



Minnesota Transitions Charter School

MNHR Semi-Annual Report

MTCS Discipline Disparities and Equity Plan

As MTCS finish the 2018-2019 school year, much progress has been made through the focus on MTCS Strategic Plan which includes a focus on **Equity, Culturally Proficient School Systems**, and **Restorative Practices** to create a culture caring adults with alternative ways to deal with student behavior and reduce suspensions and expulsions.

Discipline Data:

As we moved through the year, collecting data on student behavior, what happened, where it happened, and who it happened with as well as how it was handled was what the district focused on. Once we collected this data throughout the year, leadership teams met at each site to determine what was working and ensuring that the fidelity of the practices were being addressed. This is where the restorative practices have been integrated into throughout the district has played an intricate part of the reduction of suspensions and expulsions. Staff have held restorative circles in their individual classroom when appropriate, if not appropriate, restorative discussions happen with individual students in order to restore as well as keep the student in school. Staff have reported that these practices have helped substantially in the classroom.

The data charts below are the district trend of Suspensions and Expulsions. The first chart to District Wide Trend Data. The second chart is the suspension and expulsions by special education students, and the third chart is suspensions and expulsions by ethnicity.

2018-19

District: 4017-07 MINNESOTA TRANSITIONS CHARTER SCH
 School: 000 District Totals

		2016-17	2017-18	2018-19
000 District Totals	Administrative Transfer			
	Exclusion			
	Expulsion	3		
	In-school Suspension (sp ed students only)	4	1	1
	No school response		3	
	Offender requested to transfer to another district	1		
	Offender requested to transfer within district			
	Offender withdrew from school	3	1	1
	Other Sanction, Intervention or Resolution in respon			
	Out-of-school Suspension	301	197	51
	Removal by Hearing Officer (sp ed students only)			
	Unilateral Removal (sp ed students only)			
	Total	312	202	53

DIRS
Number of Offenders - by Race/Ethnicity and Gender (unduplicated by offender)
Special Ed Students
2018-19

District: 4017-07 MINNESOTA TRANSITIONS CHARTER SCH
 School: 000 District Totals

Special Ed Students	American Indian			Asian			Black			Hispanic			White			Pac Islander			Multi-Race			TOTALS
	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	
Administrative Transfer																						
Exclusion																						
Expulsion																						
In-school Suspension (sp ed students only)																						
No school response																						
Offender requested to transfer to another district																						
Offender requested to transfer within district																						
Offender withdrew from school																						
Other Sanction, Intervention or Resolution in response to the Assault																						
Out-of-school Suspension	1		1	1			4	9	13	1		1	1	1				1		1	17	
Removal by Hearing Officer (sp ed students only)																						
Unilateral Removal (sp ed students only)																						
District Totals	1	0	1	0	0	0	4	9	13	1	0	1	0	1	1	0	0	0	1	0	1	17

DIRS
Number of Offenders - by Race/Ethnicity and Gender (unduplicated by offender)
General Ed Students
2018-19

District: 4017-07 MINNESOTA TRANSITIONS CHARTER SCH
 School: 000 District Totals

General Ed Students	American Indian			Asian			Black			Hispanic			White			Pac Islander			Multi-Race			TOTALS
	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	Fem	Male	Total	
Administrative Transfer																						
Exclusion																						
Expulsion																						
In-school Suspension (sp ed students only)													1		1							1
No school response																						
Offender requested to transfer to another district																						
Offender requested to transfer within district																						
Offender withdrew from school	1		1	1																		1
Other Sanction, Intervention or Resolution in response to the Assault																						
Out-of-school Suspension							7	7	14	4		4	2	2				1	1	2	22	
Removal by Hearing Officer (sp ed students only)																						
Unilateral Removal (sp ed students only)																						
District Totals	1	0	1	0	0	0	7	7	14	4	0	4	1	2	3	0	0	0	1	1	2	24

The discipline breakdown below indicates a substantial reduction in suspensions for the 2018-2019 school year. The data informs us of what the suspensions were for and where the discipline took place. This database is easy and accessible to appropriate staff can use. Staff can click on the data chart and it will open up to an excel spreadsheet where are all the details are listed. This data is internal and only those that need access to this information will be able to view it.

Discipline Breakdown by Incident

MN Transitions Charter School, 2018 - 2019
 Status: Active Students Only

Start Date: '9/3/2018'
 End Date: '6/7/2019'
 Discipline Summary:



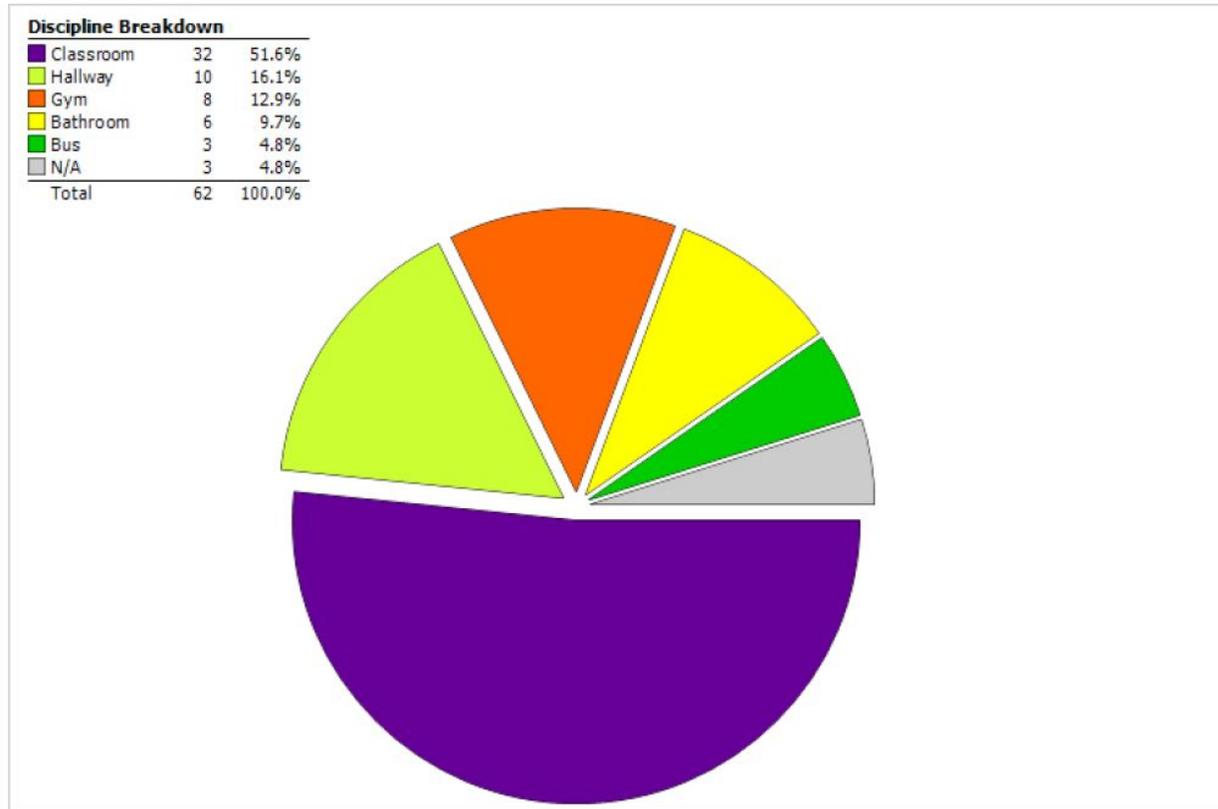
Discipline Breakdown by Incident		
fighting	17	28.3%
Hitting others	12	20.0%
B07	5	8.3%
1da	2	3.3%
Anger/aggression	2	3.3%
Class 1 bus	2	3.3%
Other	2	3.3%
walk-out of class/school	2	3.3%
THREAT/ INTIMIDATION OF STAFF	2	3.3%
possession/ use of weapon	1	1.7%
Possession of alcohol/ drugs	1	1.7%
intimid/bully 2- physical	1	1.7%
profanity/ verbal disrespect	1	1.7%
implied/direct threat student	1	1.7%
instigation/ aiding conflict	1	1.7%
level 4 busing	1	1.7%
Level 1 Attendance	1	1.7%
verbal threat	1	1.7%
not following directions	1	1.7%
inappropriate hand/body gestur	1	1.7%
refusal to work	1	1.7%
skipping dass	1	1.7%
3 Day suspension	1	1.7%
Total	60	100.0%

Discipline Breakdown by Location

MN Transitions Charter School, 2018 - 2019
Status: Active Students Only

Discipline Year: 2018 - 2019
Discipline Term: (All)
Location: (All)

VIEWPOINT



Staff Development: Restorative Practices, Trauma Informed, Equity, Academics

As we head into the 2019-2020 school year, MTCS has planned embedded staff development throughout the school year to ensure that there is support for all staff in the areas of restorative practices, equity and culturally proficient school systems.

[2019 Fall Kick Off Calendar](#)

It goes without saying that teachers who develop a positive relationship with their students, care about them as well as engage them in their learning, they are the teachers who also have far less negative behaviors in their classroom. As the data was collected this year, we were able to see patterns with certain staff when it came to negative behavior demonstrated in their classrooms by students. The data also revealed repeated behavior by certain students no matter whose classroom they were in. There were also patterns of about the same group of students the displayed behaviors over and over again. Having said this, the classroom teachers job is more complicated than ever before. At MTCS we want to support our teachers with resources, embedded staff development and feedback with their performance. We also know that our students are arriving on our doorstep with more trauma than can possibly be imagined.

In the fall of 2019, all staff will be trained on “Trauma Informed Schools” by Jim Sporleder. The research behind trauma informed is that students who have had traumatic experiences in their lives(ACES) tend to exhibit behaviors in school/classroom as they do not know how to deal with the lack of control, the emotions of fear, anger, abuse etc.Trauma Informed teaches us how to change our focus to “What happened to you,” verses “Why are you acting that way?”[Trauma Informed](#)

Trauma Informed also has a system as to how to support students who have had a lot of trauma in their lives. This is the system that we have researched that would change how we will change our discipline practices in our district.

MTS Secondary trained on “**Trauma Informed**” in the middle of the school year. The staff at this site spent a year looking into how to integrate this with **Restorative Practices** to help revamp disciplinary practices. The system for how to deal with students displaying behavior will go through this system. The Trauma informed system address the issues of students that need to be held accountable with their school work when they have missed class because of their trauma.

As for **Equity**, even though all staff have been trained on this, Equity is a process and some move forward personally than others. We know this as the Equity Committee are in different places in the process as well.

