



October 23, 2017

Superintendent Sheri Allen
ISD #77 Mankato Area Public Schools
10 Civic Center Plaza
Mankato, MN 56001

Dear Superintendent Allen,

The Minnesota Department of Human Rights (MDHR) is charged with the responsibility of enforcing the Minnesota Human Rights Act (Act). MDHR enforces the Act by investigating claims of discrimination in the form of an administrative charge, negotiating settlement agreements and when necessary, after finding evidence of discrimination, we initiate litigation.

MDHR often reaches out to parties to determine if a settlement can be reached prior to an investigation being initiated and administrative charges being filed. Parties are not required to meet with MDHR; however, it is usually helpful to expedite resolution.

We believe that ISD #77 Mankato Area Public Schools may have violated the Act and believe that it would be beneficial for us to meet to explore possible settlement before we initiate an investigation.

As background for you, MDHR has reviewed the Discipline Incident Reporting System (DIRS) data submitted by school districts and charter schools for the past five school years. In reviewing the data, MDHR found significant disparities in the rate in which Native American students, African-American students, students of color, and students with disabilities were suspended and expelled. We also found that the majority of decisions involving suspensions and expulsions involved subjective discretionary decisions.

For example, for the 2015-2016 school year, MDHR found that in Minnesota:

- Native American students were 10 times more likely to be suspended or expelled than their white peers.
- African-American students were 8 times more likely to be suspended or expelled than their white peers.
- Students of color were twice as likely to be suspended or expelled as their white peers.
- Students with disabilities were twice as likely to be suspended or expelled as their peers.
- 55% of all suspensions and expulsions were based on subjective discretionary decisions.
- The subjective category disruptive/disorderly conduct/insubordination accounted for 37% of all suspensions and expulsions.

As a result of these disturbing disparities, MDHR is proactively reaching out to several school districts and charter schools with consistent disparities over the five year period. MDHR identified ISD #77 Mankato Area Public Schools as one of those of concern. 2015-16 DIRS data shows:

AN EQUAL OPPORTUNITY EMPLOYER

Freeman Building • 625 Robert Street North • Saint Paul, MN 55155 • Tel 651.539.1100
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- 41% of suspensions and expulsions in the district were based on subjective reasons.
- African-American students comprised 12% of the student population in the district but received 45% of all suspensions and expulsions in the district.
- Students of color comprised 22% of the student population in the district but received 56% of all suspensions and expulsions in the district.
- Students with disabilities comprised 13% of the student population in the district but received 46% of all suspensions and expulsions in the district.

MDHR believes that these disparate outcomes in ISD #77 Mankato Area Public Schools are denying educational access and negatively impacting educational outcomes for Native American students, African-American students, students of color, and students with disabilities under the Act.

MDHR is willing to forego initiating an administrative charge and investigation if ISD #77 Mankato Area Public Schools will agree, by November 6, 2017, to negotiate a settlement agreement in good faith. As part of good faith settlement negotiations, MDHR will be looking for ISD #77 Mankato Area Public Schools to commit to:

- ***Schedule an in-person meeting to discuss a potential agreement.***
- ***Review and analyze suspensions and expulsions periodically throughout the school year.***
- ***Provide training on alternative practices to suspend and expel students.***
- ***Eliminate the involvement of student resource officers/police liaison officers in decision making concerning suspensions or expulsion.***
- ***Participate on school diversion committee, which will require providing data to the committee.***
- ***Engage students, parents, guardians, and the school community on the suspension and expulsion practices of the school or district.***

My Executive Aide, Beth Commers, will reach out to you to schedule a meeting within the next two weeks. ***If are not interested in pursuing a good faith settlement agreement with MDHR and fail to schedule a meeting with us by November 6, 2017, MDHR will file an administrative charge and conduct an investigation into your suspension and expulsion practices.***

If you have questions about this correspondence before Beth reaches out to you, please feel free to contact her directly at 651-539-1098.

We look forward to meeting with you.

Sincerely,



Kevin Lindsey, Commissioner
Minnesota Department of Human Rights

December 1, 2017

Superintendent Sheri Allen
ISD #77 Mankato Area Public Schools
10 Civic Center Plaza
Mankato, MN 56001

Dear Superintendent Allen,

I want to thank you and members of your team for talking with the Department on 11/13/2017 to discuss the suspension and expulsion practices of Mankato Area Public Schools.

We appreciate the information you provided about your philosophy toward suspensions, how the district collects and analyzes information about office referrals and suspensions, how school officials make discipline decisions, the training you provide to staff to reduce suspensions and how senior leadership reviews suspension decisions. We also appreciate your expressed willingness to participate in suspension diversionary efforts with other school districts and charter schools and your commitment to sharing best practices in the future.

While we still have some remaining concerns about the application of decisions, we are interested in entering into a conciliation agreement with Mankato Area Public Schools. Based on our conversation, we believe that you are also interested in entering into a conciliation agreement with the Department. If you enter into a conciliation agreement with the Department, the Department will forego initiating an administrative charge.

The Department will seek a conciliation agreement with Mankato Area Public Schools that will contain, at a minimum, the following provisions:

- A reduction in disproportionality of suspensions and expulsions;
- Purpose of suspensions and expulsions;
- Implementation of alternative practices/strategies to suspensions (including training);
- Process for senior leadership to review suspension and expulsion decisions;
- Process for tracking suspensions and expulsions (including in-school suspensions);
- Engagement with school community;
- Confirm that student resource officers/police liaison officers are not involved in suspension and expulsion decisions;
- Review and revisions to [district/school] discipline policy and/or student handbook to minimize disparate impact;
- Ensure consistency of suspension and expulsion terms and processes and submission of DIRS data;
- Submission of suspension and expulsion data to MDHR for the school years 2016-2017, 2017-2018, 2018-2019 through 2020-2021;
- Participation on suspension diversion committee to share best practices; and
- Agree to MDHR interviewing students/parents about suspension and expulsion practices.

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The Department will agree to utilize its best efforts to leverage resources within state government, local units of government and the private philanthropic community to assist Mankato Area Public Schools in reducing disparate outcomes and facilitating civic engagement.

I will have Beth Commers from my office reach out to you again to determine if you remain interested in negotiating a conciliation agreement with the Department. If you remain interested, Peter Zuniga from our office will contact you or your designee to begin drafting the conciliation agreement. If you have questions in the interim, please feel free to contact Beth at 651/539.1098.

Thank you again for the information that you have provided to the Department. We look forward to continue to work with you to create equitable outcomes for all students in Minnesota.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin Lindsey'.

Commissioner Kevin Lindsey
Minnesota Department of Human Rights

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OFFICE of SUPERINTENDENT

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March 14, 2018

Commissioner Kevin Lindsey
Minnesota Department of Human Rights
Freeman Building, 625 Robert Street North
St Paul, MN 55155

Dear Commissioner Lindsey,

Please find enclosed the proposed collaborative draft agreement between Mankato Area Public Schools and the Minnesota Department of Human Rights. The draft includes the strategic plan as requested and the proposed periodic reporting structure. We look forward to working with the MDHR as we begin this collaborative effort.

Respectfully,

Sheri L. Allen, Ed.D.
Superintendent

bjm

Minnesota Department of Human Rights and Mankato Area Public Schools Agreement

Minnesota law prohibits discrimination in education because of race, color, creed, religion, national origin, sex, marital status, disability status with regard to public assistance, sexual orientation, and age. The opportunity to obtain full and equal utilization of educational institutions is a civil right. Minn. Stat. §363A.02.

The Minnesota Department of Human Rights (Department) enforces the Minnesota Human Rights Act (Act) and eliminates unfair discriminatory practices through the initiation and investigation of administrative charges and through education, conference, conciliation, and persuasion. Minn. Stat. §363A.06.

It is the State of Minnesota's mission to provide a system for lifelong learning, to ensure individual academic achievement, an informed citizenry, and a highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision-making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners. The public schools of this state shall serve the needs of the students by cooperating with the students' parents and legal guardians to develop the students' intellectual capabilities and lifework skills in a safe and positive environment. Minn. Stat. §120A.03.

Mankato Area Public Schools provide public education to all school aged children within its district and is responsible for the District's budget, curriculum, personnel, and facilities.

On November 13, 2017, the Department and District met to discuss the suspension and expulsion data the District submitted over the past five years to the Discipline Incident Reporting System (DIRS) maintained by the Minnesota Department of Education (MDE). The Department identified disparities in the rate in which District suspended or expelled African-American students, students of color, or students with disabilities when the decision-making involved subjective, discretionary decisions. The Department also identified concerns with the number of suspensions and expulsions the District assigned African-American students, students of color, or students with disabilities relative to their enrollment in the District.

The Department has not made a probable cause discrimination finding against the District in violation of the Act, and this Agreement is not to be construed as an admission of liability or wrongdoing by or on behalf of the District or any other party identified in interest with the District. However, the Department and District share the following mutual goals and commitments to ensure:

- Learning occurs in safe and supportive environments;
- Every student has an equal opportunity to fully participate in and to succeed in a quality education; and
- The District applies its student discipline policies and procedures in a non-discriminatory manner.
- Work together on behalf of all Minnesota students to ensure their success; and
- Collaborate and use their best efforts to improve student academic achievement by reducing the disparate suspension and expulsion outcomes for students from racial and ethnic minority communities and students with disabilities.

The Department and District acknowledge that the unnecessary use of exclusionary discipline can have serious, long term, and detrimental effects on student engagement and academic achievement.

The Department and District recognize that there are many strategies that can be implemented with a school environment and that the District should have the ability to select the specific strategy it feels is best for its school community.

The Department and District recognize that there several federal and state educational mandates for the District to achieve. The Department and District recognize that the District should have flexibility in crafting a plan that is best suited for its school community.

The Department and District recognize that enhanced alignment of government programs and services seeking to assist low income households and eliminate homelessness may have a positive impact on reducing suspension and expulsion decisions within the District.

The Department and District recognize that the Department may be able to assist the District in securing resources among private foundations, private businesses and governmental units to support efforts within the District to reduce the need to suspend or expel students.

Therefore, the Department and District, collectively referred to as Parties, agree as follows:

1. The District has developed and submitted to the Department a Strategic Plan (Plan), which is attached as Exhibit A to this Agreement. The Plan will identify the role and responsibilities of the Board, Superintendent, Principals and other relevant individuals to ensure discipline is properly implemented. The Plan will focus on conduct that the District would report to MDE in the following DIRS categories: attendance, bullying, cyber bullying, harassment, disruptive/disorderly conduct/insubordination, threat, intimidation and other. The Plan will also include a section outlining the engagement effort of the District to ensure input from students, parents, and teacher on a regular and on-going basis throughout the length of this Agreement.
2. The District will submit semi-annual reports to the Department demonstrating its efforts to comply with the provisions of this Agreement and to implement its Plan. The District will provide semi-annual reports by September 1 of each year, and the second semi-annual report by February 1. The September report will address activity for the preceding months of January through June. The February report will address activity for the preceding months of July through December. The first semi-annual report is due to the Department on September 1, 2018.
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.

