



# Minnesota Transitions Charter School

## Exhibit B

# District Plan for Equity and Discipline Disparities

### [Abstract](#)

Minnesota Transitions Charter School plan for Equity, Disparities, School Safety, Parent  
Engagement and Professional Development  
Submitted to Minnesota Department of Human Rights, July 31, 2018

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| Goal                                                                                 | Action                                       | Description                                                                                                                                                                                                                                                                            | Timeline             | Responsible                                                                                                                                   | Evaluation                                                                                                                                                                                                                                                                                                          |
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| <b>I. School Board takes lead in promoting and monitoring of race equity at MTCS</b> | Formation of network-wide Equity Committee   | <ul style="list-style-type: none"> <li>Representatives from all sites, along with Administrative representation.</li> <li>Meet monthly</li> <li>Role is advisory to Board</li> </ul>                                                                                                   | 7/1/2018 – 9/1/2018  | <ul style="list-style-type: none"> <li>Board</li> <li>Administration</li> <li>Staff</li> </ul>                                                | <ul style="list-style-type: none"> <li>Board agendas reflect focus on equity</li> <li>Equity Committee meets regularly and reports to Cabinet and Board as appropriate.</li> </ul>                                                                                                                                  |
|                                                                                      | Race Equity Plan for MTCS                    | <ul style="list-style-type: none"> <li>Review examples of plans</li> <li>Make recommendation to cabinet for recommendation to Board</li> </ul>                                                                                                                                         | 7/1/2018 – 11/1/2018 | <ul style="list-style-type: none"> <li>Equity Committee</li> <li>Cabinet</li> <li>Board</li> </ul>                                            | <ul style="list-style-type: none"> <li>Evidence of Board Equity Policy in place</li> </ul>                                                                                                                                                                                                                          |
|                                                                                      | Review Disciplinary procedures and processes | <ul style="list-style-type: none"> <li>Reduction of disparities on suspensions</li> <li>Objective versus Subjective</li> <li>Focus of Discipline through Restorative Practices/Justice</li> <li>Re-address Disciplinary procedures and processes at least 2 times each year</li> </ul> | 7/1/2018 – 9/1/2018  | <ul style="list-style-type: none"> <li>Equity Committee</li> <li>Cabinet</li> <li>Building Leadership Teams</li> </ul>                        | <ul style="list-style-type: none"> <li>Evidence of objective disciplinary referrals and decisions</li> <li>Evidence of reduction of suspension and expulsion of students with disabilities</li> <li>Evidence of district-wide review of disciplinary procedures and processes at least 2 times each year</li> </ul> |
|                                                                                      | Align Equity work with MTCS Strategic Plan   | <ul style="list-style-type: none"> <li>Curricular goals and materials reflect equity</li> <li>Parent Engagement goals</li> </ul>                                                                                                                                                       | 7/1/2018 – 9/1/2019  | <ul style="list-style-type: none"> <li>Equity Committee</li> <li>Cabinet</li> <li>CPSS Trainers</li> <li>Building Leadership Teams</li> </ul> | <ul style="list-style-type: none"> <li>Strategic Plan is aligned with equity plans and goals.</li> <li>Equity plans and goals are included in Strategic</li> </ul>                                                                                                                                                  |