The Equity Committee is now going through the process of determining areas that we need to focus on such as access to high quality teaching, appropriate and relevant and reliable curriculum, finances etc. [Equity Resource Article](#)

Determining where to start when it comes to equitable resources is pretty much determined by Every Student Succeeds Act as MTCS is a District Wide when it comes to Title 1 Funding. [ESSA](#)

Equity

As the Equity Committee and Academic Committee met this year, the idea of quality teaching as well as guaranteed and reliable curriculum is important for all students to experience. Curriculum is the sequencing and pacing of content along with the experiences students have with that content. **Guaranteed** curriculum means that all students are provided with adequate **opportunity** to learn the most critical content in a grade level or class. **Viable** curriculum means the content for any grade level or class can be adequately taught in the **time** available. This is when it was determined that a scope and sequence for each grade level would be developed and taught starting with Reading, Language Arts, and Math during the 2019-2020 school year. It was also determined that the report cards would report on where students were on the standards that were taught during that semester.

Along with standards based scope and sequence teaching, MTCS has hired instructional coaches to work with teachers to help in the classroom with immediate feedback. The coaches work with teachers in the classroom as well through afterschool mini-work shops. The mini-work shops included the Daily Five Framework, data driven instruction, instructional strategies, differentiated instruction, as well as classroom management.

Parent Engagement and Communication:

Throughout 2018-2019 school year, superintendent, directors held parent meetings to engage them in the education of their children. These meetings help us understand what the parents want to improve their educational experience with MTCS.

As a means of addressing the information gathered from families, MTCS has shifted and focused the work of staff to include an Activities and Programs Director, two Community Engagement Coordinators, one position filled by a member of our East African communities and the other position filled by a member of our Latino Communities. Our 19-20 calendar includes the implementation of early release Fridays in support of Holy Day as well as embedded staff development throughout MTCS. In particular, the Banaadir programs will release students on Friday afternoons while MTS Elementary will have project based learning activities for all students. The decisions

were based upon the needs of the students and families served at each particular program. Planning has taken place to offer PD to MTCS staff on the early release Fridays to include data analysis and discussion, scope and sequence, Restorative Practices, Trauma Informed Schools, and Teach Like a Champion. The PD rotates throughout a total of 36 Fridays throughout the 19-20 school year so that each area includes 6 sessions throughout the year.

Student Voice:

Regarding Student Voice, the superintendent and marketing director set up meetings with groups of students during the school year at all our seat based programs to hear directly from the students we serve. Doing so proved to be beneficial in hearing what is going well, what can be done better, as well as the hopes and dreams. The information gathered helps us improve our programs. The student voice meetings will be ongoing.

Administration Training and Support:

Leadership development continues to be a focus and all directors benefited in professional development with Ann Mitchell who is part of the Regional Centers of Excellence in the support for Principals. Ms. Mitchell provide meetings to develop leadership capacity as well as embedding student voice in everything we do throughout MTCS.

Kelly Dietrich trained our leaders with the “inside out approach” on the Culturally Proficient School System. Training the leaders in the 18-19 school year, allows the leaders to lead their sites and staff in CPSS in the 19-20 school year. We should see a shift in referrals to the office for discipline this year.

Nurtured Heart:

The Nurtured Heart trainings have been primarily with special education staff and has been successfully used with these students. We have staff that are train the trainers and can train the rest of our staff. NH has been very well received in the special education students especially in the Emotional Behavior Settings.

Mentoring and Tutoring:

Mentoring and Tutoring has been a struggle to start not because of lack of interest but more about time and attention on all the important foundational initiatives that need to be embedded.

DISCIPLINE DISPARITIES RUBRIC

Domain: All Areas				
Priority Standard:				
Learning Targets	Initiating	Implementing	Developing	Sustaining
<ul style="list-style-type: none"> Develop racial equity policy 	No policy exists	Policy written	Policy written, shared with cabinet and board.	Policy written, shared with cabinet and board. Parent groups formed to give feedback. Policy reviewed on an annual basis.
<ul style="list-style-type: none"> Revamp disciplinary procedures with a focus on Restorative Practices 	Original discipline procedures included a mix of subjective and objective language and did not include restorative practice options.	Sub-committee reviewed current student handbook discipline procedures in order to identify subjective and objective policies.	Sub-committee is rewriting disciplinary procedures to eliminate subjective language and incorporate restorative practice options for disciplinary action.	Revised student handbook that reflects revamping of disciplinary practices that is aligned with restorative practice.
<ul style="list-style-type: none"> Complete Strategic Plan 	Strategic plan in the process of being created. Approved as "preliminary" by board.	Cabinet, Board and Stakeholders complete plan.	Strategic plan is complete and has been approved by the cabinet and the board	Strategic plan accessible to all and forms the basis of all district initiatives.
<ul style="list-style-type: none"> Begin implementation of RP in classrooms at all sites - emphasis on HS. Ongoing training and reinforcement at all sites 	Restorative Practices are not being used in any site.	Staff trained and restorative practices initiated at one site.	Staff trained and restorative practices ongoing at one site, introduced at all sites.	Staff trained and restorative practices ongoing and sustainable at all sites.
<ul style="list-style-type: none"> Cultural Proficiency is an expectation in teacher 	Equity was a focus of daylong professional	Introducing culturally proficient concepts and	Embed Culturally Proficient practices in all areas of	Culturally Proficient School Systems is