4. The Department, in collaboration with MDE, School Districts and Charter Schools, will create a Diversion Committee during the 2017-2018 school year. The District will designate a representative or representatives to serve on the Diversion Committee.
5. The Diversion Committee will:
 - a. Review and analyze aggregate suspension data of School Districts and Charter Schools;
 - b. Review and analyze suspension practices of School Districts and Charter Schools;
 - c. Develop legislative proposals that will have a positive impact on reducing suspensions and expulsions from racial and ethnic minority communities and students with disabilities; and
 - d. Develop and create best practices for school boards, superintendents, discipline supervisors, principals, teachers, staff and discipline assessment teams on the issues identified within this Agreement.
6. The Diversion Committee will be comprised of the following subcommittees:
 - a. DIRS – Create greater clarity for schools on the conduct schools should report to MDE;
 - b. Corrective Action Strategies– Best practices for understanding, teaching, evaluating, and monitoring implementation of corrective action strategies;
 - c. Implicit Bias – Best practices for understanding, teaching, evaluating, and monitoring implementation of implicit bias education; and
 - d. Engagement – Best practices for ensuring student, teacher, and community involvement that leads to qualitative assessment.
7. The Diversion Committee will provide information and recommendations to the Department. Based on the information and recommendations made by the Diversion Committee, the Department will:
 - a. Coordinate external stakeholders to drive toward community based solutions;
 - b. In collaboration with MDE, publish technical guidance on best practices to reduce suspension and expulsion disparities for students from racial and ethnic minority communities and students with disabilities;
 - c. Facilitate conversations with other government units to explore ways to eliminate duplication of services, barriers for families and students, and improve data sharing;
 - d. Facilitate a legislative policy report;
 - e. Provide technical assistance on civic engagement;
 - f. Provide feedback to District on policies, efforts to reduce suspensions, and data analysis; and
 - g. Use its best efforts to secure resources from private foundations, private businesses, and other governmental units, such as MDE, Minnesota Department of Human Services, Minnesota Department of Health, public housing agencies, and counties.
8. The District agrees that the Department, upon giving reasonable notice to the District to minimize disruption, may conduct an on-site review or request additional information from District to evaluate effective implementation of the Plan and compliance with the terms of this Agreement.
9. The Parties acknowledge that the release of information concerning this matter is governed by the Act, the Minnesota Government Data Practices Act, Minn. Stat. §§ 13.03 *et. seq.*, and the Official Records Act, Minn. Stat. §§ 15.17 *et. seq.*

10. The Parties agree to work collaboratively on any press releases and responses to media inquiries concerning this Agreement.
11. If a Court of competent jurisdiction, for any reason, holds any part of this Agreement invalid, unlawful or otherwise unenforceable, such decision shall not affect the validity of any other part of the Agreement. The Parties will meet within 15 days of any such decision to determine if they should modify the Agreement.
12. This Agreement is not to be construed as an admission of liability or wrongdoing by or on behalf of the District or any other party identified in interest with the District. The Department has not made a probable cause discrimination finding against the District in violation of the Act.
13. This Agreement begins on the date that the parties execute it and the Agreement ends upon the District's submission to the Department of the District's September 1 report for the 2020-2021 academic school year.
14. The parties to this Agreement acknowledge that they have read and have gained an understanding of the terms of this Agreement, that legal counsel has represented them or they had the opportunity to retain legal counsel, and they are voluntarily entering into this Agreement.
15. This Agreement may be executed in multiple counterparts, which shall be construed together as if one instrument. In addition, any party shall be entitled to rely on an electronic copy of a signature as if it were the original. The parties have caused this Agreement to be signed on the dates opposite their signatures.
16. Minnesota law will govern the construction and interpretation of this Agreement. No rule of strict construction shall apply against either Party as both Parties equally drafted the Agreement. The Parties agree that any action regarding interpretation or adherence to the terms of Agreement shall be filed in Ramsey County district court.
17. If the Department believes the District is in material breach of this Agreement, the Department will notify the District in writing and will identify the specific provisions of this Agreement the Department believes the District is breaching. The Department will request a meeting with the Superintendent to resolve the outstanding issue. The Department shall only initiate judicial proceedings to enforce this Agreement if the parties reach an impasse after negotiating in good faith for 30 days.
18. Nothing within this Agreement prevents either party from requesting public data from the other.

Date

Sheri L. Allen, Ed.D, Superintendent
Mankato Area Public Schools School District

Date

Kevin Lindsey, Commissioner
Minnesota Department of Human Rights

Exhibit A
District's plan to address disparities



Mankato Area Public Schools Strategic Plan-MDHR

2017-18

TARGETED GOAL:

- Reduce the number of suspensions of African-American students, students of color, and students with disabilities relative to their enrollment in the district.
- Reduce the number of students suspended for subjective reasons.

STRATEGIES IMPLEMENTED:

LEARNING WORK Defined as: pre-choice preparatory work done to decide whether or not to implement an initiative.	IMPLEMENTATION WORK Defined as: what will become Standard work. Establishes deadlines, boundaries, task dependencies, and responsibilities to make that happen.	STANDARD WORK Defined as: the actual practices and systems in use by the staff and school.
<ul style="list-style-type: none"> • Spring 2017, Continue to research programs and supports to find alternatives to suspensions • Fall 2016, Collaborate with the Diversity Council to develop a Life Journey Racial/Cultural Competence Training • Fall 2016, Determine what personnel we need to support students academically, behaviorally, and social-emotionally • Fall 2016, Determine the best model to increase family engagement and support • Fall 2016, Learn about Restorative Practices from MDE • Spring 2016, Determine the best way to illustrate behavior data for every student group (and identified gaps by "nons" (i.e. Black and Non-Black) • School Year 2015-2016, Determine the best way to illustrate behavior data for School Board reports • Summer 2015, Review and analyze discipline policies and processes • Spring 2015, Learn about research-based models that support social-emotional learning for students within our PBIS model • Spring 2015, Analyze behavior data (formative 	<ul style="list-style-type: none"> • Summer 2018, District Staff Learning Academy for Life Journey Racial/Cultural Competence • Spring 2018, District Staff can begin Life Journey Racial/Cultural Competence • Spring 2017, District Leadership Team begins Life Journey Racial/Cultural Competence • Spring 2017, Budget for impending personnel hires to support students academically, behaviorally, and social-emotionally • Spring 2017, Develop structure and budget for Family Engagement Office • Spring 2017, Secondary Administrators, School Counselors, and School Social Workers trained in Restorative Practices • Summer 2017, Attend training on Positive Alternatives to Suspension • Summer 2016, Develop behavior reports for analysis at Leadership Institute • Summer 2016, Develop School Board Template that includes behavior data • Summer 2015, Create discipline policy and processes trainings • Summer 2015, Create building-wide student leadership teams that are reflective of all student groups 	<ul style="list-style-type: none"> • Spring 2017, Hired Additional Student Support Services Personnel including: Behavior interventionists, School Social Workers, School Counselors, School Nurse, and Cultural Liaisons • Spring 2017, Hired a Dean of Students for Prairie Winds Middle School • Fall 2017, Created a Family Engagement Office and hired a Coordinator • Fall 2017, Created a Family Academy to share relevant topics to support students and families. Food, daycare, transportation, and translation services are included for every family as needed. • Spring 2017-present, Restorative Practices Training for all Administrators, School Counselors, School Social Workers, and School Psychologists • Fall 2017, Positive Alternatives to Suspensions utilized in schools • Fall 2016-present, Behavior Data reviewed by race and gender during MAPS Leadership Institute • Fall 2016-present, Principal presentations to School Board to review behavior data • Fall 2016-present, Student leadership teams that represent all student groups • Fall 2015-present, Discipline policy training and scenarios

<p>and DIRS reported) to determine subjectiveness of data</p> <ul style="list-style-type: none"> Spring 2009, Review behavior data and learn about the Response to Intervention (RtI)t model inclusive of Positive Behavior Interventions and Supports (PBIS) 	<ul style="list-style-type: none"> Summer 2015, Determine which research-based social-emotional learning models can be supported by our District Summer 2015, Create a process to norm behaviors and definitions of each behavior Summer 2013, Determine which Administrators will be the first to participate in the 2-year Institute for Courageous Principals offered through MSU Fall 2009, Create systematic supports for continued PBIS training Summer 2009, Work with National Trainer Dr. Sandra Covington-Smith to train Administrators and leadership teams in PBIS 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> District Discipline <u>Policy 506</u> District Peace Officers <u>Policy 543</u> Fall 2015-present, Identification of five programs to support PBIS: <ul style="list-style-type: none"> Well Managed Schools (Boystown) Leader in Me Top 20 7 Mindsets Restorative Practices Summer 2015-present, Norming of behavior to align with reporting to work towards elimination of subjective reasons Fall 2015-17, 10 additional Administrators participate in Beyond Diversity Trainings offered through Minnesota State University, Mankato Fall 2015-present Problem solving teams review suspension and re-teaching data Fall 2014-present, Reduction and continued review of subjective discipline reasons Summer 2014-present, Elementary staff trained in Responsive Classroom Fall 2013-present, 19 Administrators participate in the 2-year Institute for Courageous Principal offered through Minnesota State University, Mankato Fall 2012-present All New Administrators trained in Positive Behavior Interventions and Support (by Cabinet) as part of their orientation to MAPS Fall of 2010 and 2011, Positive Behavior Interventions and Support (initial training done by National Trainer Dr. Sandra Covington-Smith) <ul style="list-style-type: none"> 2010-present, Fidelity checks for building problem teams by the Director of Teaching and Learning and the Director of Student Support Services. SWIS (School-wide Information System) implemented to track data in all buildings. Follow-up training and problem-solving team site visits by Dr. Sandra Covington-Smith in 2010, 2011, and 2012
<p>MEASURES- Reported semi-annually in September and February to Department of Human Rights</p> <ul style="list-style-type: none"> Number of students suspended by student group Number of suspensions for subjective reasons 		



OFFICE of SUPERINTENDENT

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April 11, 2018

Commissioner Kevin Lindsey
Minnesota Department of Human Rights
Freeman Building, 625 Robert Street North
St Paul, MN 55155

Sent
via email
from Sheri's computer

Dear Commissioner Lindsey,

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Respectfully,

Sheri L. Allen, Ed.D.
Superintendent

bjm

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 - c. Facilitate conversations with other government units to explore ways to eliminate duplication of services, barriers for families and students, and improve data sharing;
 - d. Facilitate a legislative policy report;
 - e. Provide technical assistance on civic engagement;
 - f. Provide feedback to District on policies, efforts to reduce suspensions, and data analysis; and
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14. The parties to this Agreement acknowledge that they have read and have gained an understanding of the terms of this Agreement, that legal counsel has represented them or they had the opportunity to retain legal counsel, and they are voluntarily entering into this Agreement.
15. This Agreement may be executed in multiple counterparts, which shall be construed together as if one instrument. In addition, any party shall be entitled to rely on an electronic copy of a signature as if it were the original. The parties have caused this Agreement to be signed on the dates opposite their signatures.
16. Minnesota law will govern the construction and interpretation of this Agreement. No rule of strict construction shall apply against either Party as both Parties equally drafted the Agreement. The Parties agree that any action regarding interpretation or adherence to the terms of Agreement shall be filed in Ramsey County district court.
17. If the Department believes the District is in material breach of this Agreement, the Department will notify the District in writing and will identify the specific provisions of this Agreement the Department believes the District is breaching. The Department will request a meeting with the Superintendent to resolve the outstanding issue. The Department shall only initiate judicial proceedings to enforce this Agreement if the parties reach an impasse after negotiating in good faith for 30 days.
18. Nothing within this Agreement prevents either party from requesting public data from the other.

Date

Sheri L. Allen, Ed.D, Superintendent
Mankato Area Public Schools School District

Date

Kevin Lindsey, Commissioner
Minnesota Department of Human Rights

Exhibit A
District's plan to address disparities



Mankato Area Public Schools Strategic Plan-MDHR

TARGETED GOAL:

- A. Reduce the number of suspensions of African-American students, students of color, and students with disabilities relative to their enrollment in the district so that we eliminate the disparity of students of color 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. 	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. 	A/B
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 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	Adoption of research-based models that support social-emotional learning for students within our PBIS model <ul style="list-style-type: none"> o Implementing site specific initiatives to support students <ul style="list-style-type: none"> ▪ Well Managed Schools (Boystown) ▪ Leader in Me ▪ Top 20 ▪ 7 Mindsets ▪ 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"> o 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 	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



OFFICE of SUPERINTENDENT

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August 28, 2018

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

Dear Commissioner Lindsey,

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):*

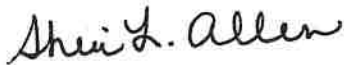
The measures used:

- 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, 2018.

