



**Exhibit B**

**Suspension and Expulsion Reduction Plan**  
 ISD#286 Brooklyn Center School District

**February 2019**  
**Semi-Annual Report Submission: Action items updated and specific strategies are highlighted in gray below.**

**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:** In 2015-2016, thirty-seven percent of student out-of-school suspensions were based on subjective reasons as reported in the Discipline Incident Reporting System (DIRS). Additional student data indicated the following regarding the number of out-of-school suspensions:

SUB-GROUP	2015-16	2016-17	2017-18*
Black	219	283	184
Students of Color	233	343	231
Student with Disabilities	56	133	92

*\*2017-18 data may not be reliable as multiple referrals from one site did not report disciplinary action.*

**Corrective Action Goals:** The following targets have been established for the next three years. Student out-of-school suspensions should not exceed the target number for each sub-group.

SUB-GROUP	2018-19	2019-20	2020-21
Black	160	120	80
Students of Color	170	130	90
Students with Disabilities	35	25	15

<b>School Board Governance Strategies and Action Plans</b>		
<b>Responsibilities</b>	<b>Strategy</b>	<b>Implementation Action Plan</b>
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.
<b>Update: 10.18 All School Board members introduced to the <i>Policy Equity Analysis Tool</i> to use for examining monthly policies on board agenda.</b> <b>2.19 Continued review of board policies through equity lens.</b>		
Policies	Review/update School Board policies relevant to suspension and student behavior.	Annual review/update during January Regular School Board Meeting.
<b>Update: 10.18 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.</b> <b>2.19 Listening session held in November for families and community around Policy 506; late February listening session planned for parents and families around DHR plan</b>		
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.
<b>Update: 10.18 Moratorium on all K-2 suspensions adopted and resolution passed/signed at School Board Regular Meeting on October 8, 2018.</b> <b>2.19 We have had zero suspensions K-3</b>		
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.
<b>Update: 10.18 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.)</b> <b>2.19 We have continued to do a monthly board analysis of our scorecard following a root cause analysis guide.</b>		
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.

Budget	Provide the Superintendent and staff adequate resources and support to implement the district's discipline policy and corrective	Approve annual budget that reflects community and student engagement feedback sessions and provides equitable resources that support the social and
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	action strategies with fidelity.	emotional learning needs of students and families.
<b>Update: 2.19- Budget set aside in SY20 budget process for further development of leadership around data digs with their teams at the site level</b>		

<b>Superintendent Leadership Strategies and Action Plans</b>		
<b>Responsibilities</b>	<b>Strategy</b>	<b>Implementation Action Plan</b>
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.
<b>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.)</b>  <b>2.19 Monthly scorecard reviewed with cabinet as well as site leadership teams. We have reduced our overall number of suspension from SY18 to SY19 by 60%. While we find this encouraging, we are also seeing that the trends of disproportionality still exist. Our next steps will be to dig into addressing the WHY of these continued trends.</b>		
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 liaison between MDHR and the school district, and provide oversight for implementation of the district Suspension and Expulsion Reduction Plan.
<b>Update: 10.18 Nan Yurecko attended MDHR Diversion Committee on October 9, 2018.</b> <b>2.19 Superintendent and principal leaders will lead this work after ED of T&amp;L departure</b>		
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.
<b>Update: Superintendent weekly meetings with principals on focus on behavior policies and practices, PBIS implementation, and referral responses. Superintendent reviews data with principals using the data analysis protocol.</b>		

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.
<b>Update: Leaders participated in Beyond Diversity Training on Aug. 15-16, 2018. Leaders continued learning through attendance at the Institute for Courageous Principal Leadership in twice monthly gatherings.</b>		
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.
<b>Update: Monthly scorecard review with cabinet, site leaders, and board during work sessions.</b>		
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.
<b>Update: Meetings are in process and Cabinet leaders' equity/culturally responsive goals are due Nov. 2, 2018.</b>		
<b>2.19- Cabinet connections presentation quarterly for cabinet leaders to share out their progress to goals with their colleagues as well as to the board.</b>		
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.
<b>Update: First semi-annual report submitted to MDHR on October 28, 2018. Second semi-annual report submitted to MDHR on February 1, 2019.</b>		
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.

<b>Site/Principal Leadership Strategies and Action Plans</b>		
<b>Responsibilities</b>	<b>Strategy</b>	<b>Implementation Action Plan</b>
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.
<p><b>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.</b></p> <p><b>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.</b></p>		
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.
<p><b>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.</b></p>		
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.
<p><b>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.</b></p>		
Professional Development	Advance professional learning focused on preparation and capacity building to promote	Hire Culturally and Linguistically Responsive (CLR) Lead Teachers to provide continued training, support, coaching and

	evidence-based methods of fostering positive school engagement.	monitoring of CLR strategies and pedagogy. Principal and CLR Leads collaborate to conduct CLR Learning Walks with identified measurable outcomes.
<p><b>Update: 10.18- 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.</b></p> <p><b>2.19- CLR Leads have continued to work with their colleagues to coach around classroom practices. They have facilitated PLC sessions monthly at all sites as well as hosted their peers in classrooms observations followed by an in-kind implementation and observation/co-teaching session.</b></p>		
Consistent Language and Procedures for Discipline	Sites will develop and implement a comprehensive positive school climate/PBIS plan.	<i>Brooklyn Center Rights &amp; 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.
<p><b>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.</b></p> <p><b>2.19- We have held monthly new teacher training for small site-based cohort groups which have included support on implementing and tracking IGDP and growth measures for students.</b></p>		



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.
<p><b>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.</b></p> <p><b>2.19- We have re-written our board policy to have 2 main student school board representatives from our two secondary sites. We are working with them to create a protocol for collecting information from their classmates and reporting back to the school board.</b></p>		
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.

<b>Staff Strategies and Action Plans</b>		
<b>Responsibilities</b>	<b>Strategy</b>	<b>Implementation Action Plan</b>
Relationships & Learning	Build strong welcoming and trusting relationships with students and families.	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. Relationships will be anchored in rigorous learning expectations as well as concern for students' overall well-being. 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.

Assessment & Implementation of Response to Intervention	Assess students social, academic, and emotional behavior risks and implement	Completion of the SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) by all classroom teachers for
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	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.
<b>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.</b>		
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.
<b>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.</b>		
<b>2.19- IGDP mid-year measures are showing encouraging growth in several of our classrooms. We will collect the information and examine the practices of those classrooms to pattern and build in other classrooms across grade levels.</b>		
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.
<b>Update: Elementary CLR Leads participated in the first rounds of coaching on Octo. 23-24, 2018. The secondary CLR Leads are scheduled to participate on Nov. 1, 2018.</b>		
<b>2.19- The CLR Leads have gone through three rounds of coaching each and have now started working across buildings to collaborate in their practice and implementation in addition to working with their peers.</b>		
Onboarding and Socialization	Provide a comprehensive new employee onboarding system and New Teacher Induction Program with relationships and educational equity at the center.	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.

**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.

2.19- New teachers meet in their cohorts monthly to share practice and learn with one another.