

Goal	Objective	Recommended Actions	Assessment Rank, 1-4 (1 - Inadequate, 2 - Meets minimum legal standards, 3 - Gone above minimum legal standard, 4 - Using the best approach possible, NA - Not Applicable)	Actions Taken/Specific Examples	Actions Needed/Specific Examples	Target Completion Date	Responsible Party	References/ Examples/Challenges
Improve climate and culture.	Policy review and revision: student code of conduct, behavior and/or discipline policies.	Policy revisions removed subjectivity and clearly outline positive expectations for all stakeholders.		Review/revision of Code of Conduct last spring.	additional review/revision planned for spring of 2019	6/30/2019	Code of Conduct Committee	Code of Conduct Committee member list is attached with this document.
		The language we use in our policies reflect our organizational and community values.		Discussion with School Climate experts at MDE about including voices & perspectives of families and wider community. Implemented CSCI survey to parents, students, & staff.	Review/analyze data from CSCI results and respond accordingly to include voices & perspectives of students, families, & wider community.	8/16/2019	Code of Conduct Committee, principals, and AP's	
		Our students know what we expect of them in terms of behavior.		Review/revision of Code of Conduct last spring; Clear expectations through PBIS and Responsive Classroom	Additional review/revision of Code of Conduct planned for spring of 2019	6/30/2019	Code of Conduct Committee	
		Our students understand the consequences for their behavior according to the policies.		Review/revision of Code of Conduct last spring; Clear expectations through PBIS and Responsive Classroom	Additional review/revision of Code of Conduct planned for spring of 2019	6/30/2019	Code of Conduct Committee	
		The consequences outlined in our policies are developmentally appropriate.		Review/revision of Code on Conduct last spring	Additional review/revision of Code of Conduct planned for spring of 2019 after support and consulting with MDE School Climate	6/30/2019	Code of Conduct Committee	
		Policies have guidance on the alternatives to suspensions for non-safety related issues along with the steps that must be taken before removing a student from instruction.		Review/revision of Code of Conduct last spring	Additional review/revision of Code of Conduct planned for spring of 2019 after support and consulting with MDE		Code of Conduct Committee/school administrators	
		The voices and perspectives of students, families and the wider community are included in the policy.		Discussion with School Climate experts at MDE about	Review/analyze data from CSCI results and respond	8/16/2019	Code of Conduct Committee/scho	
		The voices and perspectives of staff (licensed and non-licensed) are included in the policies.		Review/revision of Code of Conduct last spring	Meetings with staff and Review/analyze data from CSCI results and respond accordingly to include voices & perspectives of students, families, & wider community.	8/16/2019	Code of Conduct Committee	
		Changes in policies have been communicated throughout our system.		Meetings with parents, conferences, website, social media	Additional planning meetings regarding communications, social media, stakeholder meetings and conferences.	8/16/2019	Code of Conduct Committee/school administrators	
		We have a communication roll out plan related to policy changes and how they will be put into practice.		Discussions have begun with Code of Conduct and district leadership	Discussions with School Climate Committee, district leadership, and communications/social media squad will take place.	8/16/2019	School Climate Committee/school administrators, and social media squad	
		Expected changes in practice due to policy revisions have been clearly communicated throughout our system.		Changes have begun to be communicated within each building as a result of School Climate Project. Examples are shared at principals' and leadership meetings. In addition, reports are provided at each school board meeting, which is televised and available for the public.	Changes and discussion about communication will continue to take place and will expand in each building as a result of School Climate Project.	5/31/2019	School Climate Committee/school administrators, site teams, and social media squad	
		Revised policies are being implemented consistently across our school/district.		Revised policies are being implemented and examples are shared at district leadership meetings.	Revised policies will continue to be rolled out and implemented consistently in each building with the assistance of School Climate Project and discussions at principals' and leadership meetings.	5/31/2019	School Climate Committee/school administrators, and leadership	

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		All staff understand how to determine consequences for student behavior as defined by the student behavior policy/code of conduct.		Site teams have met and discussed talking points with the help of the School Climate 2 Project.	Site will continue to meet and discuss talking points, provide examples, share successes, and analyze specific examples.	Continuing process	Site teams, district leadership	
		All staff understand the process to refer a student for disciplinary reasons.		Site teams have met and discussed referral protocols with the help of the School Climate Project and district 2 leadership.	Site teams will continue to meet and discuss referral protocols with the help of the School Climate Project and district leadership.	5/31/2019	Site teams, district leadership	
		Our policies are useful tools to guide send-outs and disciplinary decisions.		District principals, leadership, and Disproportionate Task Force members have met and discussed how to use policies as useful tools for guidance and decision making. 3	The process will continue throughout the year and into next year and will be on-going.	Continuing process	Principals, Leadership, Task Force	
		There is clarity among our team as to how our systems' reasons for suspensions and expulsions align with DIRS.		Task Force and principals have met to discuss the clarity and ways to improve, streamline, and continue clarifying. 2	Assistant principals have been tasked with the duty to simplify, clarify, and further align suspensions and expulsions with DIRS	6/30/2019	Disproportionate Task Force and Assistant Principals	
		The structure we have established with these policies align with the needs of our school/district.		Reviews occurred during spring and summer of 2018 to align policies with the needs of the school district. 3	Policies, code of conduct, and structures will be reviewed and revised during spring and summer of 2019.	8/16/2019	Superintendent, BOE, Leadership, Union reps, Code of Conduct Committee, Task Force.	