- 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,



Sheri L. Allen, Ed.D.
Superintendent



Eric Hudspeth
Director of Human Resources and
Organizational Development

bjm



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	<p>Adoption of research-based models that support social-emotional learning for students within our PBIS model</p> <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



January-June 2017 Student Suspended by Student Group

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

January-June 2018 Students Suspended by Student Group

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

Minnesota Department of Human Rights and Mankato Area Public Schools Agreement

Minnesota law prohibits discrimination in education because of race, color, creed, religion, national origin, sex, marital status, disability status with regard to public assistance, sexual orientation, and age. The opportunity to obtain full and equal utilization of educational institutions is a civil right. Minn. Stat. §363A.02.

The Minnesota Department of Human Rights (Department) enforces the Minnesota Human Rights Act (Act) and eliminates unfair discriminatory practices through the initiation and investigation of administrative charges and through education, conference, conciliation, and persuasion. Minn. Stat. §363A.06.

It is the State of Minnesota's mission to provide a system for lifelong learning, to ensure individual academic achievement, an informed citizenry, and a highly productive work force. This system focuses on the learner, promotes and values diversity, provides participatory decision-making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners. The public schools of this state shall serve the needs of the students by cooperating with the students' parents and legal guardians to develop the students' intellectual capabilities and lifework skills in a safe and positive environment. Minn. Stat. §120A.03.

Mankato Area Public Schools provide public education to all school aged children within its district and is responsible for the District's budget, curriculum, personnel, and facilities.

On November 13, 2017, the Department and District met to discuss the suspension and expulsion data the District submitted over the past five years to the Discipline Incident Reporting System (DIRS) maintained by the Minnesota Department of Education (MDE). The Department identified disparities in the rate in which District suspended or expelled African-American students, students of color, or students with disabilities when the decision-making involved subjective, discretionary decisions. The Department also identified concerns with the number of suspensions and expulsions the District assigned African-American students, students of color, or students with disabilities relative to their enrollment in the District.

The Department has not made a probable cause discrimination finding against the District in violation of the Act, and this Agreement is not to be construed as an admission of liability or wrongdoing by or on behalf of the District or any other party identified in interest with the District. However, the Department and District share the following mutual goals and commitments to ensure:

- Learning occurs in safe and supportive environments;
- Every student has an equal opportunity to fully participate in and to succeed in a quality education; and
- The District applies its student discipline policies and procedures in a non-discriminatory manner.
- Work together on behalf of all Minnesota students to ensure their success; and
- Collaborate and use their best efforts to improve student academic achievement by reducing the disparate suspension and expulsion outcomes for students from racial and ethnic minority communities and students with disabilities.

The Department and District acknowledge that the unnecessary use of exclusionary discipline can have serious, long term, and detrimental effects on student engagement and academic achievement.

The Department and District recognize that there are many strategies that can be implemented with a school environment and that the District should have the ability to select the specific strategy it feels is best for its school community.

The Department and District recognize that there several federal and state educational mandates for the District to achieve. The Department and District recognize that the District should have flexibility in crafting a plan that is best suited for its school community.

The Department and District recognize that enhanced alignment of government programs and services seeking to assist low income households and eliminate homelessness may have a positive impact on reducing suspension and expulsion decisions within the District.

The Department and District recognize that the Department may be able to assist the District in securing resources among private foundations, private businesses and governmental units to support efforts within the District to reduce the need to suspend or expel students.

Therefore, the Department and District, collectively referred to as Parties, agree as follows:

1. The District has developed and submitted to the Department a Strategic Plan (Plan), which is attached as Exhibit A to this Agreement. The Plan will identify the role and responsibilities of the Board, Superintendent, Principals and other relevant individuals to ensure discipline is properly implemented. The Plan will focus on conduct that the District would report to MDE in the following DIRS categories: attendance, bullying, cyber bullying, harassment, disruptive/disorderly conduct/insubordination, threat, intimidation and other. The Plan will also include a section outlining the engagement effort of the District to ensure input from students, parents, and teacher on a regular and on-going basis throughout the length of this Agreement.
2. The District will submit semi-annual reports to the Department demonstrating its efforts to comply with the provisions of this Agreement and to implement its Plan. The District will provide semi-annual reports by September 1 of each year, and the second semi-annual report by February 1. The September report will address activity for the preceding months of January through June. The February report will address activity for the preceding months of July through December. The first semi-annual report is due to the Department on September 1, 2018.
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.

4. The Department, in collaboration with MDE, School Districts and Charter Schools, will create a Diversion Committee during the 2017-2018 school year. The District will designate a representative or representatives to serve on the Diversion Committee.
5. The Diversion Committee will:
 - a. Review and analyze aggregate suspension data of School Districts and Charter Schools;
 - b. Review and analyze suspension practices of School Districts and Charter Schools;
 - c. Develop legislative proposals that will have a positive impact on reducing suspensions and expulsions from racial and ethnic minority communities and students with disabilities; and
 - d. Develop and create best practices for school boards, superintendents, discipline supervisors, principals, teachers, staff and discipline assessment teams on the issues identified within this Agreement.
6. The Diversion Committee will be comprised of the following subcommittees:
 - a. DIRS – Create greater clarity for schools on the conduct schools should report to MDE;
 - b. Corrective Action Strategies– Best practices for understanding, teaching, evaluating, and monitoring implementation of corrective action strategies;
 - c. Implicit Bias – Best practices for understanding, teaching, evaluating, and monitoring implementation of implicit bias education; and
 - d. Engagement – Best practices for ensuring student, teacher, and community involvement that leads to qualitative assessment.
7. The Diversion Committee will provide information and recommendations to the Department. Based on the information and recommendations made by the Diversion Committee, the Department will:
 - a. Coordinate external stakeholders to drive toward community based solutions;
 - b. In collaboration with MDE, publish technical guidance on best practices to reduce suspension and expulsion disparities for students from racial and ethnic minority communities and students with disabilities;
 - c. Facilitate conversations with other government units to explore ways to eliminate duplication of services, barriers for families and students, and improve data sharing;
 - d. Facilitate a legislative policy report;
 - e. Provide technical assistance on civic engagement;
 - f. Provide feedback to District on policies, efforts to reduce suspensions, and data analysis; and
 - g. Use its best efforts to secure resources from private foundations, private businesses, and other governmental units, such as MDE, Minnesota Department of Human Services, Minnesota Department of Health, public housing agencies, and counties.
8. The District agrees that the Department, upon giving reasonable notice to the District to minimize disruption, may conduct an on-site review or request additional information from District to evaluate effective implementation of the Plan and compliance with the terms of this Agreement.
9. The Parties acknowledge that the release of information concerning this matter is governed by the Act, the Minnesota Government Data Practices Act, Minn. Stat. §§ 13.03 *et. seq.*, and the Official Records Act, Minn. Stat. §§ 15.17 *et. seq.*

10. The Parties agree to work collaboratively on any press releases and responses to media inquiries concerning this Agreement.
11. If a Court of competent jurisdiction, for any reason, holds any part of this Agreement invalid, unlawful or otherwise unenforceable, such decision shall not affect the validity of any other part of the Agreement. The Parties will meet within 15 days of any such decision to determine if they should modify the Agreement.
12. This Agreement is not to be construed as an admission of liability or wrongdoing by or on behalf of the District or any other party identified in interest with the District. The Department has not made a probable cause discrimination finding against the District in violation of the Act.
13. This Agreement begins on the date that the parties execute it and the Agreement ends upon the District's submission to the Department of the District's September 1 report for the 2020–2021 academic school year.
14. The parties to this Agreement acknowledge that they have read and have gained an understanding of the terms of this Agreement, that legal counsel has represented them or they had the opportunity to retain legal counsel, and they are voluntarily entering into this Agreement.
15. This Agreement may be executed in multiple counterparts, which shall be construed together as if one instrument. In addition, any party shall be entitled to rely on an electronic copy of a signature as if it were the original. The parties have caused this Agreement to be signed on the dates opposite their signatures.
16. Minnesota law will govern the construction and interpretation of this Agreement. No rule of strict construction shall apply against either Party as both Parties equally drafted the Agreement. The Parties agree that any action regarding interpretation or adherence to the terms of Agreement shall be filed in Ramsey County district court.
17. If the Department believes the District is in material breach of this Agreement, the Department will notify the District in writing and will identify the specific provisions of this Agreement the Department believes the District is breaching. The Department will request a meeting with the Superintendent to resolve the outstanding issue. The Department shall only initiate judicial proceedings to enforce this Agreement if the parties reach an impasse after negotiating in good faith for 30 days.
18. Nothing within this Agreement prevents either party from requesting public data from the other.

4/11/18
Date

Sheri L. Allen
Sheri L. Allen, Ed.D, Superintendent
Mankato Area Public Schools School District

Date

Kevin Lindsey, Commissioner
Minnesota Department of Human Rights

Exhibit A
District's plan to address disparities



Mankato Area Public Schools Strategic Plan-MDHR

TARGETED GOAL:

- A. Reduce the number of suspensions of African-American students, students of color, and students with disabilities relative to their enrollment in the district so that we eliminate the disparity of students of color 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. 	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. 	A/B
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 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	Adoption of research-based models that support social-emotional learning for students within our PBIS model <ul style="list-style-type: none"> o Implementing site specific initiatives to support students <ul style="list-style-type: none"> ▪ Well Managed Schools (Boystown) ▪ Leader in Me ▪ Top 20 ▪ 7 Mindsets ▪ 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"> o 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 	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.



Barb Macrafic <bmacra1@isd77.k12.mn.us>

Fwd: Revised Draft Agreement

Sheri Allen <sallen1@isd77.org>

Wed, Apr 11, 2018 at 2:25 PM

To: Barb Macrafic <bmacra1@isd77.org>, Eric Hudspith <ehudsp1@isd77.org>

Team,

Let's take the draft off the document and get this signed today so I can send and then he can sign! YEAH!!

Sheri

----- Forwarded message -----

From: **Commers, Beth (MDHR)** <beth.commers@state.mn.us>

Date: Wed, Apr 11, 2018 at 2:14 PM

Subject: RE: Revised Draft Agreement

To: Sheri Allen <sallen1@isd77.org>, "Lindsey, Kevin (MDHR)" <kevin.lindsey@state.mn.us>

Cc: Eric Hudspith <ehudsp1@isd77.org>

Superintendent,

I just got off the phone with the Commissioner. We both think your plan looks good! I am glad we were able to speak last week.

The Commissioner is speaking at a conference for much of this week. He will be in tomorrow by noon to sign this. Do you want to sign it first and send it back to me so we can wrap it up when he gets in?

Best,

Beth

Beth Commers | Aide to Commissioner Kevin Lindsey

MINNESOTA DEPARTMENT OF HUMAN RIGHTS

Freeman Building

625 Robert Street North

Saint Paul, MN 55155

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Our mission: to make Minnesota discrimination free | mn.gov/mdhr



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February 1, 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 July 1-December 31, 2018.

