



Exhibit B

Suspension and Expulsion Reduction Plan ISD#286 Brooklyn Center School District February 2020- Annual Report of Progress

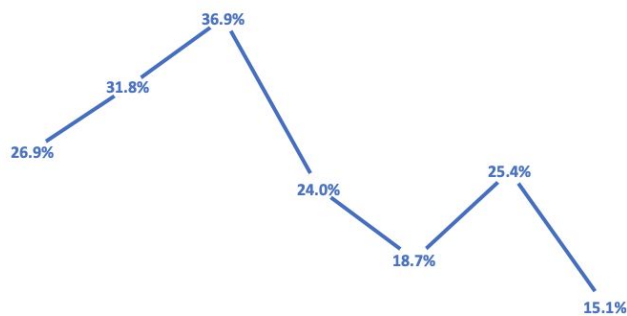
PURPOSE: To eliminate racial predictability and decrease disproportionality in discipline for students of color and students with disabilities by significantly reducing the number of suspensions and expulsions in the district.

DISCREPANCY DATA AND GOAL SUMMARY

GOAL 1: Subjective Reasons for Suspension

In 2015, 36.9% percent of student out-of-school suspensions were based on subjective reasons (Disorderly, Disrespectful, Insubordinate) as reported in the Discipline Incident Reporting System (DIRS). We have been able to reduce this percentage by more than half (a decrease of 21.8%) since then, to 15.1% in 2019. We seek to continue to decrease this percentage by 3.5% annually over the next few years.

PERCENT OF DDI INCIDENTS RESULTING IN OSS
 REPORTED TO DIRS

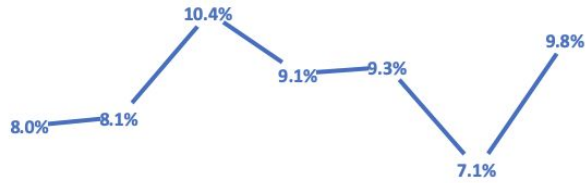


	2013	2014	2015	2016	2017	2018	2019
DDI	26.9%	31.8%	36.9%	24.0%	18.7%	25.4%	15.1%

GOAL 2: Percentage of Overall Population With One or More Suspensions

The percentage of students with one or more referrals has remained between 7% - 10% for the past seven years. Our goal is to ultimately reduce this to no more than 5% of our population in the next few years.

BROOKLYN CENTER COMMUNITY SCHOOLS
PERCENT OF STUDENTS WITH ONE OR MORE
OSS FROM DIRS



	2013	2014	2015	2016	2017	2018	2019
OSS Count from DIRS	8.0%	8.1%	10.4%	9.1%	9.3%	7.1%	9.8%