		Our leadership is committed to this effort (including BOE, Administration, Union leadership).		At all levels, the leadership of the district is committed to efforts around the elimination of disproportionality, and efforts to improve school climate. Regular meetings of the task force are held, regular discussion about discipline are conducted at leadership meetings, district and site teams participate in the School Climate Pilot. 4	Action taken need to be continued through the year and into the future.	Continuing process	Superintendent, BOE, Leadership, Union reps, Code of Conduct Committee, Task Force.	
		Provide website links to applicable current policies.		District has provided links on its website for a number of 3 years.	District website continues to be edited and updated as needed.	Continuing process	Principals, District Technology Coordinators, Leadership, and Task Force	https://www.bemidji.k12.mn.us/parent/code-of-conduct/
		All stakeholders understand when SRO/security will be called in to assist in incidents and when they will not.		Discussions and communication has been provided regarding when 2 SRO/security will be utilized.	More discussion, staff development, and communication is needed, and ongoing training must occur every year for new staff.	Continuing process	Superintendent, Principals, Leadership, Task Force	
		All staff understand that the SRO/security are not a part of student discipline decisions in policy and in practice. SRO/security understands their roles.		Discussions and communication has been 2	More discussion, staff development, and	Continuing process	Superintendent, Principals,	
				SRO's/security understand their roles and are excellent ambassadors and relationship builders for their school sites. Ongoing training and dialogue continue to reinforce these 3 efforts.	As needs continue to change based upon issues, ongoing training and staff development will continue to be provided to all SRO's and security personnel.	Continuing process	Superintendent, Principals, Leadership in conjunction with city police dept.	

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Safe schools.	Clarify role of SRO so all understand the SRO's purpose in the school.	Our leadership respects the role of the SRO/security and does not ask them to respond to student discipline issues.		Leadership does respect the role of the SRO's/security and is fully aware of their duties. Leadership does not ask SRO's to respond to student discipline issues.	Continued discussion and analysis of the role of SRO/security roles in order to keep the topic/discussion fresh and to continue informing veteran and new leadership staff.	Continuing process	Superintendent, Principals, Leadership in conjunction with city police dept.	
		Police Department and/SRO/security members' contract(s) reflects this clarification of role. Please submit current policies and contracts.		No specific contract language clarification the role(s) of SRO.	Contract language will be developed to clarify roles and expectations of SRO.	30-Aug-19	Superintendent, Human Resources, Police Department	SRO contract is included with this email.
		We have process established to regularly review all incidents in which SROs/security are involved to ensure they are responding consistently and within the perimeters of the policy. Leadership from the school/district and police department/security company are involved in this review and training of staff and security is planned if response is not in accordance with the policy.		A process has been established to review all incidents in which SRO's/security are involved to ensure they are responding consistently and within the perimeters of the policy. However, the process is somewhat fragmented and inconsistent.	We are working to develop a more consistent process that is a regular part of our schedule, especially immediately after an incident involving an SRO.	Continuing process	Superintendent, Principals, Leadership in conjunction with city police dept.	
		Leadership has articulated the priority in reviewing and responding to aggregate and individual level data.		Task Force Committee has been established to gather, review and respond to aggregate and individual level data. Additionally, said data is reviewed at regular principal and leadership meetings.	Meetings need to continue to convene so that data can be reviewed. Leadership maintains high level of communication and articulation of this priority.	Continuing Process	Superintendent, Principals, Leadership, and School Board.	