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,



Sheri L. Allen, Ed.D.
Superintendent



Eric Hudspeth
Director of Human Resources and
Organizational Development

bjm



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 <ul style="list-style-type: none"> ○ Staff Learning Academy 11/29/18 ○ Life Journey <ul style="list-style-type: none"> ▪ 39 District leaders have completed ▪ 119 Staff have completed and 53 staff in progress 	A/B
2018-2021	<ul style="list-style-type: none"> ● Standardizing re-teaching practices K-12 that align with PBIS through restorative practices <ul style="list-style-type: none"> ○ PBIS Sustainability Training offered by Metro ECSU <ul style="list-style-type: none"> ▪ 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. 	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. <ul style="list-style-type: none"> ○ Family Academy Dates: 10/9/17, 10/16/17, 9/24/18 (Fall and Winter annually) 	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. 	A/B

	<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 • 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 trained in Restorative Practices • August, 2018: Four elementary schools had introduction to Restorative Practices • December, 2018: Success Coaches trained in Restorative Practices 	
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 ◦ Director of Teaching and Learning and Director of Student Support Services working with Building Administrators to norm behavior referrals, incidences, and reporting. 	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 <ul style="list-style-type: none"> ◦ 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 	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	<p>Adoption of research-based models that support social-emotional learning for students within our PBIS model</p> <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 ◦ Participate in Minnesota Dept of Human Rights Diversion Committee and Corrective Action Strategies Sub-committee <ul style="list-style-type: none"> ▪ Diversion Committee Meeting Dates: 4/24/18, 10/9/18, 12/5/18 	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



July-December 2017 Student Suspended by Student Group

School	Black	White	SpEd	Subjective
Kennedy	2	2	4	3
Hoover	0	3	4	0
Jefferson	0	0	0	0
Monroe	0	1	1	0
Roosevelt	0	2	3	1
Bridges	0	1	1	0
Rosa Parks	3	4	8	0
Washington	2	1	4	1
Franklin	1	3	3	0
West	8	13	12	1
Eagle Lake	0	0	0	0
East	13	20	15	0
DMMS	5	9	10	0
PWMS	19	18	15	0
Central	0	0	0	0
Futures	0	1	1	0
Total	53	78	81	6
% of Total	33.76%	49.68%	51.59%	3.82%

July-December 2018 Students Suspended by Student Group

School	Black	White	SpEd	Subjective
Kennedy	4	1	2	0
Hoover	1	7	6	0
Jefferson	2	0	0	0
Monroe	1	0	1	0
Roosevelt	0	1	1	0
Bridges	0	0	0	0
Rosa Parks	1	0	3	0
Washington	0	0	1	0
Franklin	0	0	1	0
West	7	9	6	0
Eagle Lake	0	0	0	0
East	10	11	9	0
DMMS	5	10	4	0
PWMS	12	16	17	0
Central	1	2	1	0
Futures	0	2	2	0
Total	44	59	54	0
% of Total	32.84%	44.03%	40.30%	0.00%



OFFICE of SUPERINTENDENT

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Mankato, Minnesota 56002-8741

Office • 507•387•1868 Fax • 507•387•4257

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 Hudspeth
Director of Human Resources and
Organizational Development

rb



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 <ul style="list-style-type: none"> o Staff Learning Academy 11/29/18 o Life Journey <ul style="list-style-type: none"> ▪ 39 District leaders have completed ▪ 119 Staff have completed and 53 staff in progress 	A/B
2018-2021	<ul style="list-style-type: none"> • Standardizing re-teaching practices K-12 that align with PBIS through restorative practices <ul style="list-style-type: none"> o PBIS Sustainability Training offered by Metro ECSU <ul style="list-style-type: none"> ▪ 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. ▪ PBIS teams attended two day training to renorm PBIS, August, 2019. 	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. <ul style="list-style-type: none"> o Family Academy Dates: 10/9/17, 10/16/17, 9/24/18 (Fall and Winter annually) 	A
2017-2018	<ul style="list-style-type: none"> • Develop structure and budget, and create Family Engagement Office <ul style="list-style-type: none"> o 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 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 trained in Restorative Practices August, 2018: Four elementary schools had introduction to Restorative Practices December, 2018: Success Coaches trained in Restorative Practices Restorative training for all new counselors, social workers and Futures staff, July, 2019. Restorative training set for October, 2019. 	A/B
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 Director of Teaching and Learning and Director of Student Support Services working with Building Administrators to norm behavior referrals, incidences, and reporting. 	A
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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 <ul style="list-style-type: none"> 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 	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 	A/B

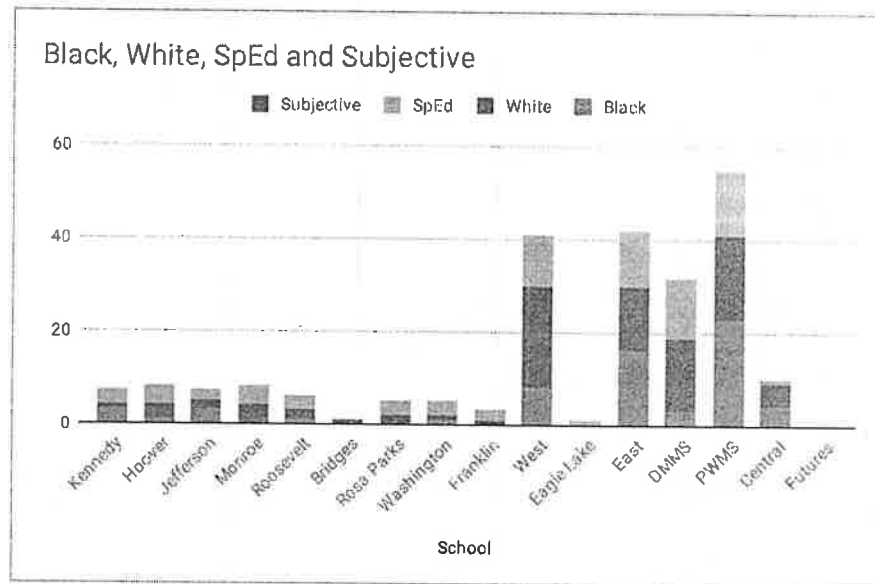
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MEASURES- Reported semi-annually on September 1 and February 1 to Department of Human Rights

- 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
Total	63	92	76	0
% of Total	32.64%	47.67%	39.38%	0.00%





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January 30, 2020

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:

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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.

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

Attachment B contains data for the reporting period July 1-December 31, 2019.

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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 Hudspeth
Director of Human Resources and
Organizational Development

rb



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.
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ONGOING STRATEGIES BEING IMPLEMENTED:

Strategy Initiation Date	Strategy	Goal Targeted
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on-going	<ul style="list-style-type: none"> ● Continue to research programs and supports for positive alternatives to suspensions 	A/B

	<ul style="list-style-type: none"> o Student Success Coaches trained in Boy's Town Alternatives to Suspension strategies: monthly PLC 2017-18 o Participate in Minnesota Dept of Human Rights Diversion Committee and Corrective Action Strategies Sub-committee <ul style="list-style-type: none"> ▪ Diversion Committee Meeting Dates: 4/24/18, 10/9/18, 12/5/18, 6/19/19, 10/19 	
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MEASURES- Reported semi-annually on September 1 and February 1 to Department of Human Rights

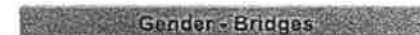
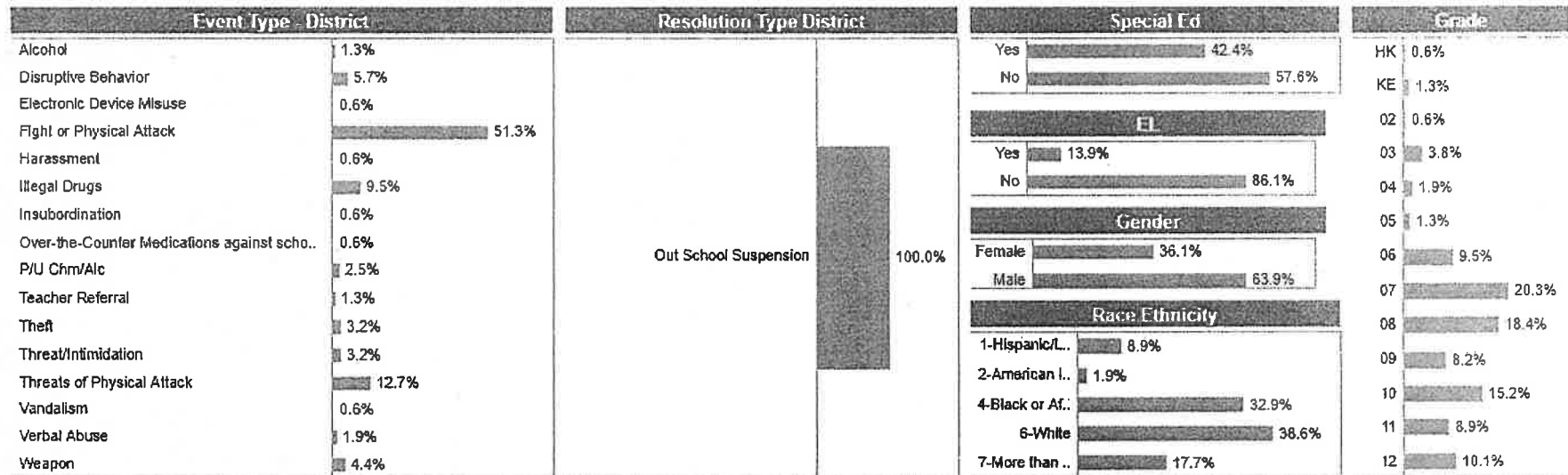
- Number of students suspended by student group
- Number of suspensions for subjective reasons

September 8, 2017 - December 31, 2017

District & Bridges Elementary Behavior Demographics

OSS Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS Numbers:

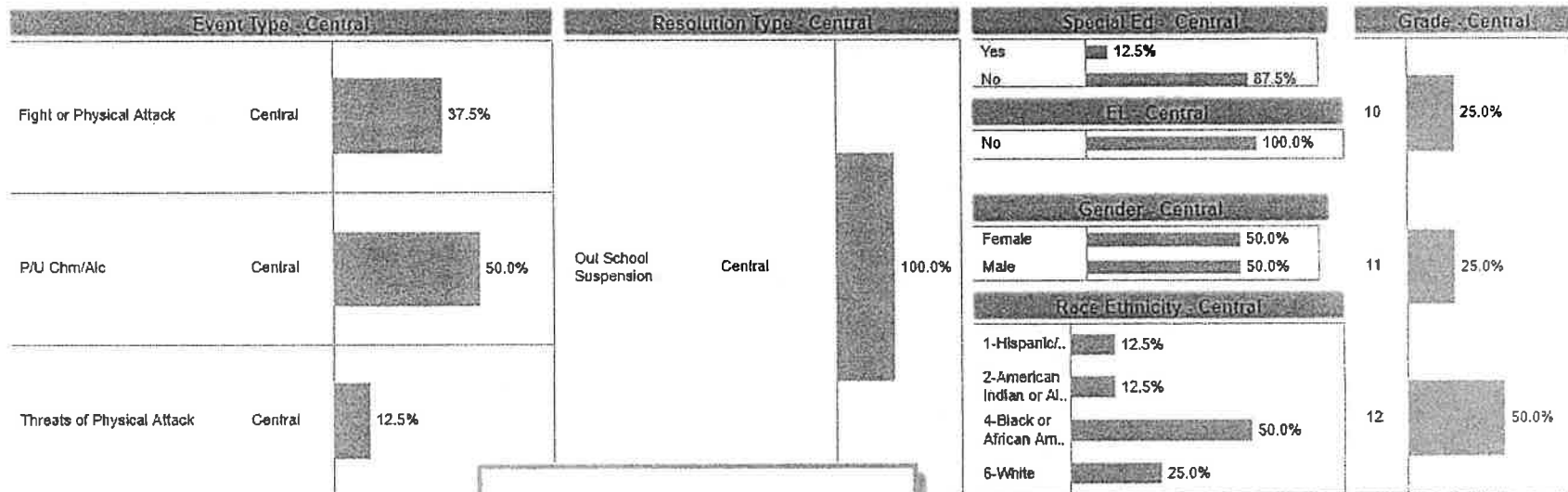
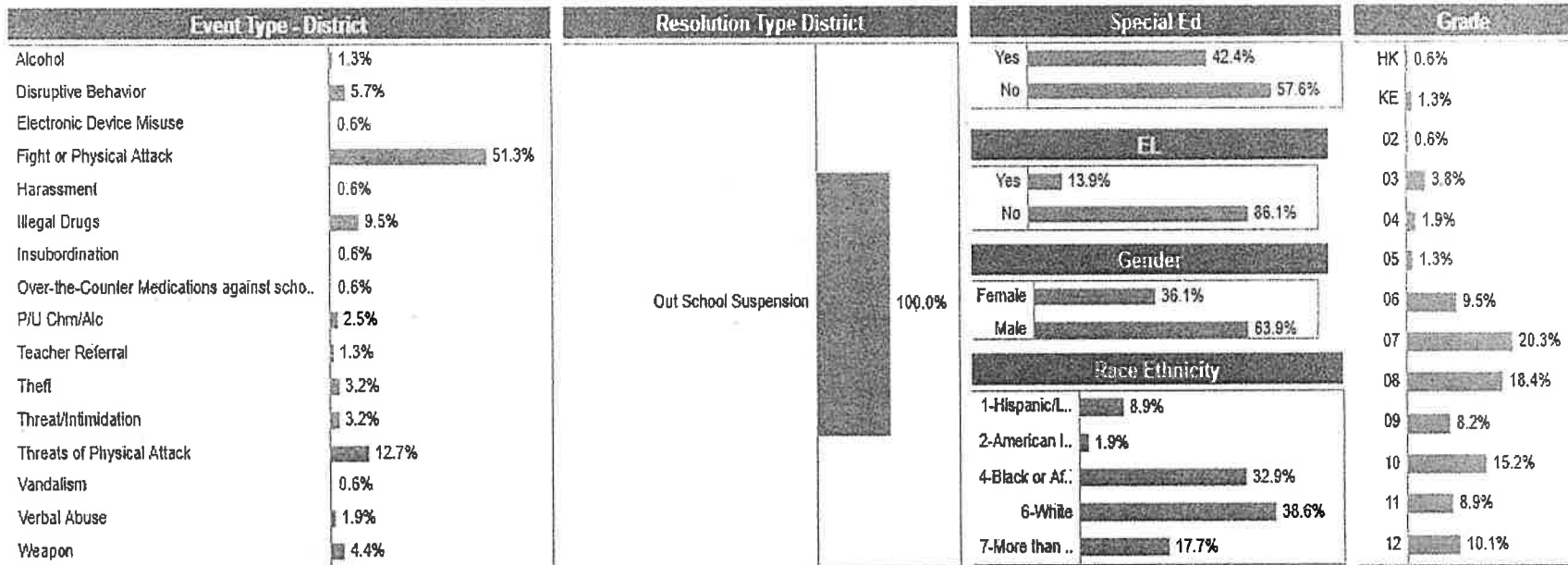
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- 0 students