**Brooklyn Center Community Schools Students
With One or More
OSS from DIRS**

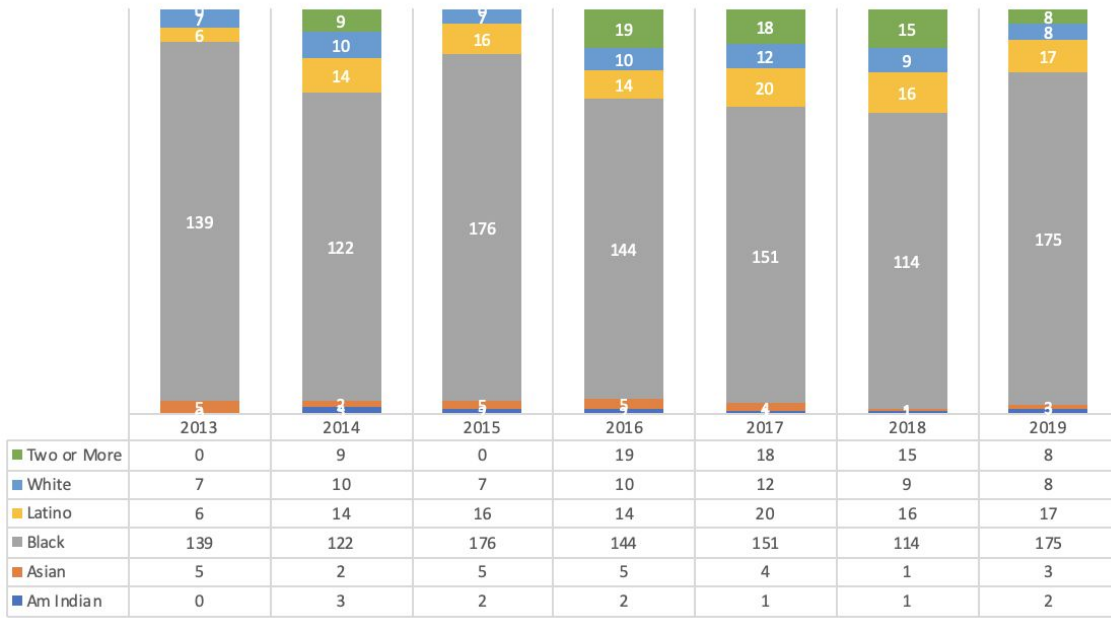


	2013	2014	2015	2016	2017	2018	2019
OSS Count from DIRS	157	158	216	194	206	156	213

GOAL 3: Black Student Suspensions

Our black students comprise 54% of our overall population, but 82% of our out-of-school suspensions (28% gap in 2019). We seek to reduce this gap by 5% annually over the next few years.

STUDENTS WITH ONE OR MORE OUT-OF-SCHOOL SUSPENSIONS REPORTED IN DIRS BY RACE



GOAL 4: Special Education Student Suspensions

Likewise, our special education population is 12.8% but the percentage of students with an IEP that receive an out of school suspension is 24.4% (11.6% gap). We also seek to reduce this gap by 2.5% annually over the next few years.

STUDENTS WITH ONE OR MORE OUT-OF-SCHOOL SUSPENSIONS REPORTED IN DIRS BY SPECIAL EDUCATION STATUS



Corrective Action Goals: The following targets have been established for the next three years.

GOAL AREA	Baseline (2015)	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022
Percent of Out of School Suspensions for subjective reasons (DDI) will be reduced by 3.5% annually.	36.9%	15.1%	11.6%	8.1%	4.6%
Percent of Overall population with an Out of School Suspension will be reduced by 1.5% annually.	10.4%	9.8%	8.3%	6.8%	5.3%
Percent of Out of School Suspensions for Black Students will be reduced by 5% annually.	81.5%	82.2%	77.2%	72.2%	67.2%
Percent of Out of School Suspensions for Special Education Students will be reduced by 2.5% annually.	33.8%	24.4%	21.9%	19.4%	16.9%

School Board Governance Strategies and Action Plans

Responsibilities	Strategy	Implementation Action Plan
Policies	Review/update all School Board policies using the <i>Policy Equity Analysis Tool</i> through the Great Lakes Equity Center © 2014.	Board Policy Committee and entire Board examine policies in six analytical domains with a particular focus on educational equity.
<p>Updates:</p> <p>September 2019 Update- Continued review, revision, and elimination of policies through an equity lens. We have created a board subcommittee that reviews policies on a monthly basis and brings them forward to the school board for revision approval.</p> <p>February 2020 Update- Student Management Collaborative started in November to examine all policy guiding documents and collaboratively re-draft through the lens of restoration grounded in high expectations and high support for students. Stakeholders include- teachers, union executive leadership, administrators, EA representatives, students, parents, community members, board members. Facilitated by Superintendent and Secondary Principal.</p>		
Policies	Review/update School Board policies relevant to suspension and student behavior.	Annual review/update during January Regular School Board Meeting.
<p>Updates:</p> <p>September 2019 Update- We will begin a collaborative task force this fall whose initial work it will be to review the guiding policy documents for student management in our district- policy 506, our Student Rights and Responsibilities Handbook, and our MDHR plan.</p> <p>February 2020 Update- Student Management Collaborative started in November to examine all policy guiding documents and collaboratively re-draft through the lens of restoration grounded in high expectations and high support for students. Stakeholders include- teachers, union executive leadership, administrators, EA representatives, students, parents, community members, board members. Facilitated by Superintendent and Secondary Principal.</p>		
Accountability	Issue a moratorium on out-of-school suspensions for all students in kindergarten through grade 2.	Communicate to all stakeholders implementation date of Oct. 8, 2018 through June, 2021.
<p>Updates:</p> <p>September 2019 Update- The moratorium on suspensions still stands and in fact extended to grade 3. We are considering the implications of expanding it to SPED at the elementary school.</p> <p>February 2020 Update- Superintendent provision granted by school board for limited use of suspension in the event of extreme safety issues.</p>		
District Leadership Oversight	Data review and monitoring of disaggregated district behavior data.	Monthly analysis at Regular School Board Meetings of the Brooklyn Center Data Scorecard which includes enrollment, attendance, behavior referral and suspension data.