		We have a clear and reliable system for tracking student discipline data (including Office Discipline Referrals/ODRs, suspensions, expulsions).		District and all sites utilize Skyward as a tool for tracking student discipline data.	We have identified the need to streamline the labels we use to identify behavior issues as well as the need to continue refining our responses to such antecedent behaviors.	Continuing Process	Superintendent, Principals, Assistant Principals, Deans of Students	
		All staff are trained in our system.		Training for all staff is held at the beginning of each school year and throughout each school year as needed.	Staff development occurs during district data day every summer and ongoing PD is provided during the year.	Continuing Process	Superintendent, District cabinet, Principals,	
		Our district/school allocates sufficient resources to ensure timely and accurate data entry and data integrity.		Principals, AP's, and site secretaries are allowed the time and resources necessary to enter data with integrity.	All data is current and available when needed.	Continuing Process	Principals, AP's, Office staff	
		Our district/school has a clearly articulated process to identify and address issues of data integrity.		We work on a continual basis to identify and address issues of data integrity.	We have identified the need to streamline the labels we use to identify behaviors, as well as the need to run fidelity checks at least once a year to maintain data integrity.	8/16/2019	Task Force, Principals, AP's	
		Our data collection system is comprehensively aligned to our policy/policies.		We are working with the MDE's School Climate Pilot to ensure that our data collection system is comprehensively aligned to our policy/policies.	Continued work and training by MDE School Climate Pilot in revising policies, Code of Conduct, and in aligning our data collection system.	8/16/2019	Superintendent, Leadership, Principals, AP's, Task Force	

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Keep kids in school & early intervention.	Track and review data consistently across the entire system for better decision-making and to ensure student-focused remedies are being implemented.	Staff understand the process for evaluating data, the variables to be considered, and how the system will respond to changes in data.	2	We have been working with the MDE's School Climate Pilot on improving the process for evaluating data, variables to consider, and how the system will respond to changes in data.	We will continue to work with the MDE's School Climate Pilot on improving the process for evaluating data, variables to consider, and how the system will respond to changes in data.	Continuing Process	Superintendent, Leadership, Principals, AP's, Task Force	
		Our district/school allocates sufficient resources to support analysis of behavior and climate data.	3	District does allocated sufficient resources through time and effort and staffing to allow for and support analysis of behavior and climate data.	District will continue to make efforts to allocate necessary resources.	Continuing Process	Superintendent, Leadership, Principals, AP's, Task Force	
		The data we collect allows us to identify and respond to the antecedent or root causes of behavior rather than only respond to actual behavior.	3	Disproportionate Task Force and District Leadership meetings collect and analyze data to identify and respond to antecedent root causes of behavior and to hold table-top discussion an ways to improve such responses.	We have identified the need to streamline the labels we use to identify behavior issues as well as the need to continue refining our responses to such antecedent behaviors.	5/31/2019	Superintendent, Leadership, Principals, AP's, Task Force	
		We have had a co-interpretation of data.	1	We have not conducted a co-interpretation of data.	Teams will need to meet with outside teams to work on data co-interpretation.	6/28/2019	Superintendent, Principals, Assistant Principals, Deans of Students, additional outside team	
		We regularly do data integrity checks.	2	We have done data checks twice during the school year, but we do not conduct them on a regular schedule.	We will need to begin discussing and planning for regular integrity checks in order to be consistent with our practices.	3/29/2019	Task Force, Principals, AP's	
		We apply data driven design thinking to be more strategic and impactful in solving these complex problems.	2	We have attempted to be more strategic and impactful, but cannot certify that we have applied data-driven thinking to this effort.	Work with MDE and Centers of Excellence to assist our teams in applying data-driven design thinking.	6/28/2019	Superintendent, Principals, AP's, Task Force	
		Our leadership is committed to consistent tracking of data and regular data review.	4	We have displayed a commitment as a leadership group by holding regular meetings to track and review data.	We will continue to schedule regular data review and communicate our commitment and prioritizing of data tracking and review.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Task Force	
		Staff and community are represented in decisions made around training priorities.	2	Staff are represented in decisions made around training priorities. Community representation is minimal.	We will discuss and explore ways that we can invite and include the community in decisions made around training priorities.	6/28/2019	Superintendent, District Leadership, Principals, Task Force	
		We have carefully planned and communicated the schedule for training to ensure it reaches across our entire school/district.	4	The training schedule is discussed, planned out well, and commicated using many channels during the school year.	We will continue to work on ways to improve our planning and communicating of the schedule for training.	Continuing process	Superintendent, District Leadership, Principals, Staff Development Personnel	
		All staff receive foundational training.	3	All staff in ISD 31 receive foundational training with an emphasis given to new staff.	We will continue to work on ways to improve upon our scheduling and delivery of on-going foundational training for all staff.	Continuing process	Superintendent, District Leadership, Principals, Staff Development Personnel	