September 8, 2017 - December 31, 2017

District & Central High Behavior Demographics OSS

Numbers:

- 159 OSS Resolutions
- 122 students



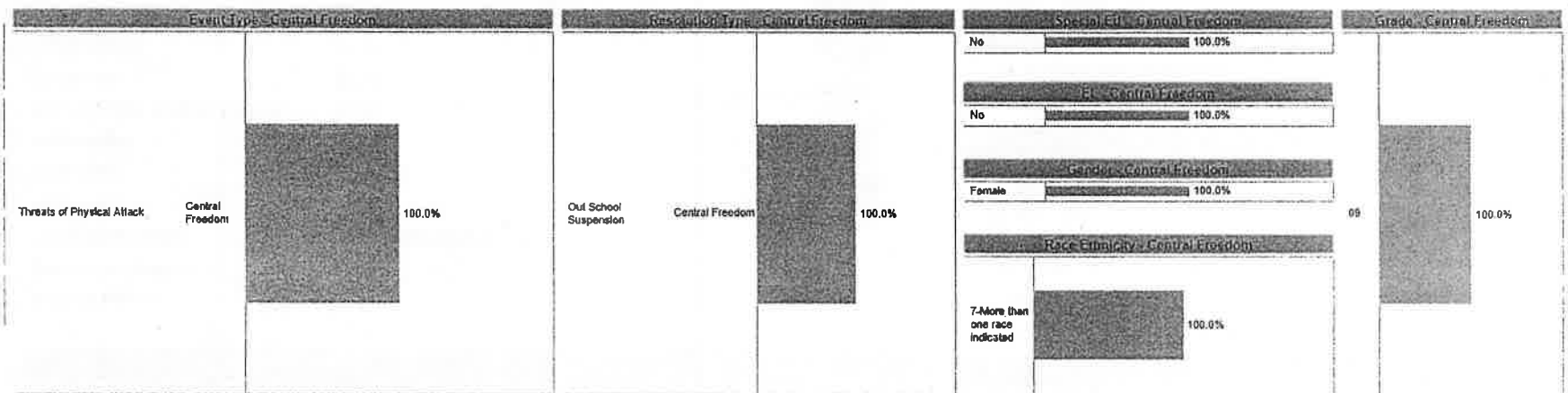
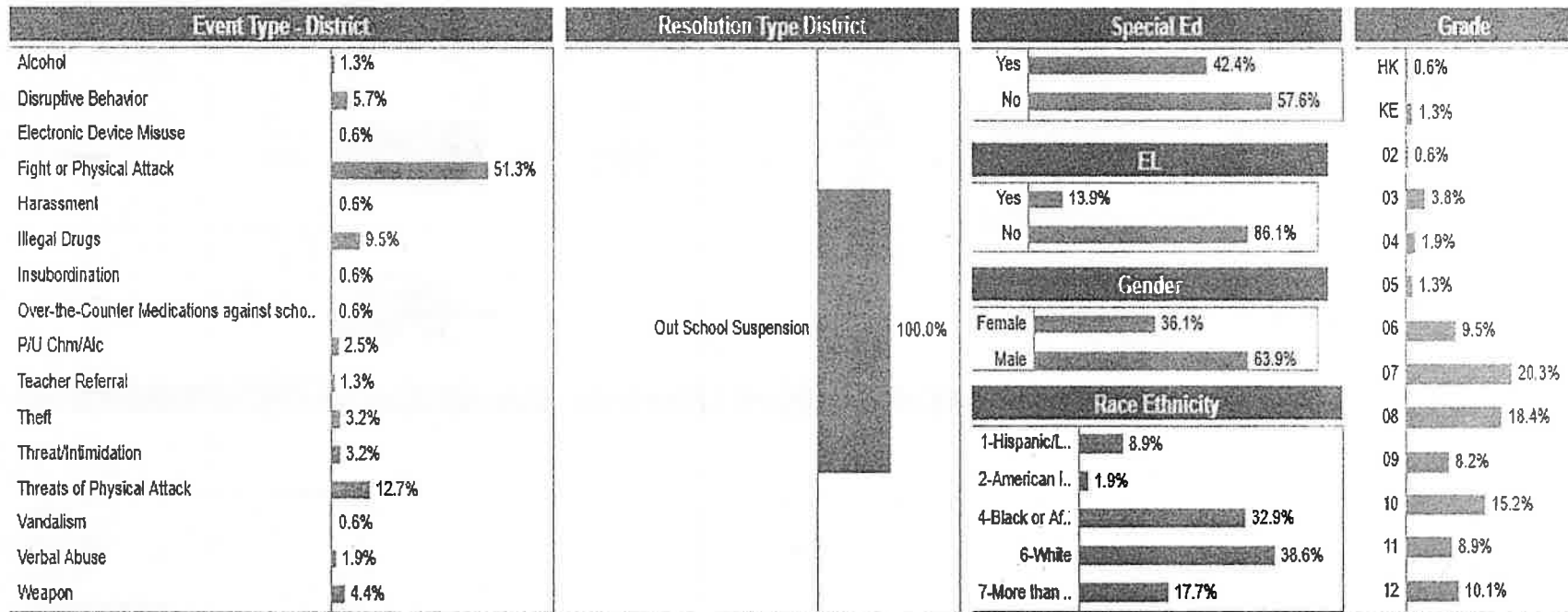
Demographics OSS Numbers:

- 8 OSS Resolutions
- 8 students

September 8, 2017 - December 31, 2017

District & Central Freedom High Behavior Demographics OSS Numbers:

- 159 OSS Resolutions
- 122 students

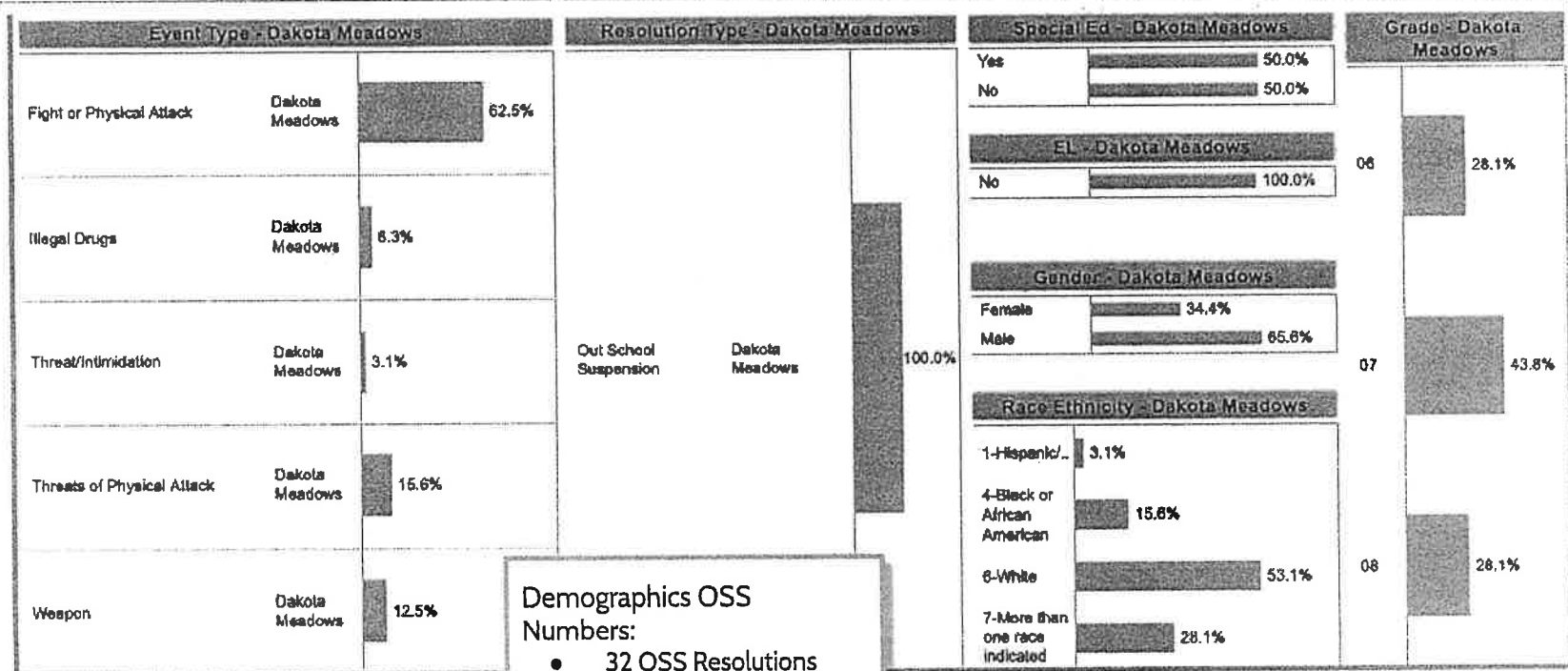
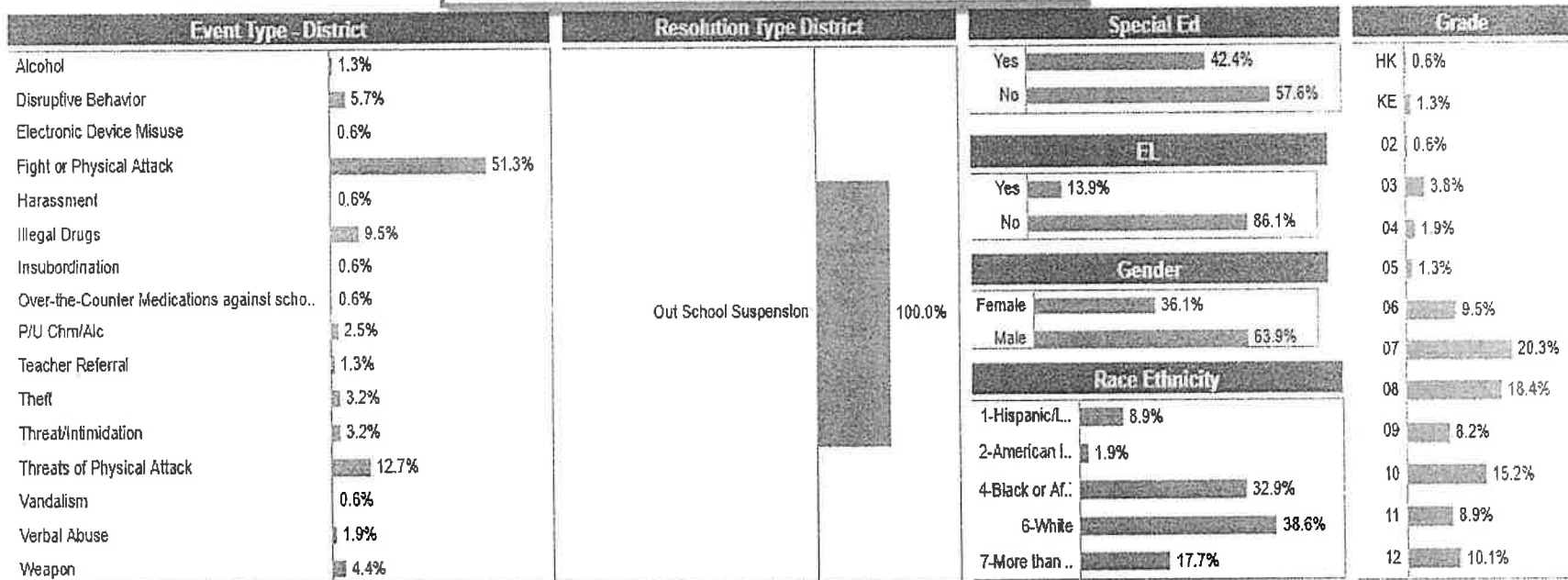