Updates:

September 2019 Update- Each month, our school board work sessions will contain a specific systems study topic. We will dig into our data with board members, review processes, and they will also be at the table for the task force work.

February 2020 Update- Monthly sessions have continued accompanied by presentations to analyze our enrollment, withdrawal, and referral data in connection with management data.

Community and Student Engagement	Establish and maintain a process to collect feedback and input concerning the district's discipline policy and implementation of the Suspension and Expulsion Reduction Plan by school personnel.	Sessions to collect feedback and input concerning the discipline policy conducted annually by December. Sessions to collect feedback and input concerning the implementation of the Suspension and Expulsion Reduction Plan conducted annually by February to align with district budgeting process.
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Updates:

September 2019 Update- We will begin a collaborative task force this fall whose initial work it will be to review the guiding policy documents for student management in our district- policy 506, our Student Rights and Responsibilities Handbook, and our MDHR plan. Students, parents, and representatives from each employee group will sit on this task force. We have also drafted it into a formal MOU in our newly settled Teacher Contract.

February 2020 Update- Student Management Collaborative started in November to examine all policy guiding documents and collaboratively re-draft through the lens of restoration grounded in high expectations and high support for students. Stakeholders include- teachers, union executive leadership, administrators, EA representatives, students, parents, community members, board members. Facilitated by Superintendent and Secondary Principal.

Budget	Provide the Superintendent and staff adequate resources and support to implement the district's discipline policy and corrective action strategies with fidelity.	Approve annual budget that reflects community and student engagement feedback sessions and provides equitable resources that support the social and emotional learning needs of students and families.
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Updates:

September 2019 Update- Our budget process consists of mid-year adjustment/justification as well as a robust end of year tie out. Each cabinet leader must present information that ties each new spending line items.

February 2020 Update- Cabinet directors and principals were asked to connect each of their budget items to our Y5 priorities which includes moving the needle on intervening in student management disproportionality.

Superintendent Leadership Strategies and Action Plans

Responsibilities	Strategy	Implementation Action Plan
Leadership	Provide oversight of district suspension and expulsion decisions.	Monthly root cause analysis with district Cabinet leaders of the Brooklyn Center Data Scorecard which includes enrollment, attendance, behavior referral and suspension data.

Updates:

September 2019 Update- Throughout the summer and into this fall, we have been training leadership and teaching staff around our student management process as well as a tailored MTSS process where staff will focus on relationships and teaching Social Emotional Learning concepts. We will be delivering learning activities adapted from Culturally Responsive Minds for our elementary students as a means to help foster their problem solving and emotional regulation skills. We started a partnership with Innocent Classroom this fall with two cohorts for our K-8 teachers to receive training through 8 professional development sessions. Innocent Classroom focuses on seeing the innocence and good in each of our students.

February 2020 Update- Site leadership groups have begun modeling their data analysis process for their colleagues and teacher teams. Teacher teams are using the protocol to examine data in their grade level teams. All multi-day suspensions are processed directly with principals, sped leadership, and the superintendent. K-2 suspensions are utilized on a limited basis and only approved by the superintendent.

Leadership	Designate a leadership representative to participate on the MDHR Diversion Committee and serve as the liaison between the Mn Department of Human Rights and the school district.	The Executive Director of Teaching and Learning will serve on the MDHR Diversion Committee, serve as the communication between liaison between MDHR and the school district, and provide oversight for implementation of the district Suspension and Expulsion Reduction Plan.
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Updates:

September 2019 Update- Dr. Carly Baker has attended subcommittee meetings and Diversion Committee meetings virtually for the remainder of SY19.