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|                                                                                                                                                        |                                                                                                                                                                      | <p>and activity should reflect a focus on equity</p> <ul style="list-style-type: none"> <li>• Implementation of Multi-Tiered Systems of Support</li> </ul>                                   |                      |                                                                                                                                                                    | Plan                                                                                                                                                                                                                                                                             |
|                                                                                                                                                        | Review and align all district policies related to Equity and Safety                                                                                                  | <ul style="list-style-type: none"> <li>• Identify equity and safety related goals, align and monitor actions based on policies</li> </ul>                                                    | 7/1/2018 – 12/1/2018 | <ul style="list-style-type: none"> <li>• District crisis team</li> <li>• Cabinet</li> <li>• School Board</li> <li>• Cabinet</li> <li>• Equity Committee</li> </ul> | <ul style="list-style-type: none"> <li>• All district policies show alignment with equity plans for MTCS</li> </ul>                                                                                                                                                              |
| <b>II. All Students and Staff will be trained in using Restorative Practices/Justice in the classroom and a tool for addressing behavioral issues.</b> | Initial training for site leaders (staff, social workers, etc.)                                                                                                      | <ul style="list-style-type: none"> <li>• Training provided by MDE</li> <li>• Training provided by Jamie Williams and Oscar Reed</li> </ul>                                                   | 7/1/2018 – 9/1/2019  | <ul style="list-style-type: none"> <li>• Staff Development/Q Comp leadership</li> <li>• Cabinet</li> <li>• Staff</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Evidence of training provided</li> </ul>                                                                                                                                                                                                |
|                                                                                                                                                        | <ul style="list-style-type: none"> <li>• All staff and students trained and coached in using RP in the classroom, in the school and within all activities</li> </ul> | <ul style="list-style-type: none"> <li>• Site leaders assist staff in learning and implementing RP – serve as coaches</li> <li>• Student leaders are supported in RP by all staff</li> </ul> | 7/1/2018-9/1/2019    | <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Staff Development/Q Comp Leadership</li> <li>• Student Leaders</li> </ul>                              | <ul style="list-style-type: none"> <li>• Evidence of staff training</li> <li>• Evidence of student leader training in RP</li> <li>• Reduction in suspensions</li> <li>• Reduction in referrals</li> <li>• Reduction in fights and other altercations between students</li> </ul> |
|                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Implement PBIS or Responsive</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• Cabinet works with site</li> </ul>                                                                                                                  | 7/1/2018-9-1-2019    | <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Site Leaders</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• Evidence of training for current staff and new</li> </ul>                                                                                                                                                                               |

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|                                                                                                | <p>Classrooms (or other initiative focused on behavior management) to support staff in addressing behavior</p> <ul style="list-style-type: none"> <li>• Implement Nurtured Heart Approach (NHA) – Special Education</li> <li>• Teach Like a Champion as an alternative or supplementary vehicle</li> </ul> | <p>leadership to determine which alternative(s) to adopt for all sites.</p> <ul style="list-style-type: none"> <li>• Administration and staff trained in behavior management initiatives</li> <li>• Site leaders coach staff on implementation of initiative</li> <li>• Students are introduced to behavior management approach</li> <li>• All new staff are provided training upon hire</li> </ul> |                          | <ul style="list-style-type: none"> <li>• Staff Development/Q Comp Leadership</li> <li>• NHA Trainers</li> </ul>                                                                                                                   | <p>hires</p> <ul style="list-style-type: none"> <li>• Evidence of implementation in classroom observations</li> <li>• Reduction in referrals and suspensions</li> </ul>                                                                                                                                                                                              |
| <p><b>III. Staff provided tools resources to engage in culturally proficient practices</b></p> | <ul style="list-style-type: none"> <li>• Training provided by Southwest Regional; CPSS Trainers to assure a consistent approach to culturally sensitive teaching and relationships</li> <li>• Curriculum Development</li> <li>• Student and family voice</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Training</li> <li>• Ongoing coaching</li> <li>• Plans in place for reinforcing the implementation and providing ongoing training</li> <li>• Supplementary materials for curriculum and instruction to integrate culture (e.g. Absent Narratives, Ethnic Studies, etc.).</li> </ul>                                                                         | <p>8/1/2017-9/1/2019</p> | <ul style="list-style-type: none"> <li>• Southwest Regional</li> <li>• Cabinet</li> <li>• Site Leaders</li> <li>• Staff Development/Q Comp Leadership</li> <li>• Special Education Leadership</li> <li>• CPSS Trainers</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum is representative of the students enrolled in the school</li> <li>• Approaches such as Absent Narratives and Ethnic Studies will be evident</li> <li>• Community/Family groups formed make suggestions for equity-based curriculum and instruction</li> <li>• Evidence of greater emphasis on quality</li> </ul> |

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|  |                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Cultural sensitivity an expectation in staff observations</li> <li>• Student groups formed to enhance racial understanding between students (e.g. Dare 2 Be Real, Race Equity Group at HS, etc.)</li> </ul>                                                                |                   |                                                                                                                                                             | <p>teaching and stronger relationships and understanding between staff and students</p> <ul style="list-style-type: none"> <li>• Curriculum Development reflects greater emphasis on culturally proficient practices</li> <li>• Evidence of greater cultural awareness and sensitivity in discipline referrals and suspensions</li> <li>• Reduction in suspensions</li> <li>• Positive climate measured by behavior, types of referrals and student, staff and family survey(s)</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Culturally Proficient School Systems: Key staff selected to attend Midwest training of trainers for culturally proficient school systems</li> </ul> | <ul style="list-style-type: none"> <li>• Attend, collaborate and provide input to equity committee</li> <li>• Begin designing multi-year plan to train all staff in CPSS, starting with all administrators with an inside-out approach</li> <li>• Ongoing training and coaching for administration &amp;</li> </ul> | 8/1/2017-9/1/2019 | <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Site Leaders</li> <li>• Staff Development/Q Comp Leadership</li> <li>• CPSS Trainers</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of training</li> <li>• Evidence of implementation in and out of classroom</li> <li>• Evidence in teacher observations/evaluation</li> </ul>                                                                                                                                                                                                                                                                                              |