Demographics OSS Numbers:

- 1 OSS Resolutions
- 1 students

September 8, 2017 - December 31, 2017
 District & DMMS Behavior Demographics OSS
 Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS
 Numbers:

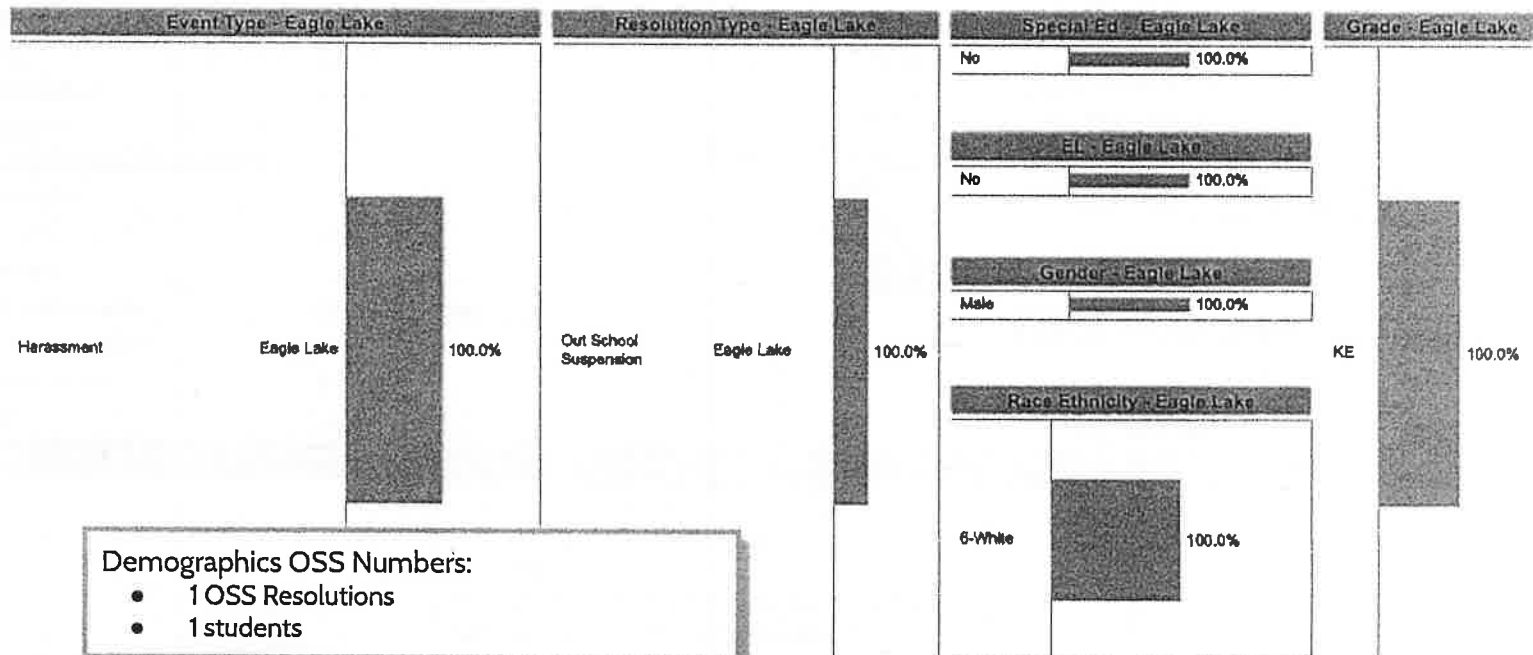
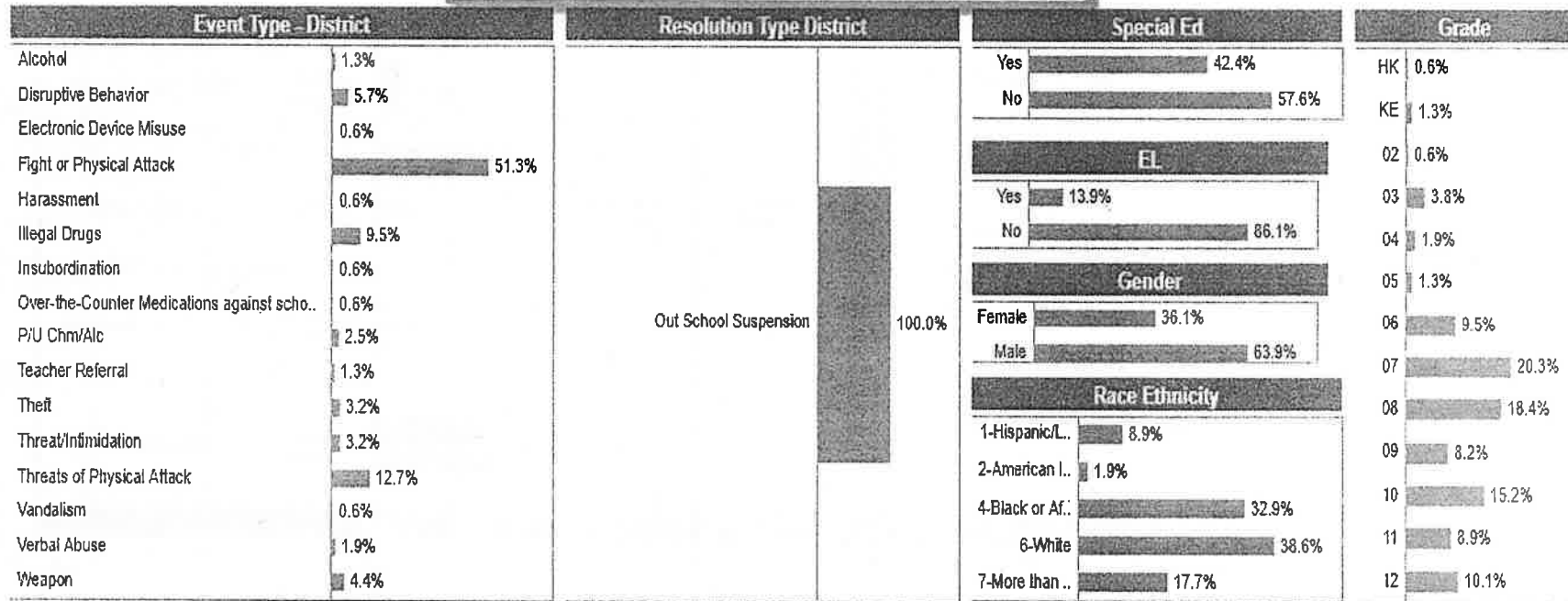
- 32 OSS Resolutions
- 26 students

September 8, 2017 - December 31, 2017

District & Eagle Lake Elementary Behavior

Demographics OSS Numbers:

- 159 OSS Resolutions
- 122 students

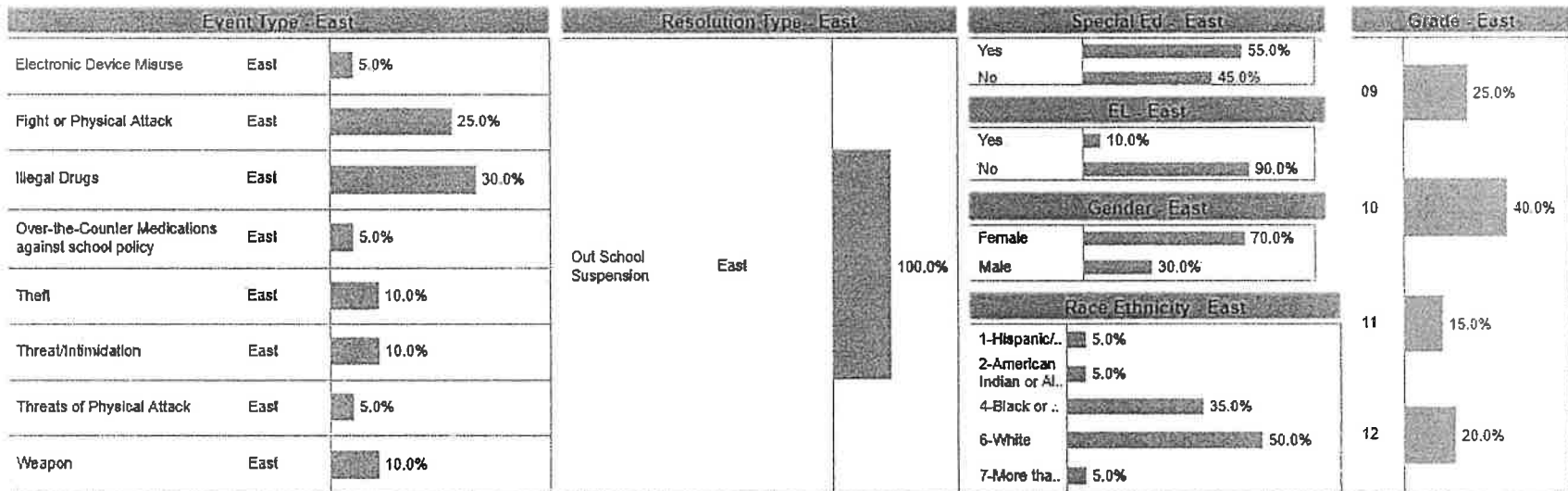
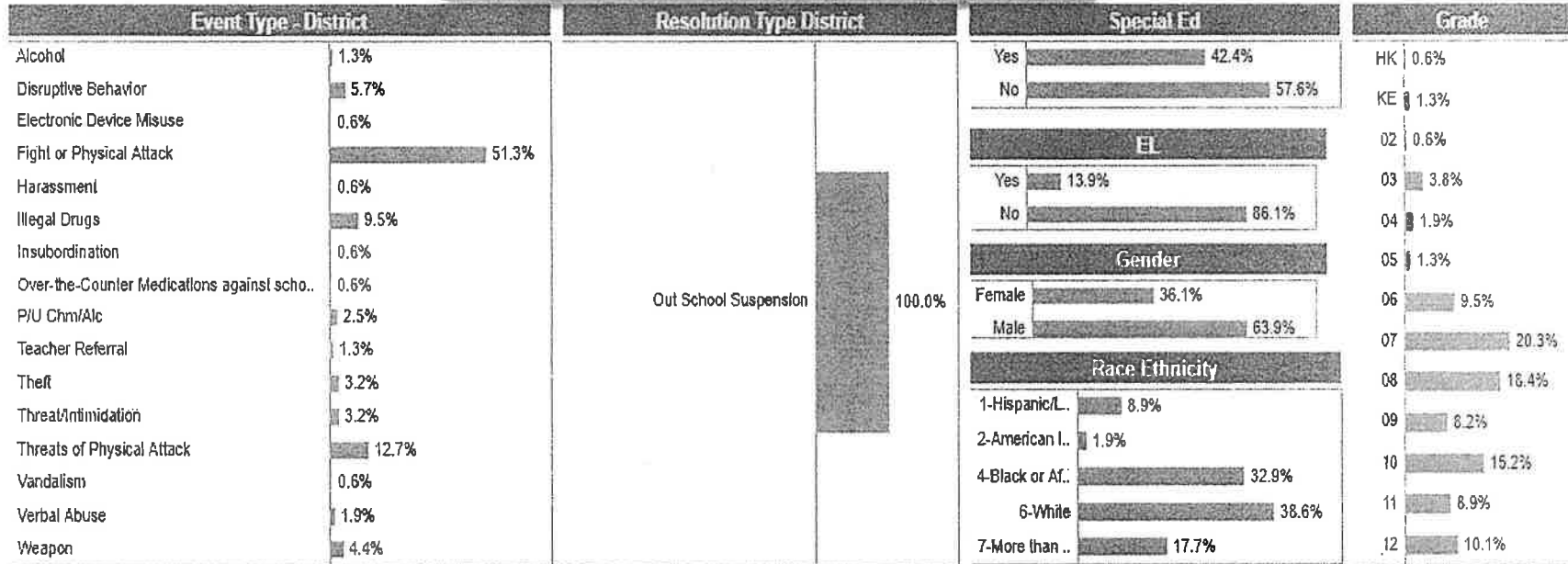