February 2020 Update- Carly Baker has attended all MDHR Diversion Committee meetings from January 2019 on along with administrators from our district.

Operational Oversight	Review all district discipline policies with principals to connect policy with procedural application for consistent implementation at schools.	Weekly meetings with principals to review behavior policies, practices, and referral/suspension data.
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Update:

February 2019 Update: Superintendent weekly meetings with principals focused on behavior policies and practices, PBIS implementation, and referral responses. Superintendent reviews data with principals using the data analysis protocol.

February 2020 Update- This process has continued through SY19 and is now a part of our regular practice in weekly principal meetings as well as monthly site leader meetings and review of data in Student Management Collaborative; and in weekly meetings with principals.

Organizational Development	Provide training for leaders in best practices regarding racial inequities in education, discipline decision making, positive behavior supports, alternatives to suspension, and restorative practices.	Annually train principals, assistant principals and deans on the <i>Protocol for Suspension Decision Making</i> identifying specific action steps to follow for both general education and students with special needs. Site leaders trained in PBIS, ATS and restorative practices August, 2018.
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		Site and Cabinet leaders participate in the Institute for Courageous Principal Leadership at the Center for Educational Leadership at MN State University-Mankato (Edina campus), a two-year cohort that develops the racially conscious skills of education leaders to interrupt the status quo.
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Updates:

September 2019 Update- Four additional leaders have started their cohort work with the Institute for Courageous Principal Leadership which focused expressly on the elimination of racist practices, implicit bias, and over identification/ disproportionate disciplining of children of color resulting in a loss of instructional time and diminished student achievement. We will also be sending 6 teachers to the first Institute for Courageous Teacher Leadership this year to begin in October.

February 2020 Update- We have started 6 teachers in the Courageous Teacher Leadership cohort. Our CLR Leads work has continued. We will be drafting our first ever district equity plan following our 2025 Strategic Plan convening in April.

Governance Reporting	Provide School Board with data to fulfill their District Leadership Oversight responsibilities.	Provide monthly Data Scorecards prior to School Board Regular Meetings. Provide annual student discipline report for the school year just ended to the School Board before September 1 of each year.
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Updates:

February 2020 Update- Scorecards are reviewed at each monthly work session.

Accountability	Establish and communicate leadership priorities for educational equity and the interruption of implicit bias in all district departments.	Annual performance management goal setting for Cabinet leaders to include an intentional educational equity/culturally responsive goal.
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Updates:

September 2019 Update- We have released our strategic plan year 5 priorities. Our first and highest priority goal is an explicit commitment to racial equity and leading toward the creation of anti-racists schools. That work will include but will not be limited to student and staff affinity groups, restorative practice space and process conversations, the development of GYO programming with both staff and student pathways. We fully anticipate a partnership with PEG which will include Beyond Diversity training for all staff during SY 21. We also have all cabinet members continuing work with equity goals and practice; as well as attendance in the Courageous Leadership Institute.

February 2020 Update- We have worked to deepen communication of the Y5 Priorities throughout the district,. Each cabinet leader has crafted a goal connected to our Y5P and reports on regular progress. Each principal and site lead has a goal specific to moving the needle and devoted to the reduction of our student management disproportionality.

State Reporting	Ensure district maintenance of all relevant MDHR Agreement documents and DIRS data submission to MDE	Submit semi-annual reports to MDHR by September 1 and February 1 of each year including all information identified in within the Agreement.
Updates: February 2020 Update- Annual reports submitted with accompanying data.		
Community and Student Engagement	Collaborate with School Board to establish and maintain a process to collect feedback and input concerning the district's discipline policy and implementation of the Suspension and Expulsion Reduction Plan by school personnel.	Ensure the School Board annually obtains feedback and input concerning the discipline policy and implementation of the Suspension and Expulsion Reduction Plan December and February of each year to align with district budgeting process.

Site/Principal Leadership Strategies and Action Plans

Responsibilities	Strategy	Implementation Action Plan
Leadership	Establish clear expectations for a welcoming, positive and safe learning environment.	Define, teach and practice three to five positively stated school-wide behavioral expectations that are representative of the local community and cultures in September and January.