		All staff receive supplemental role specific training to promote positive engagement. Training is consistent with roles and policies.	3	Responsive Classroom, all ISD 31 staff receive supplemental role specific training to	our efforts in this area, especially regarding staff who work with middle and high	8/30/2019	District Leadership, Principals, Staff	

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<p><i>Dismantle implicit bias and provide staff with the tools they need to reduce discipline disparities and a reliance on send-outs.</i></p>	<p>All staff are trained with fidelity and we measure the effectiveness and impact of that training on our work with children.</p>	Quantitative baselines were established and specific learning targets were clearly articulated before PD began.		Specific learning targets were articulated, but quantitative baselines were not established before PD began.	Discussion will be held regarding both the use of quantitative baselines and specific learning targets.	8/16/2019	Superintendent, District Leadership, Principals, Staff Development Personnel	
		We measure and evaluate the appropriate quantitative data to understand the effectiveness of staff training and its impact on our students.		We survey our staff to find out what they need and want in terms of PD, and we administer post-training surveys to determine how to continuously improve.	We will continue to seek ways to improve upon our evaluation measures.	Continuing process	Superintendent, District Leadership, Principals, Staff Development Personnel	
		We have created opportunities for staff to qualitatively assess the effectiveness of training.		We survey our staff allowing them to share their perceptions about the effectiveness of the training they have received and how that training has assisted them in meeting the needs of all students.	We will continue to develop and explore ways to improve upon our ways and means of providing opportunities for staff to qualitatively assess the effectiveness of training.	Continuing process	Superintendent, District Leadership, Principals, Staff Development Personnel	
		Our leadership is committed to training.		Our leadership is strongly committed to ongoing training in all areas and is committed to provided robust, high-quality training whenever training is offered.	Our leadership will continue to promote training in all areas, but is dedicated to training in areas of Trauma, ACES, improving school climate and culture, and student engagement in school.	Continuing process	District Leadership, Principals, Staff Development	
		Our contracts are designed to ensure all staff have access to adequate ongoing development to reduce discipline disparities.		Yes, all of ISD 31 Master Agreements allow and ensure for staff access to ongoing PD in all areas including the reduction of discipline disparities.	We will continue to promote and support the design and use of contracts that ensure all staff have access to adequate ongoing development to reduce discipline disparities.	Continuing process	Superintendent, District Leadership, Principals, Staff Development Personnel	
		Budgetary resources are appropriately allocated to support the district/school's PD plan to train all staff with a goal of reducing discipline disparities.		Yes, budgetary resources are appropriately allocated to support the district/school's PD plan to train all staff with a goal of reducing discipline disparities.	We will continue to promote and support the use of budgetary resources are appropriately allocated to support the district/school's PD plan to train all staff with a goal of reducing discipline disparities.	Continuing process	Superintendent, District Leadership, Principals, Staff Development Personnel	
		We are working to review hiring, retention and advancement policies and practices as a way to impact implicit bias.		This goal area is on our list of goals, but we are not yet actively reviewing our practices. We will initiate this process in March and continue throughout the summer hiring months.	We will work to review hiring, retention and advancement policies and practices as a way to impact implicit bias beginning on 3/4/2019	5/31/2019	Superintendent, District Leadership, Principals, Task Force	
		Our staff understands and embraces cultural differences.		This is a very subjective measure. We would like to state that a great majority of our staff understand and embrace cultural differences. But, our district leadership recognizes this may not be true for many. Therefore, district leadership makes it a priority to continue providing professional development to help all staff recognize, appreciate and embrace cultural differences.	District leadership makes it a priority to continue providing professional development to help all staff recognize, appreciate and embrace cultural differences.	Continuing process	Superintendent, District Leadership, Staff Development Team	

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		Additional training is targeted at further identified staff needs.		Additional training is targeted at staff needs in the integration of American Indian Culture in the curriculum, in classroom pedagogy, and in the handling of discipline/attendance issues at all levels.	ISD 31 hired a new Cultural Integrationist in 2018 who is very active in providing imbedded PD in integrating American Indian culture throughout the district. In addition, the superintendent and district leadership is working with the American Indian Resource Center to improve practices related to culture.	Continuing process	Superintendent, District Leadership, Staff Development Team	