September 8, 2017 - December 31, 2017

District & East High Behavior Demographics OSS

Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS Numbers:

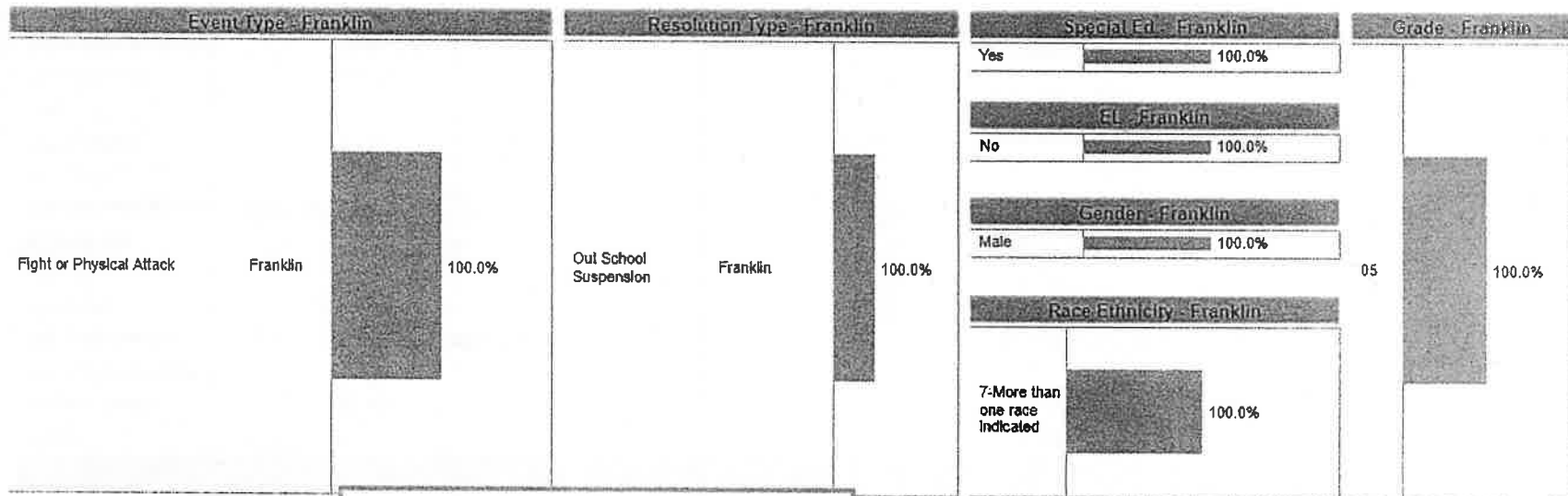
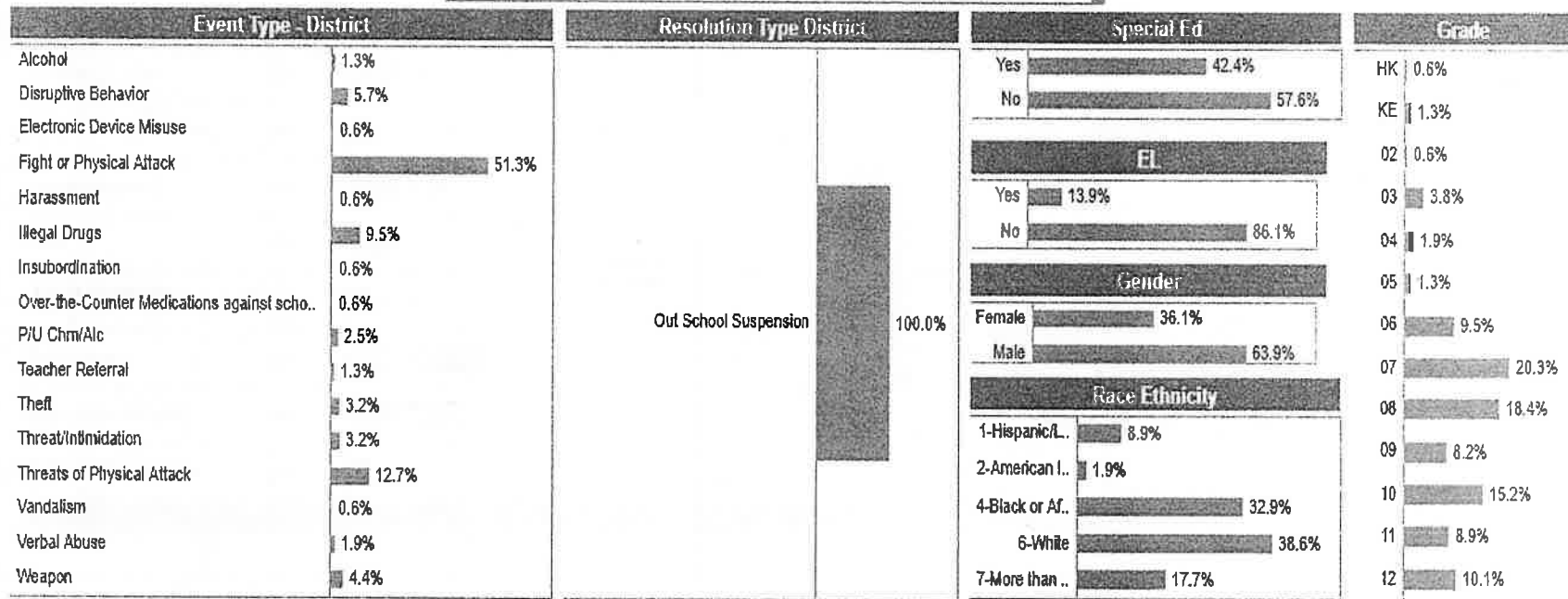
- 20 OSS Resolutions
- 15 students

September 8, 2017 - December 31, 2017

District & Franklin Elementary Behavior Demographics

OSS Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS Numbers:

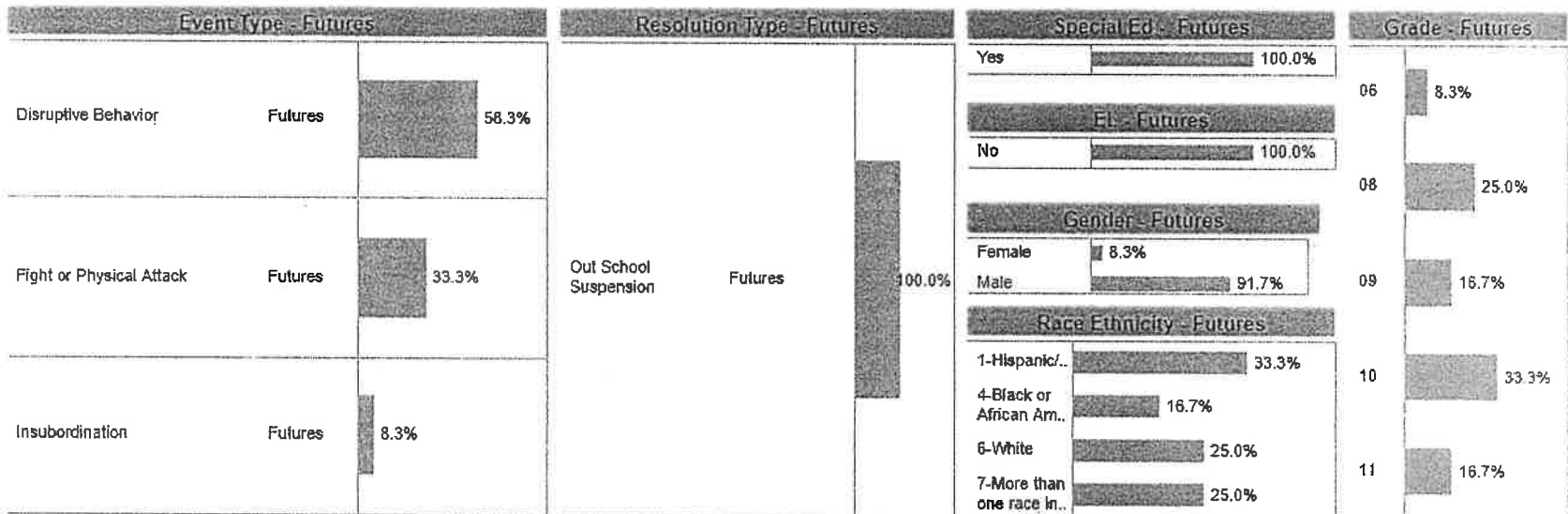
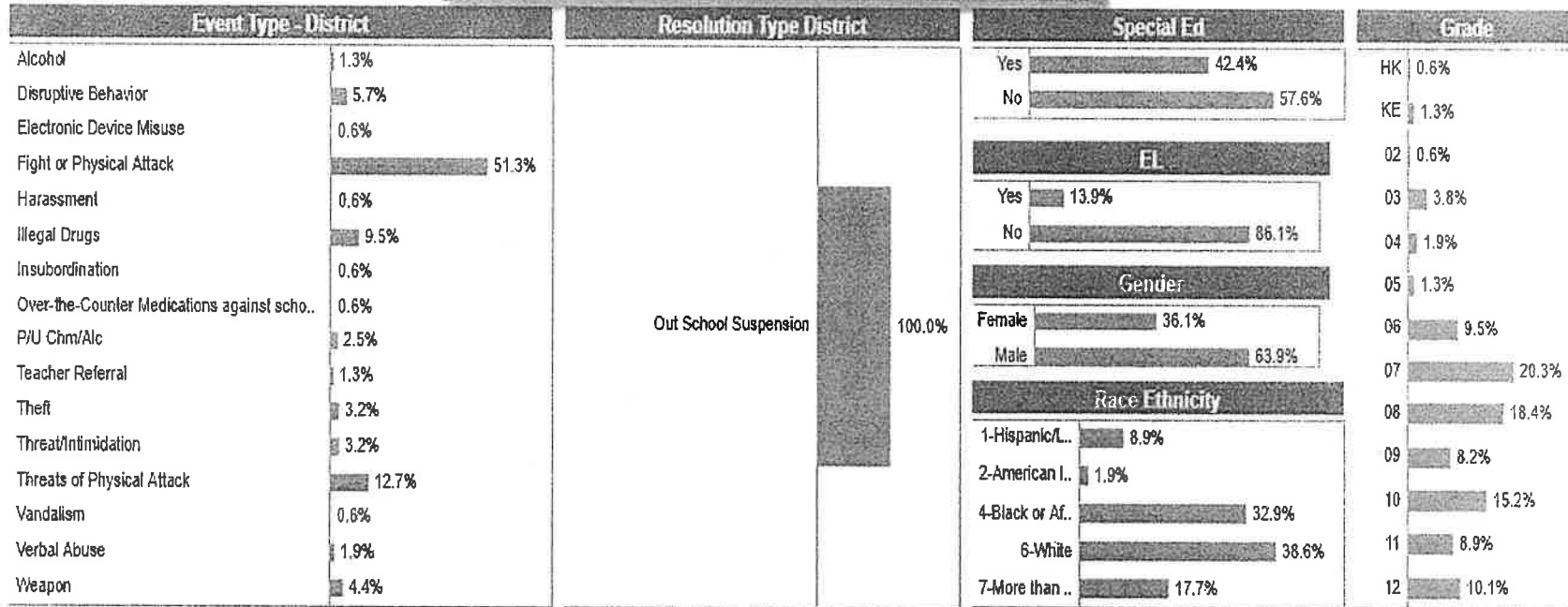
- 1 OSS Resolutions
- 1 students

