



Mankato Area Public Schools Strategic Plan-MDHR

TARGETED GOAL:

- A. Reduce the number of suspensions of African-American students and students with disabilities relative to their enrollment in the district so that we eliminate the disparity of African-American students to white students.
- B. Reduce the number of students suspended for subjective reasons so that all of our student discipline is based on objective data.

ONGOING STRATEGIES BEING IMPLEMENTED:

Strategy Initiation Date	Strategy	Goal Targeted
2018-2021	<ul style="list-style-type: none"> • District Staff Learning Academy Sessions for Racial/Cultural Competence 	A/B
2018-2021	<ul style="list-style-type: none"> • Standardizing re-teaching practices K-12 that align with PBIS through restorative practices 	A/B
2017-2021	<ul style="list-style-type: none"> • Family Academy sessions launched to educate, engage, and inform families about relevant topics that support students and families. <p>Family Academy Dates: 10/9/17, 10/16/17, 9/24/18 (Fall and Winter annually)</p>	A
2017-2018	<ul style="list-style-type: none"> • Develop structure and budget, and create Family Engagement Office <ul style="list-style-type: none"> ◦ Coordination with building level leadership to engage parents and community members in our schools and programs 	A
2017-2020	<ul style="list-style-type: none"> • Principals, Administrators, Counselors, Social Workers, and School Psychologists trained in Restorative Practices <ul style="list-style-type: none"> ◦ Planned implementation beginning with our high schools and moving to middle and elementary. <ul style="list-style-type: none"> • Restorative Practices Training: <ul style="list-style-type: none"> • August, 2017: East High School Staff • September, 2017: Counselors, Social Workers, Administrators • March, 2018: East High School Staff 	A/B

	<ul style="list-style-type: none"> • June, 2018: Counselors, Social Workers, School Psychologist, administrators • August, 2018 District Restorative Practices Team attended the International Restorative Practices Conference • August, 2018: West High School Staff and Central High School 	
2016-2020	<ul style="list-style-type: none"> • Behavior Data reviewed by race, gender, and socio-economic status during MAPS Leadership Institute and in problem solving teams <ul style="list-style-type: none"> ◦ Director of Teaching and Learning, Director of Student Support Services visiting each problem solving team at least twice to assist in ongoing norming of process, to review behavior data, and promote social emotional learning 	A
2016-2019	<ul style="list-style-type: none"> • Student leadership teams formed that represent all student groups in secondary school. The purpose is to involve student voice in the decision making as it relates to the academic and social emotional needs. We will utilize this structure to involve our students in discipline feedback and information. 	A
2016-2019	<ul style="list-style-type: none"> • Student data system will include objective discipline referrals which will be part of the school reports to the Board of Education 	B
2016-2021	<ul style="list-style-type: none"> • School Board will review discipline and academic/social emotional data in work sessions 	A/B
2015-2019	<ul style="list-style-type: none"> Adoption of research-based models that support social-emotional learning for students within our PBIS model <ul style="list-style-type: none"> ◦ Implementing site specific initiatives to support students <ul style="list-style-type: none"> ▪ Well Managed Schools (Boystown) ▪ Leader in Me ▪ Top 20 ▪ 7 Mindsets ▪ AVID ▪ Restorative Practices 	B
2015-2019	<ul style="list-style-type: none"> • Review and analyze discipline policies and processes with all District leadership specifically principals and assistant principals. <ul style="list-style-type: none"> ◦ Review subjective discipline reasons and norm responses to be objective based on data. 	A/B
on-going	<ul style="list-style-type: none"> • Continue to research programs and supports for positive alternatives to suspensions <ul style="list-style-type: none"> ◦ Student Success Coaches trained in Boy's Town Alternatives to Suspension strategies: monthly PLC 2017-18 	A/B

MEASURES- Reported semi-annually on September 1 and February 1 to Department of Human Rights

- Number of students suspended by student group
- Number of suspensions for subjective reasons



Attachment B

January-June 2017 Student Suspended by Student Group

School	Black	White	SPeD	Subjective	Total	% of Total
Kennedy	4	2	3	3	12	
Hoover	0	3	5	5	13	
Jefferson	1	0	0	0	1	
Monroe	0	2	0	1	3	
Roosevelt	1	4	2	5	12	
Bridges	0	1	0	1	2	
Rosa Parks	2	5	6	6	19	
Washington	2	1	2	1	6	
Franklin	2	6	4	0	12	
West	10	22	12	38	62	
Eagle Lake	0	0	0	0	0	
East	28	12	14	5	59	
DNMMS	9	10	9	4	32	
PWMS	26	31	22	25	84	
Central	4	3	3	0	10	
Futures	2	1	3	0	6	
Total	91	103	85	94	273	
% of Total	38.08%	43.10%	35.56%	39.33%		

January-June 2018 Students Suspended by Student Group

School	Black	White	SPeD	Subjective	Total	% of Total
Kennedy	5	2	4	0	11	
Hoover	1	3	4	0	8	
Jefferson	0	0	0	0	0	
Monroe	1	1	3	0	5	
Roosevelt	0	1	0	0	1	
Bridges	0	1	0	1	2	
Rosa Parks	1	3	5	0	9	
Washington	0	1	1	0	2	
Franklin	1	2	4	0	7	
West	7	21	10	2	40	
Eagle Lake	0	1	0	0	1	
East	5	14	2	3	24	
DNMMS	3	13	7	1	24	
PWMS	24	18	9	1	52	
Central	1	9	1	0	11	
Futures	4	1	6	0	11	
Total	53	91	56	8	108	
% of Total	30.64%	52.60%	32.37%	4.62%		