Updates:

September 2019 Update- We have released our strategic plan year 5 priorities. Our first and highest priority goal is an explicit commitment to racial equity and leading toward the creation of anti-racists schools. That work will include but will not be limited to student and staff affinity groups, restorative practice space and process conversations, the development of GYO programming with both staff and student pathways. We fully anticipate a partnership with PEG which will include Beyond Diversity training for all staff during SY 21. We also have all cabinet members continuing work with equity goals and practice; as well as attendance in the Courageous Leadership Institute.

EBE has continued their work with PBIS along with our newest partnership with Innocent Classroom. Our secondary campus is continuing with their focus on restorative practices. Our alternative setting is partnering with Strive which deepens work and focus with SEL for students.

February 2020 Update- We will be drafting our first ever district equity plan following our 2025 Strategic Plan convening in April. We will partner with an equity development company. At this time, we are still working out who will be the best fit for us and will received some direction from the Core Planning Team.

Site/School Leadership Oversight	Provide leadership for school suspension decisions through data review and monitoring of disaggregated school behavior data.	Weekly administrative team meetings to review suspensions/behavior referral data. Data will be disaggregated by race, culture, gender, disability and FRP. Analysis will examine patterns of time, frequency, duration, and antecedents and will involve root cause analysis for productive problem solving.
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Updates:

September 2019 Update- These practices have continued and will layer in the review practices of our Collaborative Task Force this fall.
 February 2020 Update- Student Management Collaborative started in November to examine all policy guiding documents and collaboratively re-draft through the lens of restoration grounded in high expectations and high support for students. Stakeholders include- teachers, union executive leadership, administrators, EA representatives, students, parents, community members, board members. Facilitated by Superintendent and Secondary Principal.

Organizational Development	Provide training for school staff in best practices regarding discipline decision making, positive behavior supports, alternatives to suspension, and restorative practices.	Behavior support staff and school teams trained in PBIS, ATS and restorative practices August, 2018. Ninth grade teachers and additional secondary staff trained in the eight BARR-Building Assets, Reducing Risks strategies June, 2018.
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Updates:
 September 2019 Update- Problem Solving Team is now in place at the elementary school and will employ the use of our RTI/ MTSS software platform for monitoring interventions and WIN placements. This platform will also be used in the middle and high school.
 February 2020 Update- There has been a continued need to examine intervention work of teachers and problem solving team process throughout our district. We continue to find that in the absence of quality intervention training for people- ill assigned interventions are continuing to show up.

Professional Development	Advance professional learning focused on preparation and capacity building to promote evidence-based methods of fostering positive school engagement.	Hire Culturally and Linguistically Responsive (CLR) Lead Teachers to provide continued training, support, coaching and monitoring of CLR strategies and pedagogy. Principal and CLR Leads collaborate to conduct CLR Learning Walks with identified measurable outcomes.
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Updates:

September 2019 Update- We have expanded our CLR Lead ranks to add 5 more teachers. We have also added in Innocent Classroom through K-8; BARR in grade 9; and PBIS has continued in K-5.

February 2020 Update- We are implementing Innocent Classroom K-8 in our district. It has had varied levels of acceptance and enthusiasm due to some unforeseen scheduling constraints which have increased skepticism. We continue to implement PBIS as well as our CLR Leads development.

Consistent Language and Procedures for Discipline	Sites will develop and implement a comprehensive positive school climate/PBIS plan.	<i>Brooklyn Center Rights & Responsibilities Handbook</i> distributed and explained to all students, families and staff in August/September and January of each year. The handbook serves as the guide for site plans and includes explicit instruction of school-wide expectations, a continuum of positive consequences and a continuum of discipline responses. Site teams will support implementation with fidelity, monitor progress, evaluate outcomes, analyze and review procedures for removing students from class, involvement of parents/guardians, and early identification of students at risk for suspension.
Implementation of Response to Intervention (RtI) within the National Community Schools Model	Guarantee and implement comprehensive supports and services for students/families that address academic, behavioral, social, emotional, and physical barriers to learning.	Implement evidence-based RtI system for academic and behavioral supports and monitoring, on-site mental health and social work practices, and on-site health resources. Continue to incorporate intrapersonal and interpersonal life skills rubrics, developed in 2016 based on CASEL research, into daily instruction and interactions with students.