		We value civic engagement at every level of our school/district.	3	We provide numerous opportunities for civic engagement at school board meetings, open houses, PT conferences, radio shows, and surveys.	We are working on creating additional channels and forums for civic engagement including interactive, online surveys and forums and social media outlets.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		We are striving to ensure participation of all students, families, staff and community members, including those individuals who are disadvantaged, those with a disability, all communities of color, Indigenous communities, LGBTQ communities, those whose first language is not English, those with religious differences and those who are new Americans.	3	ISD 31 is working towards the civic participation of all stakeholder groups.	ISD 31 is working towards identifying additional stakeholders and subsequent means through which all stakeholders may engage in participation with the district.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		We co-develop agendas and goals and co-convene meetings and events with the community.	2	While we do not co-develop agendas and/or meetings, we do provide advance notice of such agendas, goals, events and meetings in order to provide time for feedback, additional agenda items, input, and opportunities to attend.		Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		Community voice drives district/school policy, practices, priorities, and goals.	3	Yes, community voice drives district/school policy, practices, priorities, and goals. We seek to be transparent and to invite input at all times.	We are in active discussion regarding how to improve levels of transparency, trust, and opportunity for community voice to be expressed.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		The community is given sufficient time and explanation to understand the information provided by the district/school.	3	The community is given sufficient time and explanation to understand the information provided by the district/school.	We continue to evaluate and explore ways we can provide sufficient time, media channels, and explanation to help the community understand information provided by ISD 31 and its schools.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		Meetings are posted with sufficient time to allow community members to adequately participate in the public policy development process.	3	We do provide advance notice of such agendas, goals, events and meetings in order to provide time for feedback, additional agenda items, input, and opportunities to attend and comment on the development process for public policy.		Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
<i>Our community is heard, respected, valued and are part of the decision-making process to educate all our children.</i>	We are committed to civic engagement and have meaningful opportunities for community involvement and impact.	Information (including meetings) is communicated several different ways to ensure we are communicating where and how people best receive the information and information is posted in all applicable languages.	3	Information is provided through numerous means and channels including meeting minutes, district website, newspaper postings, radio shows, and social media.	We are in active discussion regarding how to improve levels of communication and transparency regarding where and how to best communicate with all stakeholders including our American Indian population.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	

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		Information about the operations of the school and system are communicated in a transparent manner.		While is rubric is also subjective, we seek to be as transparent as possible in regarding the sharing of information about the operations of the school and system.	We continue to evaluate and explore ways we can become more transparent through various channels and means.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		Information about the operations of the school/district is communicated in a transparent manner to allow the community to understand and digest.		At ISD 31 we seek to communicate as transparently as possible in regarding the sharing of information about the operations of the school and system.	We continue to work on ways to improve in this area. Leadership and members of the communications team have attending training and PD on how to improve transparency.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		We measure and evaluate how well the community understands the priorities, goals, and work of the school/district.		We utilize various tools and surveys to measure and evaluate how well the community understands the priorities, goals, and work of the school/district.	In our efforts to improve in this goal area, we have added the CSCI survey of students, parents and staff as a tool.	Continuing Process	Superintendent, District Leadership, Principals, AP's, Media Task Force	
		We measure and evaluate how the community believes that it was involved in the development of public policy, priorities, goals and work of the school/district.		This is an area of weakness for ISD 31. We will explore ways that we can receive such feedback from the community.	The Disproportionality Task Force, District Leadership, and the District Communication Team will work to develop this tool.	8/31/2019	Superintendent, District Leadership, Communications Team, Media Task Force	
		We provide adequate information to allow the community to ask questions.		In our efforts toward transparency in all areas, we seek to inform the public and our stakeholders in order to allow the community to ask questions.	Because we recognize that we "do not know what we do not know", we seek to provide the information stakeholders need to understand what questions they should ask.	Continuing Process	Superintendent, District Leadership, Communications Team, Media Task Force	
		Our leadership sets the tone from the top about the importance of being inclusive and accessible for all and they model the behavior they expect of the rest of us.		We have many new leaders this year and believe that there is a new push from the top about the importance of inclusivity and accessibility for all. Leadership sets an example by participating in PD and in other efforts around inclusivity.	As always, more work is still needed in terms of setting the tone and providing a positive example for all.	Continuing Process	Superintendent, District Leadership, Principals and AP's.	