observation/evaluation	development but was not embedded in everyday practice.	activities in staff meetings and professional development.	ongoing staff development and engagement. Utilize the framework to interrupt cycles that unintentionally perpetuate inequities.	fully implemented District Wide
<ul style="list-style-type: none"> Attend, collaborate and provide input to equity committee 	Discipline initiatives are separate from equity work.	Equity committee considers discipline information on a monthly basis, at meeting only.	Equity work is ongoing, discussion and analysis of discipline disparities is an essential component.	Equity work is a primary district initiative. Plan is in place for a multiphase rollout. Discipline disparities is a key component of the equity work.
<ul style="list-style-type: none"> Begin designing multi-year plan to train all staff in CPSS, starting with all administrators with an inside-out approach 	No plan for multi-year plan exists.	Plan for CPSS exists as a draft.	Plan for CPSS roll out is a district initiative, supported by administration and the board.	CPSS roll out is ongoing; board, administration and teachers all support and participate.
<ul style="list-style-type: none"> Develop Student Staff and Family Climate Survey(s) 	No survey exists	Survey developed but not sent	Survey developed and administered, data is analyzed	Survey developed and administered, data is analyzed, and practice is changed based on data. Plan is in place for at least annual survey administration.
<ul style="list-style-type: none"> Implement formal Parent Engagement Program at MTS Elementary 	No parent engagement program exists.	Parent engagement program exists at MTSE but there is limited to no parent participation.	Parent engagement program exists with significant parent participation.	Parent engagement program exists with significant parent participation. Plans for ongoing engagement practices are in place with parent input.
<ul style="list-style-type: none"> Staff introduced to Nurtured Heart concepts 	No nurtured heart concepts are introduced.	Nurtured heart concepts introduced in one building.	Nurtured heart concepts are introduced and actively used at one	Nurtured heart concepts in active use at all sites.

			site. Introduced via Professional Development at all sites.	Ongoing support is planned.
<ul style="list-style-type: none"> Work with teachers in alternatives to suspension 	No training or support for teachers on alternative to suspension	Some formal support have been put in place to help teachers with alternatives to suspension	Trauma Informed training was rolled out at one site to support teachers with alternative to suspension	District Wide training has taken place and is embedded to address support for teachers and staff with alternatives to suspension(Fall of 2019)
<ul style="list-style-type: none"> Research and introduce Alternatives to Suspension 	No research on alternatives to suspension	Some research done on alternatives to suspension	Research has been done and Trauma Informed Schools was chosen and rolled out to one site	Research was done and Trauma Informed Schools is rolled out to all sites in the district (Fall 2019)
<ul style="list-style-type: none"> Establish partnerships in the area of Mental Health, 	Not partnerships exist	Partnership with 1-2 providers exist, though the partnerships is informal	Formal partnerships with community partners exist.	Partnerships with community mental health providers exist and are ongoing. Mental health providers work both within and outside of the schools.
<ul style="list-style-type: none"> mentoring and tutoring 	There is not formal process for mentoring and tutoring	Mentoring and tutoring is available, but there is not a process for selecting students	Mentoring and tutoring is available. There is a formal process for selection and placement of students	<p>Mentoring and tutoring is available. There is a formal process for selection and placement of students.</p> <p>Outcomes are measured and decisions are made based on data</p>
<ul style="list-style-type: none"> Build budget to accommodate school safety procedures and requirements 	No funding exists for school safety procedures and requirements.	Funding for school safety procedures and requirements is provided as needed.	Budget contains dedicated funds to accommodate school safety procedures and requirements.	School safety procedures and requirements is a key component of the final budget. Accounting is completed annually

				to ensure full implementation.
<ul style="list-style-type: none"> New school-wide Crisis Plan in place. 	No Crisis Plan in place	Crisis plan is under development	Crisis plan is complete and being rolled out district wide	The Crisis Plan is fully in place.(Fall 2019)
<ul style="list-style-type: none"> Formed District wide and building level MTSS teams 	No MTSS teams formed	District or building team formed, but not both	District and building teams formed in all seat based programs, meetings are held regularly	Building and district teams meet regularly, following the guidelines on the MTSS implementation rubric

DISCIPLINE DISPARITIES RUBRIC

Domain: Board Development Priority Standard:				
Learning Targets	Initiating	Implementing	Developing	Sustaining
<ul style="list-style-type: none"> Develop racial equity policy 	No policy exists	Policy written	Policy written, shared with cabinet and board.	Policy written, shared with cabinet and board. Parent groups formed to give feedback. Policy reviewed on an annual basis.
<ul style="list-style-type: none"> Complete Strategic Plan 	No strategic plan exists	Strategic plan in the process of being created	Strategic plan exists and has been approved by the cabinet and the board	Strategic plan accessible to all and forms the basis of all district initiatives.
<ul style="list-style-type: none"> Build budget to accommodate school safety procedures and requirements 	No funding exists for school safety procedures and requirements.	Funding for school safety procedures and requirements is provided as needed.	Budget contains dedicated funds to accommodate school safety procedures and requirements.	School safety procedures and requirements is a key component of the final budget. Accounting is completed annually to ensure full implementation.
<ul style="list-style-type: none"> New district-wide Crisis Plan in place. 	No Crisis Plan	Crisis Plan is under development	Crisis plan is complete and being rolled out district wide	Crisis plan is fully in place and implemented