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|                                                              |                                                                                                                                                                                                                                                                            | building leadership teams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                               |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV. Revise Student Discipline Policies and Procedures</b> | <ul style="list-style-type: none"> <li>• Survey staff and students on current discipline practices</li> <li>• Analyze current practices to assure objective versus subjective referrals/suspensions</li> <li>• Align District Policy with site level procedures</li> </ul> | <ul style="list-style-type: none"> <li>• Develop Student Staff and Family Climate Survey(s)</li> <li>• Develop activities, procedures and plans for 2017-2018 School Year</li> <li>• Implement formal Parents</li> <li>• Engage Program at MTS Elementary</li> <li>• Staff introduced to Nurtured Heart concepts</li> <li>• Work with teachers in alternatives to suspension</li> <li>• Research and introduce Alternatives to Suspension</li> <li>• Teachers and students trained in behavioral procedures</li> <li>• Increase parent engagement at all sites</li> </ul> | 6/1/2018-10/1/2018<br>Ongoing | <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Site Leaders</li> <li>• Staff</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of surveys administered and appropriate suggestions implemented.</li> <li>• Discipline procedures aligned with District Policy</li> <li>• New policies and procedures reflect sensitivity to student (and staff) differences and clearly articulate infraction descriptions objectively</li> <li>• Evidence of staff using alternatives to suspensions (as well as RP and other behavior management initiatives)</li> <li>• Evidence of use of alternatives to suspensions through classroom walk-throughs and teacher evaluation.</li> <li>• Formal Parent Engagement Program at MTS Elementary in place, with consideration for expansion to other sites</li> </ul> |

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| <p><b>V. Address Climate, Bullying, Mental Health Needs and Other Student Supports</b></p> | <ul style="list-style-type: none"> <li>• Key staff trained in the Nurtured Heart Approach (NHA)</li> <li>• Add student support personnel and activities (e.g. Guidance Counselor)</li> <li>• Address Barriers to Learning (e.g. mental health, etc.)</li> <li>• Tutors and mentors for students selected based cultural identity</li> <li>• Address Crisis Plan to reflect student and staff needs for safety and district-wide need for equitable processes</li> <li>• MTSS</li> <li>• Bullying Policy</li> </ul> | <ul style="list-style-type: none"> <li>• Establish partnerships in the area of Mental Health, mentoring and tutoring</li> <li>• Build budget to accommodate school safety procedures and requirements</li> <li>• New school-wide Crisis Plan in place.</li> <li>• Implementation of Multi-Tiered System of Supports (MTSS) and teams</li> <li>• Provide activities for relationship building, student involvement, parent engagement</li> <li>• Review and Revise School Bullying Policy and Procedures</li> <li>• Revise Functional Behavior Assessment and Behavior Support Plan process for students with disabilities</li> </ul> | <p>8/1/2017<br/>-9/1/2019</p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• District-wide</li> <li>• Cabinet</li> <li>• Site Leaders</li> <li>• Staff Development/Q Comp Leadership</li> <li>• MTSS coordinator</li> <li>• Special Education Leadership</li> <li>• Students</li> <li>• Family</li> <li>•</li> </ul> <p>Partners/Collaborators</p> | <ul style="list-style-type: none"> <li>• Staff introduced to NHA concepts</li> <li>• Evidence of NHA implementation</li> <li>• Reduction in conflict</li> <li>• Reduction in bullying</li> <li>• Improved climate as measured by surveys, student and parent focus groups, etc.</li> <li>• School and Community activities scheduled to support a positive climate in and out of school</li> <li>• Regular Celebrations of race, self, identity and success</li> <li>• Mental Health professionals available to students at all sites</li> <li>• Social Workers seeking, implementing and referring to outside and internal student supports</li> <li>• Crisis Plan revisited annually</li> <li>• MTSS teams active in behavior intervention process</li> <li>• Implementation of new FBA and BSP process for students w/disabilities</li> </ul> |
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