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August 28, 2019

Commissioner Rebecca Lucero  
Minnesota Department of Human Rights  
Freeman Building, 625 Robert Street North  
St. Paul, MN 55155

Dear Commissioner Lucero,

Mankato Area Public Schools entered into a collaborative agreement with the Minnesota Department of Human Rights to report on our progress regarding discipline and suspension data. Included in this semi-annual report are the responses to the following criteria outlined in the agreement:

3. The semi-annual report will include the following information for each strategy the Plan identified:
  - A. The intended outcomes;
  - B. Specific steps the District took to implement the strategy;
  - C. Metrics the District developed to measure the effectiveness of the strategy; and
  - D. Any changes implemented by the District in light of results in the reporting period.”

A. *Intended Outcomes (see Attachment A: District Strategic Plan):*

The intended outcomes of the Plan, as included in the Targeted Goal section of the attachment, are as follows:

- 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.

B. *Specific steps the District took to implement the strategy (see Attachment A):*

Each strategy implemented is included in the attached strategic plan. The plan includes steps taken to implement the strategy with specific dates for the professional development.

C. *Metrics the District developed to measure the effectiveness of the strategy (see Attachments A and B):*

The measures used:

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

Attachment B contains data for the reporting period January 1-June 30, 2019.

- D. *Any changes implemented by the District in light of results in the reporting period.*  
These results demonstrate progress in reducing suspension disparities and suspensions for subjective reasons. Mankato Area Public Schools plans to continue with the Strategic Plan into the next reporting period, and continue using the identified strategies to meet these goals.

Sincerely,



Paul Peterson, Ed.D.  
Superintendent



Eric Hudspith  
Director of Human Resources and  
Organizational Development

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## 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"> <li>● District Staff Learning Academy Sessions for Racial/Cultural Competence               <ul style="list-style-type: none"> <li>○ Staff Learning Academy 11/29/18</li> <li>○ Life Journey                   <ul style="list-style-type: none"> <li>▪ 39 District leaders have completed</li> <li>▪ 119 Staff have completed and 53 staff in progress</li> </ul> </li> </ul> </li> </ul>	A/B
2018-2021	<ul style="list-style-type: none"> <li>● Standardizing re-teaching practices K-12 that align with PBIS through restorative practices               <ul style="list-style-type: none"> <li>○ PBIS Sustainability Training offered by Metro ECSU                   <ul style="list-style-type: none"> <li>▪ 1/23-24/19; Director of Student Support Services, Director of Teaching and Learning, and Professional Development Coordinator attended the training on behalf of our District. The plan is to add resources to our meetings with building problem solving teams.</li> <li>▪ PBIS teams attended two day training to renorm PBIS, August, 2019.</li> <li>▪</li> </ul> </li> </ul> </li> </ul>	A/B
2017-2021	<ul style="list-style-type: none"> <li>● Family Academy sessions launched to educate, engage, and inform families about relevant topics that support students and families.               <ul style="list-style-type: none"> <li>○ Family Academy Dates: 10/9/17, 10/16/17, 9/24/18 (Fall and Winter annually)</li> </ul> </li> </ul>	A
2017-2018	<ul style="list-style-type: none"> <li>● Develop structure and budget, and create Family Engagement Office               <ul style="list-style-type: none"> <li>○ Coordination with building level leadership to engage parents and community members in our schools and programs</li> </ul> </li> </ul>	A

2017-2020	<ul style="list-style-type: none"> <li>● Principals, Administrators, Counselors, Social Workers, and School Psychologists trained in Restorative Practices <ul style="list-style-type: none"> <li>○ Planned implementation beginning with our high schools and moving to middle and elementary. <ul style="list-style-type: none"> <li>▪ Restorative Practices Training: <ul style="list-style-type: none"> <li>● August, 2017: East High School Staff</li> <li>● September, 2017: Counselors, Social Workers, Administrators</li> <li>● March, 2018: East High School Staff</li> <li>● June, 2018: Counselors, Social Workers, School Psychologist, administrators</li> <li>● August, 2018 District Restorative Practices Team attended the International Restorative Practices Conference</li> <li>● August, 2018: West High School Staff and Central High School trained in Restorative Practices</li> <li>● August, 2018: Four elementary schools had introduction to Restorative Practices</li> <li>● December, 2018: Success Coaches trained in Restorative Practices</li> <li>● Restorative training for all new counselors, social workers and Futures staff, July, 2019.</li> <li>● Restorative training set for October, 2019.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	A/B
2016-2020	<ul style="list-style-type: none"> <li>● 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"> <li>○ 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</li> <li>○ Director of Teaching and Learning and Director of Student Support Services working with Building Administrators to norm behavior referrals, incidences, and reporting.</li> </ul> </li> </ul>	A
2016-2019	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	A
2016-2019	<ul style="list-style-type: none"> <li>● Student data system will include objective discipline referrals which will be part of the school reports to the Board of Education <ul style="list-style-type: none"> <li>○ Director of Teaching and Learning and Director of Student Support Services working with Building Administrators to norm behavior referrals, incidences, and reporting in Infinite Campus</li> </ul> </li> </ul>	B
2016-2021	<ul style="list-style-type: none"> <li>● School Board will review discipline and academic/social emotional data in work sessions</li> </ul>	A/B
2015-2019	<p>Adoption of research-based models that support social-emotional learning for students within our PBIS model</p> <ul style="list-style-type: none"> <li>○ Implementing site specific initiatives to support students <ul style="list-style-type: none"> <li>▪ Well Managed Schools (Boystown)</li> <li>▪ Leader in Me</li> <li>▪ Top 20</li> <li>▪ 7 Mindsets</li> <li>▪ AVID</li> <li>▪ Restorative Practices</li> </ul> </li> </ul>	B
2015-2019	<ul style="list-style-type: none"> <li>● Review and analyze discipline policies and processes with all District leadership specifically principals and assistant principals. <ul style="list-style-type: none"> <li>○ Review subjective discipline reasons and norm responses to be objective based on data.</li> </ul> </li> </ul>	A/B
on-going	<ul style="list-style-type: none"> <li>● Continue to research programs and supports for positive alternatives to suspensions</li> </ul>	A/B

	<ul style="list-style-type: none"><li>o Student Success Coaches trained in Boy's Town Alternatives to Suspension strategies: monthly PLC 2017-18</li><li>o Participate in Minnesota Dept of Human Rights Diversion Committee and Corrective Action Strategies Sub-committee<ul style="list-style-type: none"><li>▪ Diversion Committee Meeting Dates: 4/24/18, 10/9/18, 12/5/18, 6/19/19</li></ul></li></ul>	
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**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

January-June 2019 Student Suspended by Student Group

School	Black	White	SpEd	Subjective
Kennedy	3	1	3	0
Hoover	1	3	4	0
Jefferson	3	2	2	0
Monroe	0	4	4	0
Roosevelt	1	2	3	0
Bridges	0	1	0	0
Rosa Parks	0	2	3	0
Washington	1	1	3	0
Franklin	0	1	2	0
West	8	22	11	0
Eagle Lake	0	0	1	0
East	16	14	12	0
DMMS	3	16	13	0
PWMS	23	18	14	0
Central	4	5	1	0
Futures	0	0	0	0
<b>Total</b>	<b>63</b>	<b>92</b>	<b>76</b>	<b>0</b>
<b>% of Total</b>	<b>32.64%</b>	<b>47.67%</b>	<b>39.38%</b>	<b>0.00%</b>