Updates:

February 2020 Update- All leaders and teachers have received training in a tailored platform RtI/MTSS designed by our data and accountability director. This platform will be used as the vehicle to track interventions and to drive PLC work K-12.

Student Engagement	Ensure opportunities for students to provide feedback regarding their own engagement and belonging experiences at school.	Facilitate completion of an annual student engagement survey to assess the effectiveness of district strategies to increase engagement of students of color and students with disabilities in school activities, and then use this information to identify and implement strategies that will continue to enhance engagement.
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Empower Student Leadership & Elevate Voice	Increase student leadership opportunities at the site/school.	Ensure multiple opportunities, beginning in elementary school, for students to learn leadership skills. This includes Student Council, Centaur Council, Student School Board Representatives, Playworks Junior Coach Leadership Program, etc. Student focus groups for feedback on discipline and relationships will be conducted quarterly through various leadership forums.
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Updates:

September 2019 Update- As a part of our first priority on equity and anti-racist design- we will be designing more opportunities for student voice and input. We now have 2 full-time student school board representatives. We will also be implementing a new student onboarding process for all students who are joining schools after the start of school.

February 2020 Update- This is an area that we have found particular passion. We have leveraged student voice throughout our district. Students sit at the table for our student management collaborative. We have created a student council at our elementary level to complement our existing student government in the secondary. We are developing a student union. We had our first student-led professional development this month for all staff.

Relationships Building & Partnership	Implement positive interactions between school staff and families	Sites/schools will develop a plan for positive family outreach that involves a personal approach to meet the individual needs of students.
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Staff Strategies and Action Plans

Responsibilities	Strategy	Implementation Action Plan
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<p>Relationships & Learning</p>	<p>Build strong welcoming and trusting relationships with students and families.</p>	<p>Teachers will use community building activities and strategies to get to know students, their cultures, and their families. Regular communication with families will involve newsletters, positive phone calls, invitations to participate and/or contribute to classroom learning, and personal invitations for school events.</p> <p>Relationships will be anchored in rigorous learning expectations as well as concern for students' overall well-being.</p> <p>After behavior mistakes occur, staff will work to reduce the amount of time students are sent out of the classroom. In cases where a student does leave the room, the student will be welcomed back into the learning environment with a "fresh start" and will be offered the opportunity to repair and/or restore.</p>
<p>Assessment & Implementation of Response to Intervention</p>	<p>Assess students social, academic, and emotional behavior risks and implement</p>	<p>Completion of the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) by all classroom teachers for</p>

	research/evidence-based interventions for students needing additional supports.	every child in October. Implement Problem Solving Process steps with fidelity of research and evidence-based interventions for every student evidencing the need for additional academic and/or behavioral supports. All elementary and secondary staff trained in academic and behavior interventions design, implementation, and monitoring August, 2018.
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Updates:
February 2020 Update- All leaders and teachers have received training in a tailored platform RtI/MTSS designed by our data and accountability director. This platform will be used as the vehicle to track interventions and to drive PLC work K-12.

Professional Problem Solving	Implement job-embedded Professional Learning Community (PLC) to promote collaborative professional problem solving.	All licensed staff participate in the PLC Inquiry and Action Cycle which involves identifying, monitoring and documenting interventions, reviewing student work and formative assessments, and studying their instructional practice.
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Updates:
February 2020 Update- All leaders and teachers have received training in a tailored platform RtI/MTSS designed by our data and accountability director. This platform will be used as the vehicle to track interventions and to drive PLC work K-12.

Professional Development	Participate in ongoing opportunities to build trusting relationships, increase student engagement, and increase use of culturally and linguistically responsive practices.	Continue ongoing professional learning sessions and individual coaching cycles for implementing culturally responsive strategies in the classroom/school.
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Updates:
February 2019 Update- Elementary CLR Leads participated in the first rounds of coaching on Oct. 23-24, 2018. The secondary CLR Leads are scheduled to participate on Nov. 1, 2018.

