redundancies and vague or subjective language.

**Progress Update – IN PROGRESS**

   a. Revised the 18-19 Code of Conduct to remove vague and subjective language.
   b. Revised Administrative Policy 8.23, 8.32. 8. 28 to reflect changes made to the code of conduct.
   c. Will be reconvening the Citywide Discipline Committee to review the Code of Conduct for the 19-20 school year.

**Next Steps**

☐ **April 2 & 4, 2019** - Reconvene Citywide Discipline Committee to revise the Code of Conduct to address OCR interim monitoring letter

☐ **June 30, 2019** - Convene administrative committee to address and create criterion for use of action levels in the code of conduct

7. **Staff Training -** By February 28, 2018, and by September 30 annually thereafter through the 2019-20 school year, the District will provide effective training programs to all District teachers, administrators, school aides, and any other District personnel charged with supervising students, making disciplinary referrals or imposing disciplinary sanctions

**Progress Update - <span style="color:red">MET</span>**

    a. Implemented the train-the-trainer model by having each school identify a Discipline Champion.
    b. Conducted 2 district –wide trainings for all employees on the Code of Conduct, when to write referrals vs when to utilize PLP notes.

**<span style="color:blue">Next Steps</span>**

☐ **July & August 2019** - Implement ongoing district-wide training for all staff at the beginning of the 2019-20 school year

☐ **July 2019 – May 2020** - Implement Implicit Bias and Culturally Responsive Teaching for identified first tier cohort schools

8. **Data Collection** - District will collect and analyze data regarding referrals for student discipline and the imposition of disciplinary sanctions at all District schools, including tracking disciplinary referrals that do not result in discipline of students.

    **Progress Update – <span style="color:red">MET</span>**

    a. Used Power BI and the district dashboard for data analysis at both the district and school level.

**<span style="color:blue">Next Steps</span>**

☐ **August 2019 – May 2020** Continue the school-based training for data analysis for both administration and behavioral intervention teams to best target early interventions for students having difficulties in the learning environment

☐ **July 2019** - Develop monthly school-level responses to data analysis and recommendations made for how the school will address and support disproportionality and climate concerns in the school improvement plan (SIP)

9. **Data Collection and Monitoring** - Beginning in March 2018, the District will evaluate on an ongoing basis, but at least at the end of each school year, the data referenced in item 8 to assess whether the District is implementing its student discipline policies, practices and procedures in a non-discriminatory manner, at each school.

    **Progress Update – <span style="color:red">IN PROGRESS</span>**

    a. The district has used Power BI and the district data dashboard to continue to monitor disproportionality in PLP notes, referrals and suspensions in relationship to the district's policies and procedures

**<span style="color:blue">Next Steps</span>**

☐ **August 2019 – May 2020** Use Power BI and the district data dashboard 2018-19 student discipline data collection to create school level interventions and supports that will be in place Day 1 of the 2019-20 school

10. **Response to Data** - If the data suggests such disproportion, the meetings will explore possible causes for the disproportion and consider steps that can be taken to eliminate the disproportion to the maximum extent possible.

**Progress Update – <span style="color:red">IN PROGRESS</span>**

    a. District has created a reporting system that identifies disproportionality at every school within an identified region. This is sent to the Regional Superintendents and the Instructional Leadership Directors to assist in addressing disproportionality in all schools.

    b. Schools have used their school-based behavioral intervention and tier one discipline teams to create supports and interventions for students having behavioral difficulties in the learning environment.

**<span style="color:blue">Next Steps</span>**

☐ **July 1, 2019 -** Currently developing a district-wide professional development plan to address implicit bias and culturally responsive teaching

☐ **July 1, 2019 -** Working to align district resources and professional development for restorative practices for identified tier one cohort schools and additional behavioral supports for students with behavioral difficulties

☐ **July 1, 2019 -** Create a Climate Leadership Institute for the 2019-20 school year to support school leaders with implementing best practices and student focused interventions with fidelity

☐ **August 2019 – May 2020** - Continue to solicit student voice and recommendations from the Student Discipline Committees to address and authentically improve school-based practices