DISCIPLINE DISPARITIES RUBRIC

Domain: Administrative Structure Priority Standard:				
Learning Targets	Initiating	Implementing	Developing	Sustaining
<ul style="list-style-type: none"> Revamp disciplinary procedures with a focus on Restorative Practices 	Original discipline procedures included a mix of subjective and objective language and did not include restorative practice options.	Sub-committee reviewed current student handbook discipline procedures in order to identify subjective and objective policies.	Sub-committee is rewriting disciplinary procedures to eliminate subjective language and incorporate restorative practice options for disciplinary action.	Revised student handbook that reflects revamping of disciplinary practices that is aligned with restorative practice. (Fall 2019)
<ul style="list-style-type: none"> Cultural Proficiency is an expectation in teacher observation/evaluation 	Equity was a focus of daylong professional development but was not embedded in everyday practice.	Introducing culturally proficient concepts and activities in staff meetings and professional development.	Embed culturally proficient practices in all areas of ongoing staff development and engagement. Utilize the framework to interrupt cycles that unintentionally perpetuate inequities.	Cultural Proficiency is fully implemented and part of teacher observation and evaluation
<ul style="list-style-type: none"> Begin designing multi-year plan to train all staff in CPSS, starting with all administrators with an inside-out approach 	No plan for multi-year plan exists.	Plan for CPSS exists as a draft.	Plan for CPSS partially implemented as a district initiative, supported by administration and the board.	CPSS fully implemented including the board, administration and teachers all support and participate. (Fall 2019)
<ul style="list-style-type: none"> Work with teachers in alternatives to suspension 	School safety procedures and requirements is a key component of the final budget. Accounting is completed annually to ensure full implementation.	Alternatives to suspension are located, but teachers do not have access and are not part of the decision making process	Teachers are full participants in selecting alternatives to suspension.	Teachers are full participants in selecting alternatives to suspension. Teachers and students both understand and embrace the

				concepts of restorative justice.
<ul style="list-style-type: none"> Research and introduce Alternatives to Suspension 	No research on alternatives to suspension	Some research done on alternatives to suspension	Research has been done and Trauma Informed Schools was chosen and rolled out to one site	Research was done and Trauma Informed Schools is rolled out to all sites in the district. (Fall 2019)
<ul style="list-style-type: none"> Formed District wide and building level MTSS teams 	No MTSS teams formed	District or building team formed, but not both	District and building teams formed in all seat based programs, meetings are held regularly	Building and district teams meet regularly, following the guidelines on the MTSS implementation rubric

DISCIPLINE DISPARITIES RUBRIC

Domain: Facilities and Finance Priority Standard:				
Learning Targets	Initiating	Implementing	Developing	Sustaining
<ul style="list-style-type: none"> • Build budget to accommodate school safety procedures and requirements 	No funding exists for school safety procedures and requirements.	Funding for school safety procedures and requirements is provided as needed.	Budget contains dedicated funds to accommodate school safety procedures and requirements.	School safety procedures and requirements is a key component of the final budget. Accounting is completed annually to ensure full implementation.

DISCIPLINE DISPARITIES RUBRIC

Domain: Student Achievement and Student Support (career and college ready)				
Priority Standard:				
Learning Targets	Initiating	Implementing	Developing	Sustaining
<ul style="list-style-type: none"> Revamp disciplinary procedures with a focus on Restorative Practices 	Original discipline procedures included a mix of subjective and objective language and did not include restorative practice options.	Sub-committee reviewed current student handbook discipline procedures in order to identify subjective and objective policies.	Sub-committee is rewriting disciplinary procedures to eliminate subjective language and incorporate restorative practice options for disciplinary action.	Revised student handbook that reflects revamping of disciplinary practices that is aligned with restorative practice. (Fall 2019)
<ul style="list-style-type: none"> Begin implementation of RP in classrooms at all sites - emphasis on HS. Ongoing training and reinforcement at all sites 	Restorative Practices are not being used in any site.	Staff trained and restorative practices initiated at one site.	Staff trained and restorative practices ongoing at one site, introduced at all sites.	Staff trained and restorative practices ongoing and sustainable at all sites.
<ul style="list-style-type: none"> Staff introduced to Nurtured Heart concepts 	No nurtured heart concepts are introduced.	Nurtured heart concepts introduced in one building.	Nurtured heart concepts are introduced and actively used at one site. Introduced via Professional Development at all sites.	Nurtured heart concepts in active use at all sites. Ongoing support is planned.
<ul style="list-style-type: none"> Work with teachers in alternatives to suspension 	School safety procedures and requirements is a key component of the final budget. Accounting is	Alternatives to suspension are located, but teachers do not have access and are not part of	Teachers are full participants in selecting alternatives to suspension.	Teachers are full participants in selecting alternatives to suspension. Teachers and students both

	completed annually to ensure full implementation.	the decision making process		understand and embrace the concepts of restorative justice.
<ul style="list-style-type: none"> mentoring and tutoring 	There is not formal process for mentoring and tutoring	Mentoring and tutoring is available, but there is not a process for selecting students	Mentoring and tutoring is available. There is a formal process for selection and placement of students.	<p>Mentoring and tutoring is available. There is a formal process for selection and placement of students.</p> <p>Outcomes are measured and decisions are made based on data</p>
<ul style="list-style-type: none"> Formed District wide and building level MTSS teams 	No MTSS teams formed	District or building team formed, but not both	District and building teams formed in all seat based programs, meetings are held regularly	Building and district teams meet regularly, following the guidelines on the MTSS implementation rubric

DISCIPLINE DISPARITIES RUBRIC

Domain: Stakeholder Satisfaction, Engagement and Partnership				
Priority Standard:				
Learning Targets	Initiating	Implementing	Developing	Sustaining
<ul style="list-style-type: none"> Develop Student Staff and Family Climate Survey(s) 	No survey exists	Survey developed but not sent	Survey developed and administered, data is analyzed	Survey developed and administered, data is analyzed, and practice is changed based on data. Plan is in place for at least annual survey administration.
<ul style="list-style-type: none"> Implement formal Parent Engagement Program 	No parent engagement program exists.	Parent engagement program exists at MTSE but there is limited to no parent participation.	Parent engagement program exists with significant parent participation.	Parent engagement program exists with significant parent participation. Plans for ongoing engagement practices are in place with parent input.