		We send at last one representative to the Diversion Committee meetings, including subcommittees.		Yes, at least one representative attends the Diversion Committee meetings and subcommittees. Others have attended virtual meetings as well.	We will continue to send representatives to meetings and seek to increase the numbers of reps who attend and partipate.	Continuing Process	Superintendent, District Leadership, Principals AP's, and Task Force members.	
		We are able to see where we need to realign or build capacity in our school/district and beyond to work to solve this complex issue.		We believe we are able to see where we need to realign or build capacity in our school/district and beyond to work to solve this complex issue.	To guarantee and safeguard against gaps in our vision, we seek to work with MDE and MDHR and others who can guide and support our efforts.	Continuing Process	Superintendent, District Leadership, Principals AP's, and Task Force members.	
		As we believe the answer is in the room and we actively work with our colleagues to push out best practices to the rest of the State.		New leadership has embraced collaboration and the motto, "The smartest person in the room IS THE ROOM". This attitude has improved the sense of collaboration and the ability of team members to work together to indentify and solve issues and problems.	We will continue to collaborate within the district and with outside agencies to continue pushing out best practices to the rest of the state.	Continuing Process	Superintendent, District Leadership, Principals AP's, and Task Force members.	
Improve educational outcomes for all kids in Minnesota.	Participate in the Diversion Committee.							

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		We have made recommendations to other government units and the Legislature.		As a rule, our district has had a history of denial and has not been very involved in "owning" its problems and holding itself accountable. Therefore, the district has little history of making recommendations to other government units and/or legislature.	As we continue to develop our mission and goals, we will be better poised to make recommendations to other government units and the legislature.	Continuing Process	Superintendent, District Leadership, Principals AP's, and Task Force members.	
		We are bringing the recommendations and outcomes back to our home community and neighboring schools/districts.		We are actively working to bring the recommendations and outcomes back to our home communities and neighboring schools/districts.	As we move forward with our mission and our work, our recommendations and outcomes will continue to be shared more transparently and actively with our home communities and neighboring school/districts.	Continuing Process	Superintendent, District Leadership, Principals AP's, and Task Force members.	
		We are submitting this report to MDHR on 2/1/2019. It is on-time.	4					
		We have assembled an internal team to do this work within our system.		ISD 31 has assembled an internal team called the "Task Force" to work within our system.	The "Task Force" will continue to use this tool as a rubric to evaluate our work and to inform us about goals and needs that need to be accomplished.	Continuing Process	Superintendent, District Leadership, Principals AP's, and Task Force members.	
		We have a process to analyze our work over the past six months that includes all stakeholders.		We do have a process to analyze our work, but it does not yet include all stakeholders.	We will work towards further developing the process so that it does become more inclusive of all stakeholders and is more transparent.	8/1/2019	Superintendent, District Leadership, Principals AP's, and Task Force members.	
		We have collectively and transparently analyzed the effectiveness and impact of our work over the past six months.		We have spent much time and effort in collectively analyzing the effectiveness and impact of our work. We have not been as transparent as we could be.	Our work will now focus on becoming more transparent as we continue analyzing the effectiveness and impact of our work over the next six months.	8/1/2019	Superintendent, District Leadership, Principals AP's, and Task Force members.	
		We have an action plan that we will implement to report our progress to all stakeholders.		A standard action plan exists for report all of our work to our stakeholders, but it has not been specifically designed for the purposes of this project.	We will work towards developing a specific, transparent, and proprietary action that to report or progress to all stakeholders.	8/1/2019	Superintendent, District Leadership, Principals AP's, and Task Force members.	

What particular practices do you want to highlight that are showing promise to reduce your disparities, disproportionality, and overall use of suspensions?
 The district's work with the School Climate pilot is showing great promise as we learn and work together to improve climate, reduce disparities, and support all students. In addition, our regular meetings where we discuss and analyze discipline incidents and the resulting consequences has been instructive as we discuss better ways to approach each incident in a more equitable and restorative manner.

Data: Please use this space to provide the data that your agreement requires. Any identifying data will be redacted before posting online.