

Exhibit B

Cloquet ISD 94 Data Monitoring Plan to Reduce Discipline Referrals, Suspensions and Expulsion Rates

The Cloquet School District believes that reducing disciplinary referrals for our students is more than focusing on discipline policies and consequences. Students need to feel a sense of belonging within school, experience social and emotional support, and have positive views of themselves, their peers, and their future. This will require a multi-faceted approach, community engagement, and consistent assessment of defined indicators to determine how well our community is achieving these goals.

Our district has committed to continuing activities to support all students who attend our schools and to implement new activities to better support students to avoid discipline referrals, suspensions and expulsions. To determine the effectiveness of those strategies and to best target future work, we are committed to set measurable goals and monitor progress toward those goals. Below are the established improvement targets set by ISD 94. These targets may be adjusted in the future if data suggests better metrics for advancing our work.

Goals

- ISD 94 will reduce overall suspension by 10% over the 2018-19 and 2019-20 school years.
- ISD 94 will reduce the gap in suspension by 5% per year over the 2018-19 and 2019-20 school years.

The above goals will be monitored using suspension data recorded in our student information system. We will conduct an end of year review to compare current year suspensions to those from the previous two school years. This review will provide us with a three year data trend and, following the conclusion of the three year agreement, will provide a comparison of the progress during the years under the agreement. The data will be compared in aggregate and disaggregated by student race for the purpose of determining overall improvement toward the above listed goals. We will review this same data at mid-year to evaluate progress toward our goals and discuss opportunities for programming changes to meet those goals.

In addition to goals related data, the district is undergoing a comprehensive needs assessment as part of the application process for the Achievement and Integration grant program. The needs assessment process will contain a parent-caregiver survey, student survey, staff survey and both building and classroom walkthroughs which will include feedback from parents of protected class students. The needs assessment tools, provided by the Minnesota Department of Education, contain an equity specific focus meant to help target strategies to improve student achievement and integration. This data will be used to determine strategies to improve student achievement and integration for protected class students served in ISD 94. It is our firm belief that this work will also provide indirect benefits in reducing office referrals and suspension rates for our protected class/American Indian children. Survey tools can be distributed annually to measure progress.

Consultation with Stakeholders

Tribal Consultation

ISD 94 is required to consult annually with the tribal council of the Fond du Lac Nation in regard to our federally funded programs. In conjunction with that consultation, a copy of our MDHR draft plan was shared and there was conversation with the council about how to best serve our American Indian students. Feedback from council members present focused on increasing the inclusion of Ojibwe culture and tradition into the core curriculum of the schools.

While this feedback is not specific to discipline referrals or suspension rates, the district is strongly considering this as a strategy option for our Achievement and Integration plan to be submitted in early 2019.

Parent and Community Consultation

A copy of the draft plan was shared with our local Indian Education Parent Committee. Committee members were encouraged to submit any feedback to the district. The deadline for sharing the feedback has not yet concluded. Any feedback received will be included in future revisions of the plan. The district also engaged the parent committee in discussion specific to the discipline practices in our schools. The initial conversation took place on 11/28/18 and plans for consideration of that feedback are underway.

Discussion was also had regarding the agreement with the school board of our local Bureau of Indian Education school. There was conversation about how to best serve American Indian students. The board shared the need to ensure curriculum regularly included Ojibwe values and traditions for all students. While this feedback is not specific to discipline referrals or suspension rates, the district is strongly considering this as a strategy option for our Achievement and Integration plan to be submitted in early 2019. The board also offered their willingness to provide continued feedback and support, if requested.