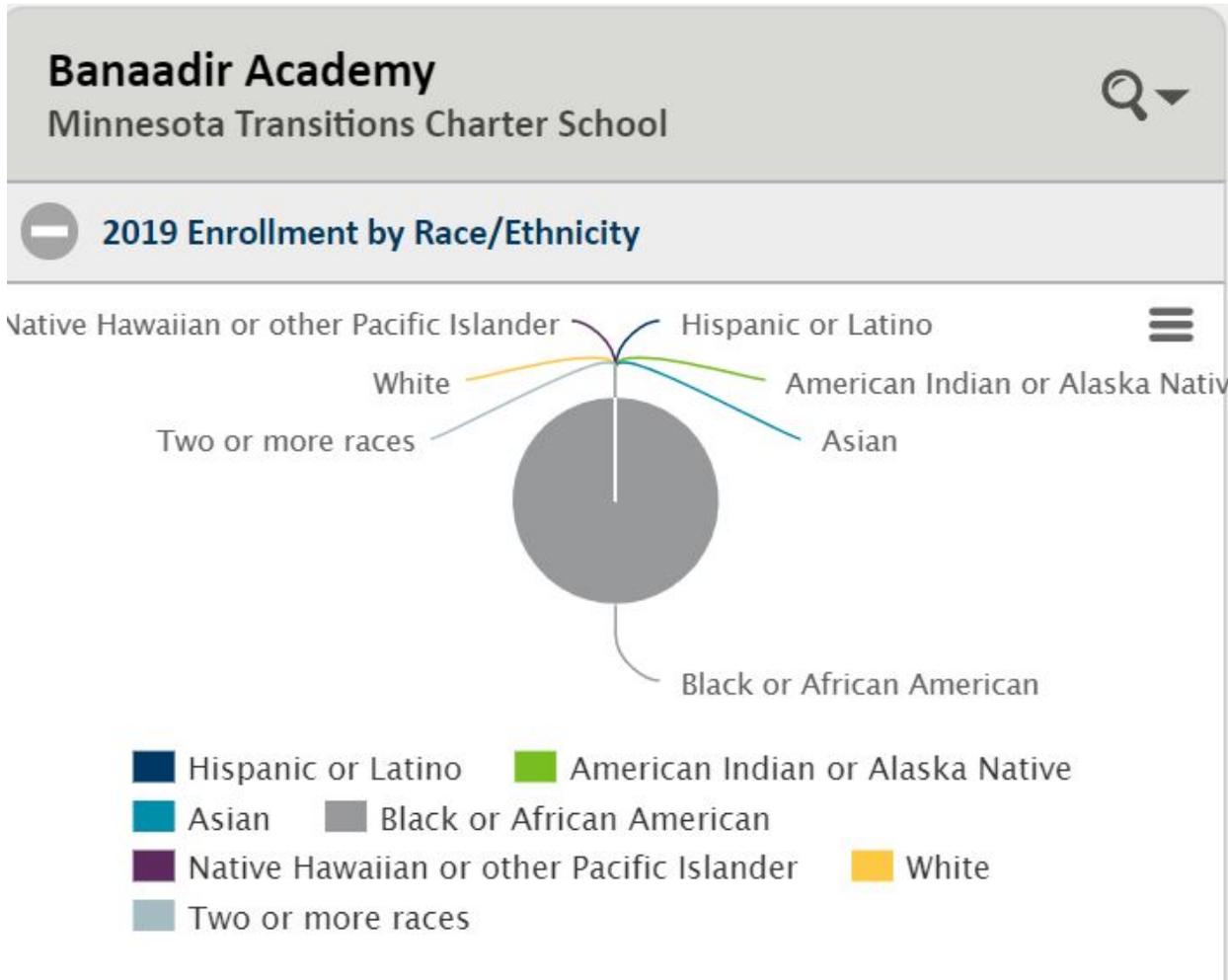
at MTS Elementa ry				
<ul style="list-style-type: none"> Establish partnerships in the area of Mental Health, 	Not partnerships exist	Partnership with 1-2 providers exist, though the partnerships is informal	Formal partnerships with community partners exist.	Partnerships with community mental health providers exist and are ongoing. Mental health providers work both within and outside of the schools.

DISCIPLINE DISPARITIES RUBRIC

Domain: Communications Priority Standard:				
Learning Targets	Initiating	Implementing	Developing	Sustaining
<ul style="list-style-type: none"> • Establish ways to Communicate 	No plans to communicate the belief in equity for all	Some plans underway as to how to communicate Equity plans	Plans complete for ways to communicate the districts process to ensure equity and communication started	The district and beliefs on equity for all is fully communicated through multiple ways to ensure that stakeholders aware

MTCS has 7 sites and 9 programs and within each site and program the demographics are in cases vastly different.

