



Exhibit B

Suspension and Expulsion Reduction Plan ISD#286 Brooklyn Center School District September 2019- Annual Report of Progress

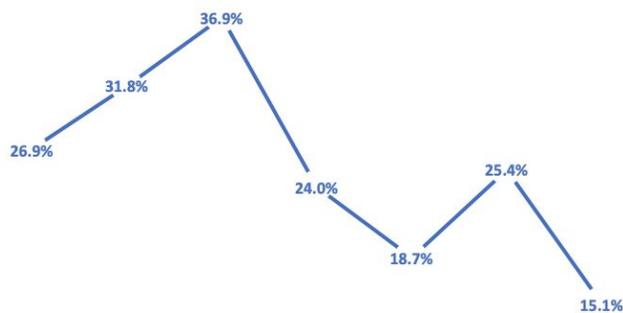
PURPOSE: To eliminate racial predictability and decrease disproportionality in discipline for students of color and students with disabilities by significantly reducing the number of suspensions and expulsions in the district.

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

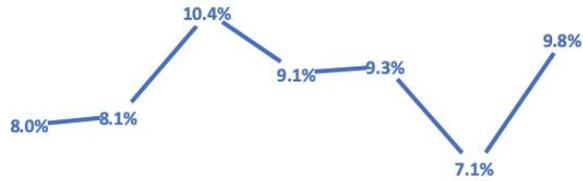


	2013	2014	2015	2016	2017	2018	2019
DDI	26.9%	31.8%	36.9%	24.0%	18.7%	25.4%	15.1%

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**

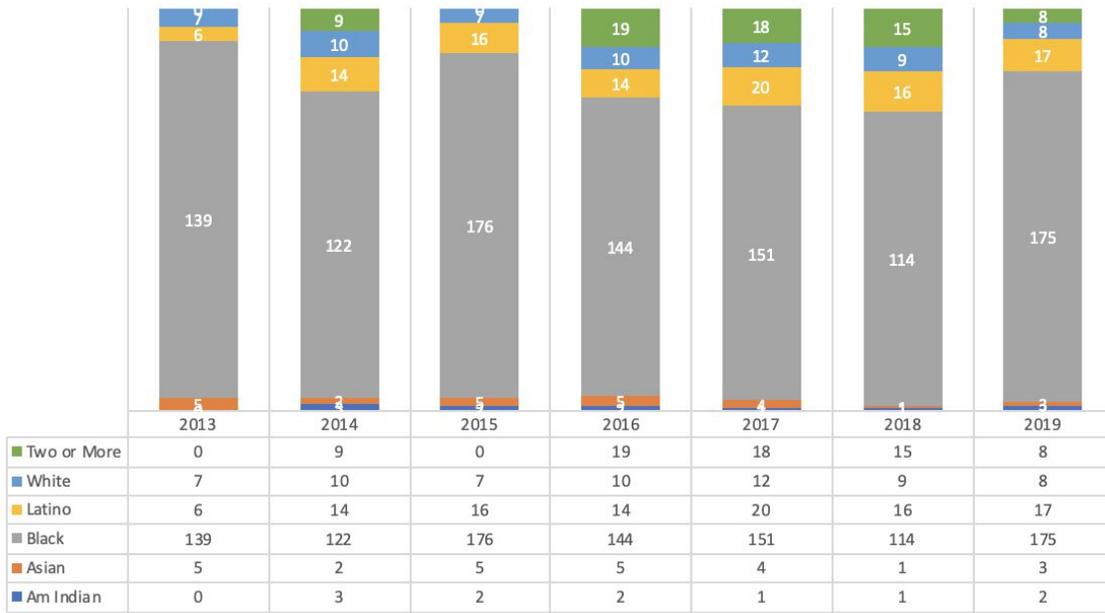


	2013	2014	2015	2016	2017	2018	2019
OSS Count from DIRS	157	158	216	194	206	156	213

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>February 2019 Update- All School Board members introduced to the <i>Policy Equity Analysis Tool</i> to use for examining monthly policies on board agenda.</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>		
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>February 2019 Update- Policy 506 (Student Discipline) and Policy 514 (Bullying Prohibition) have been placed for annual review in January on the School Board's three-year policy review calendar.</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>		
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>February 2019 Update- Moratorium on all K-2 suspensions adopted and resolution passed/signed at School Board Regular Meeting on October 8, 2018.</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>		
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:

February 2019 Update- Scorecard developed (see *attached*) and provided to School Board for analysis beginning October 8, 2018. (Metrics for improvement are the decrease in the number of behavior referrals and the number of suspensions.)

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.

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.

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.

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:

February 2019 Update- Data Scorecard reviewed and data analysis protocol (see attached) with root cause analysis introduced to Cabinet on October 8, 2018. (Metrics will be comparing the decrease in the number of out-of-school suspensions with previous years and not exceeding the corrective action goals identified above.)