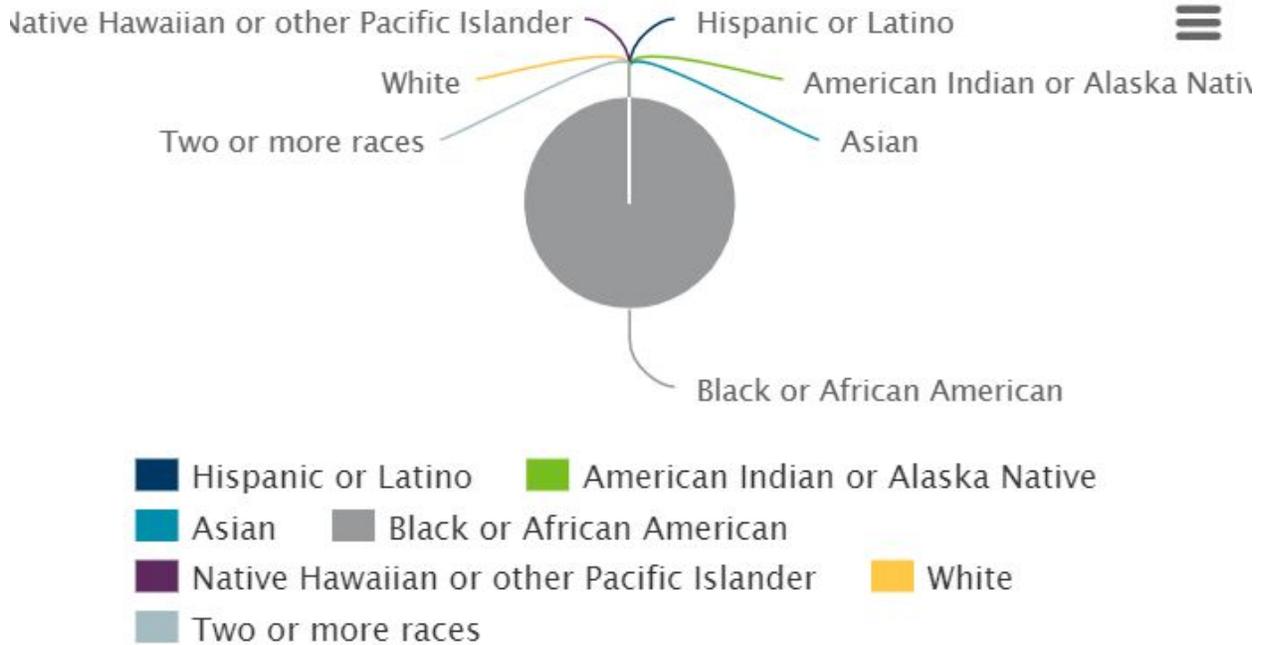
Banaadir Academy(North),



Banaadir South:



2019 Enrollment by Race/Ethnicity



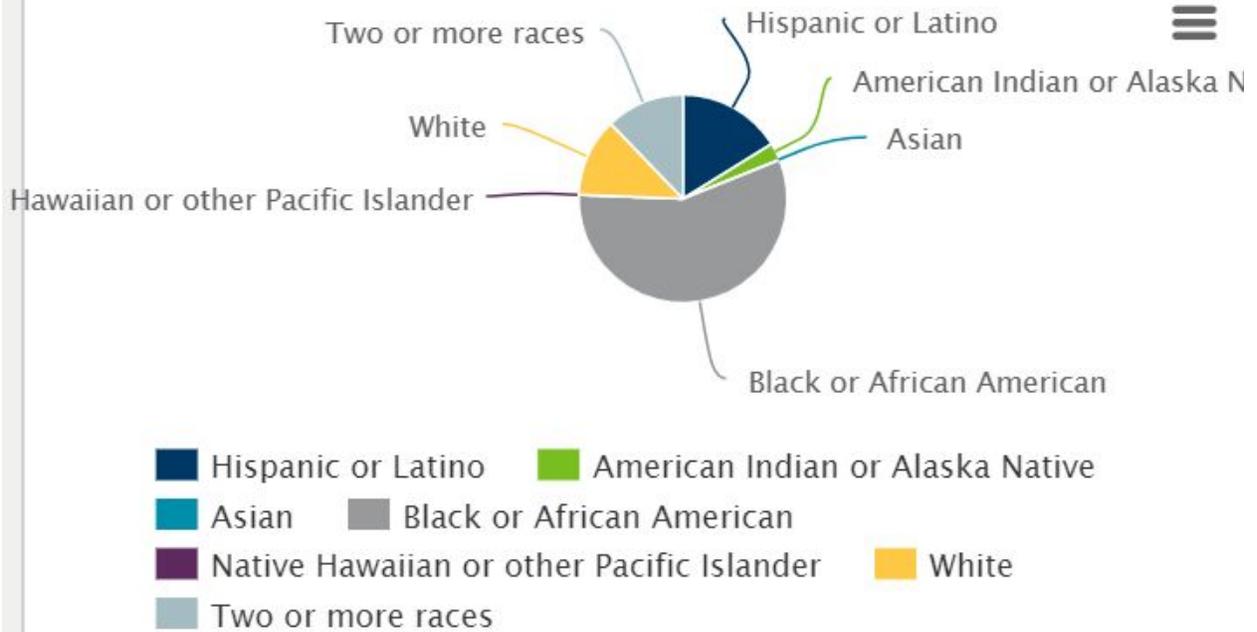
Minnesota Transition Charter Elementary:

Minnesota Transitions Charter Elementary

Minnesota Transitions Charter School



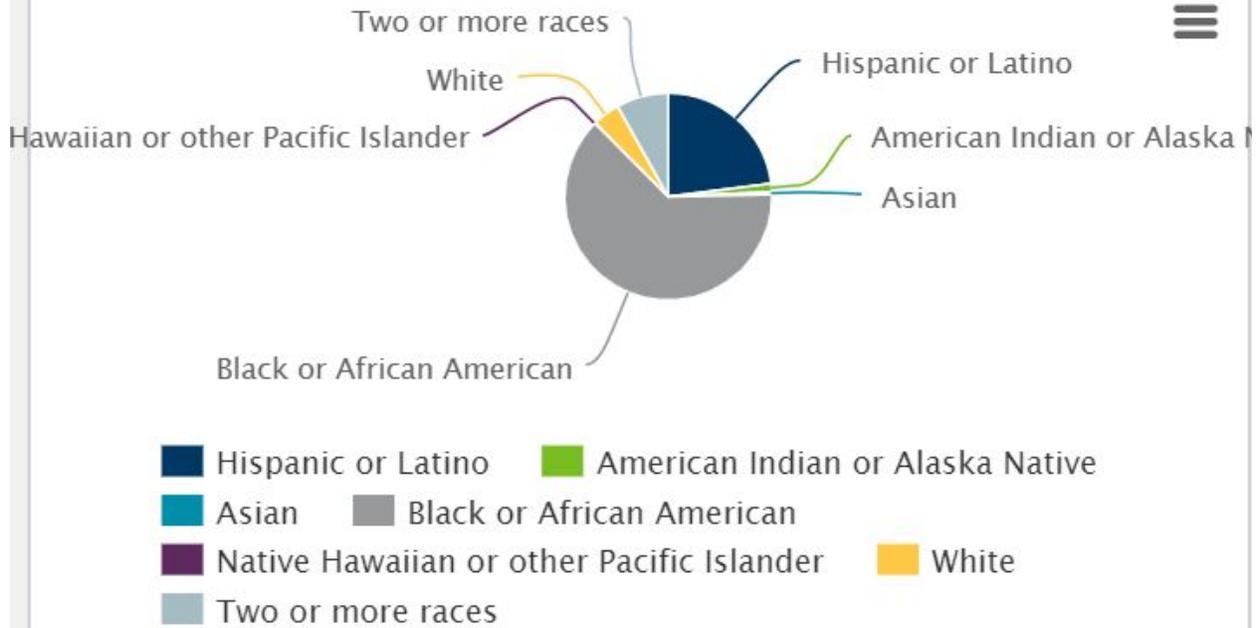
2019 Enrollment by Race/Ethnicity



MTS Secondary (Banaadir Math and Science, CLP Leadership Academy, and MTS Secondary 7-12) are all located at the same site:



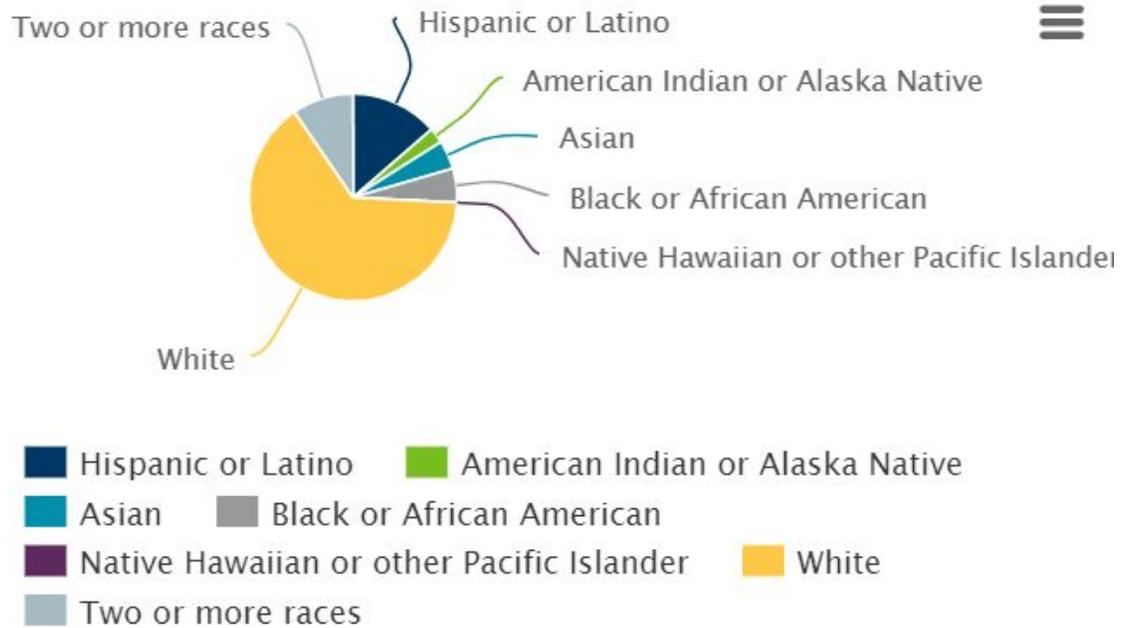
2019 Enrollment by Race/Ethnicity



MN Virtual:



2019 Enrollment by Race/Ethnicity



Minnesota Connections Academy:

Minnesota Connections Academy

Minnesota Transitions Charter School



2019 Enrollment by Race/Ethnicity