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.

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:

February 2019 Update- Nan Yurecko attended MDHR Diversion Committee on October 9, 2018.

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

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.

September 2019 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.

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:

February 2019 Update- Leaders participated in Beyond Diversity Training on Aug. 15-16, 2018. Leaders continued learning through attendance at the Institute for Courageous Principal Leadership on 9/11/18, 9/20/18, 10/11/18, and 10/16/18.

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.

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 2019 Update- First Data Scorecard for the school year provided and reviewed at Regular Board Meeting on October 8, 2018.

September 2019 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:

February 2019 Update- Meetings are in process and Cabinet leaders' equity/culturally responsive goals are due Nov. 2, 2018.

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.

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 2019 Update- First semi-annual report submitted to MDHR on October 28, 2018. September 2019 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:

February 2019 Update- At Earle Brown Elementary the slogan “Be REAL” was developed to frame school wide expectations. REAL stands for Be Respectful, Be Empathetic, Be Accountable, and Be A Leader. School wide expectations for all common spaces were explicitly taught to all elementary students the first week of school. REAL slips were created to catch students exhibiting positive behaviors and students film a REAL TV show where they create a new video to share every Monday morning with school announcements and a PBIS “Booster” to reinforce the school wide expectations.

At Brooklyn Center Middle and High School launched and explicitly taught a “Be You, Be Us, BC” motto attached to three expectations: 1) Academic Language 2) Prepared and Ready to Learn 3) Respect and Embrace Our Differences.

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.

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:

February 2019 Update- Principals conduct weekly meetings with their assistant principals and deans to review weekly behavior data. An electronic widget tracking system has been created so that the administrative teams can examine live, up to the minute, data. Administrators have been doing follow up with individual teachers demonstrating high levels of behavior referrals.

Responses are individualized for the teacher and for example, may involve additional coaching or peer observation of another teacher establishing positive rituals and routines.

September 2019 Update- These practices have continued and will layer in the review practices of our Collaborative Task Force this fall.

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:

February 2019 Update- Teachers, support staff and administrators have started implementation of Risk Review Teams designed to provide students with proactive support. The teams are in place at all grade levels 6-10.

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.

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:

February 2019 Update- 5 CLR Lead Teachers hired at Earle Brown Elementary and 4 CLR Lead Teachers hired at Brooklyn Center Middle and High School. All CLR Leads at both sites facilitated a two-hour learning session for all licensed staff on implementation of CLR strategies during the district professional development day on October 26, 2018.

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.

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 (Rtl) 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 Rtl 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 2019 Update- Initial elementary and secondary training conducted August 28-29, 2018. Follow up support is ongoing and currently scheduled for PLC sessions and new teacher induction program in November.

September 2019 Update- All leaders and teachers have received training in a tailored platform Rtl/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:

February 2019 Update- Student School Board Representative and Alternate are seated and participating on the board. Students have been identified for Centaur Council and Playworks Junior Coach Leadership Program.

September 2019 Update- As a part of our first priority around 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 on-boarding process for all students who are joining our schools after the start of school.

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 2019 Update- All teachers completed the SAEBRS screener for every student by October 12, 2018 in order to begin identifying wrap-around supports and planning for evidence-based interventions.

September 2019 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 2019 Update- PLCs met in September to review reading and math screener data and set PLC goals and Individual Growth Development Plan goals connected to improving student proficiency. Staff are currently in the middle of the first six-week PLC Inquiry and Action Cycle.

September 2019 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.

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.

<p>Onboarding and Socialization</p>	<p>Provide a comprehensive new employee onboarding system and New Teacher Induction Program with relationships and educational equity at the center.</p>	<p>Educational equity and cultural responsiveness sessions taught during new employee orientation. New Teacher Induction Program provides eight full-days throughout the school year and focuses on culturally responsive strategies. Specific learning days emphasize student engagement, classroom environment and culture, and curriculum and pedagogy, and are aligned to the 5D+ Rubric for Instructional Growth and Teacher Evaluation.</p>
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Updates:

February 2019 Update- New teachers participated in CLR sessions on Aug. 20-23, 2018. They participated in additional sessions on Sept. 25-27, 2018 and Oct. 2-3, 2018 where they were involved in student engagement observations examining specific “teacher moves.” Sessions scheduled for 10/30/18, 11/01/18, 11/13/18, 11/14/18, and 11/15/18 will involve reading chapter one from the book, *The Guide for White Women Who Teach Black Boys*. Teachers will be involved in student shadow observations in the afternoon.

September 2019 Update- New teachers have participated in workshops August 12-15. They were focused on CLR, Innocent Classroom, community building. They will continue their induction work with 5 additional training days throughout the year. The teaching staff K-8 will meet in two cohorts 4 times throughout the year to continue their Innocent Classroom work.