September 8, 2017 - December 31, 2017

District & Futures Behavior Demographics OSS

Numbers:

- 159 OSS Resolutions
- 122 students

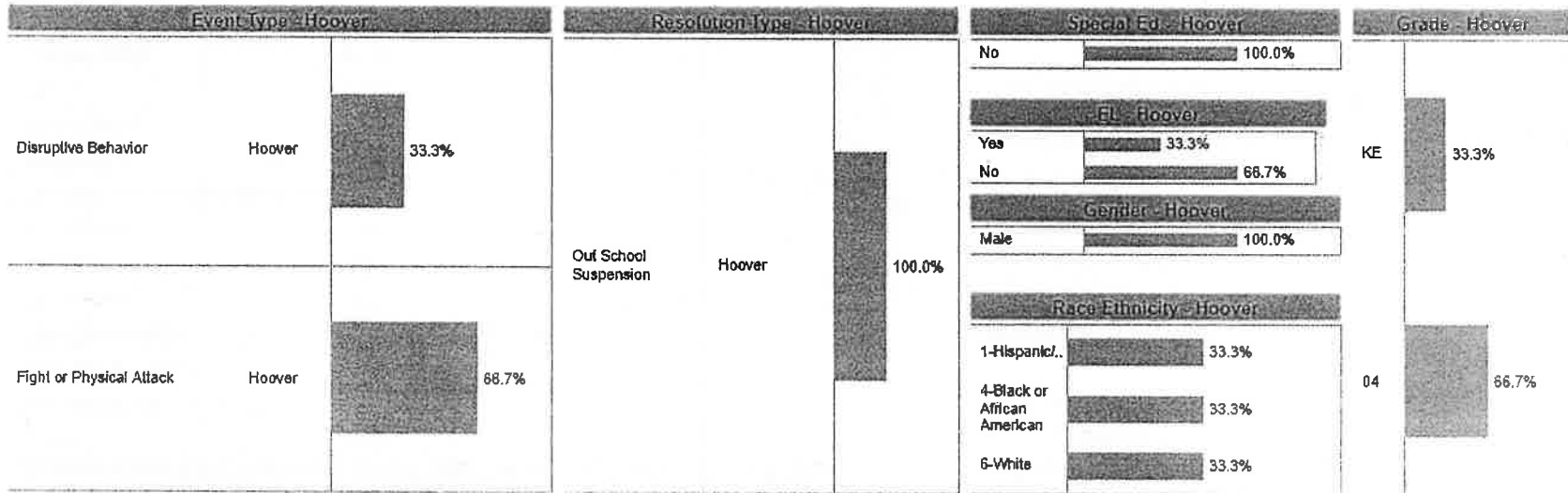
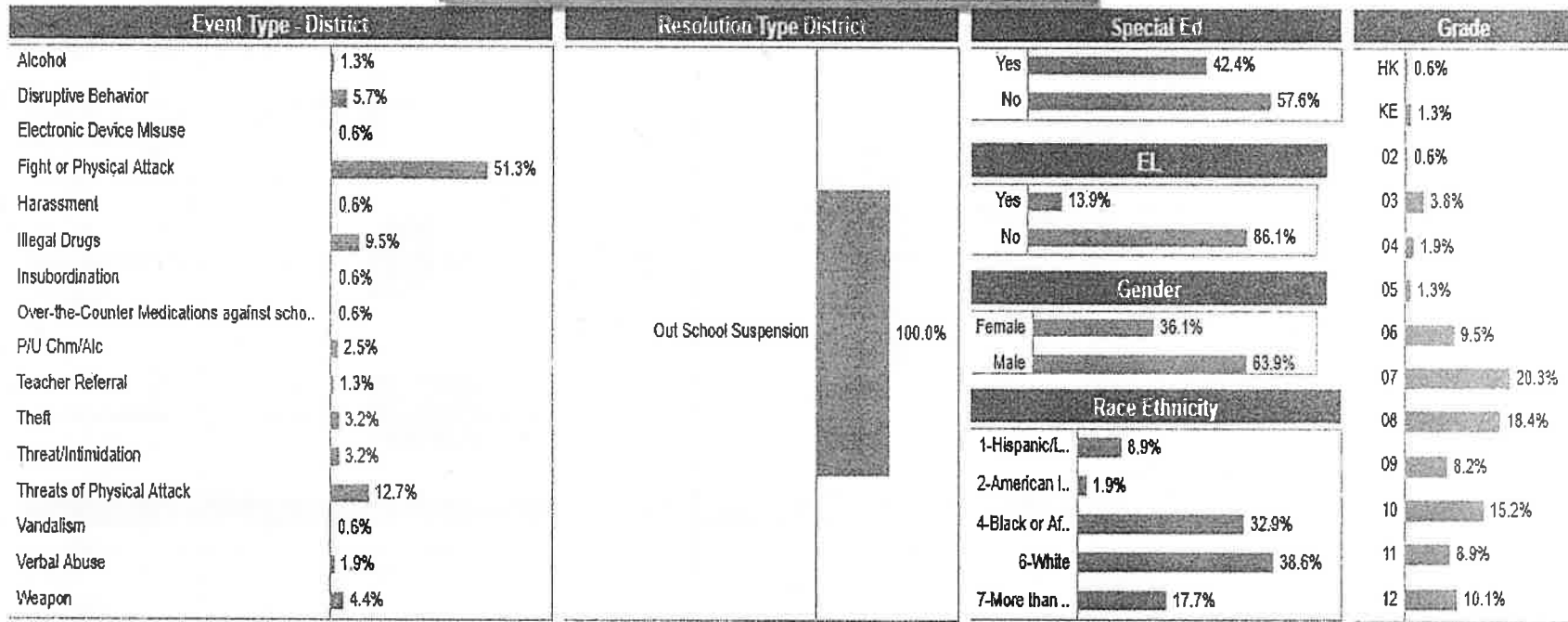


Demographics OSS Numbers:

- 12 OSS Resolutions
- 7 students

September 8, 2017 - December 31, 2017
 District & Hoover Elementary Demographics OSS
 Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS Numbers:

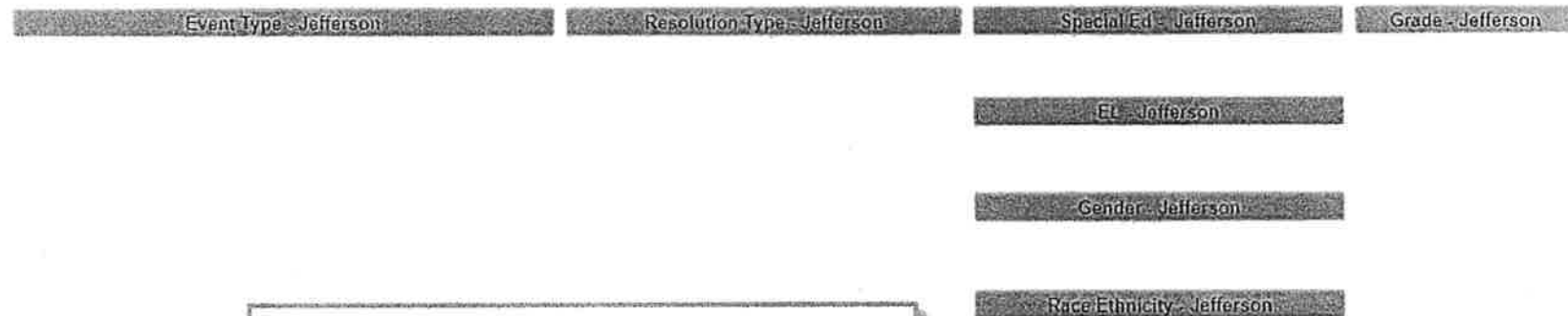
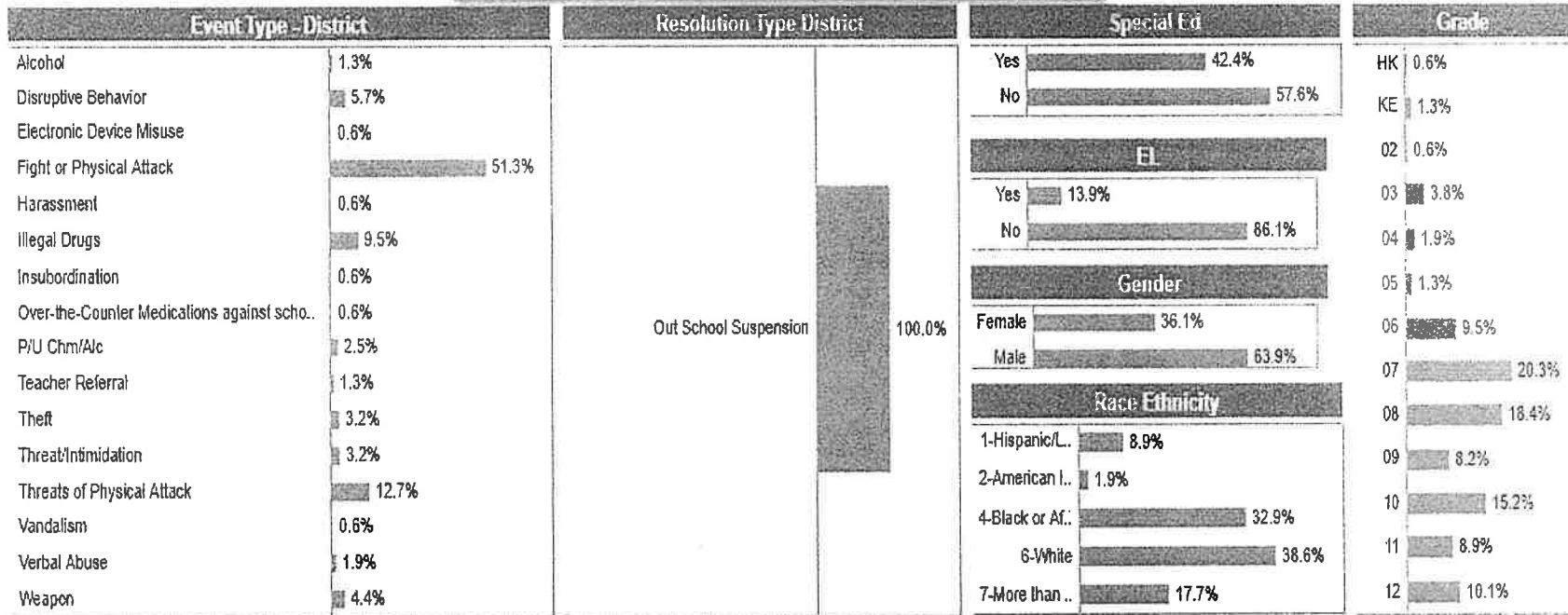
- 3 OSS Resolutions
- 3 students

September 8, 2017 - December 31, 2017

District & Jefferson Elementary Demographics OSS

Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS Numbers:

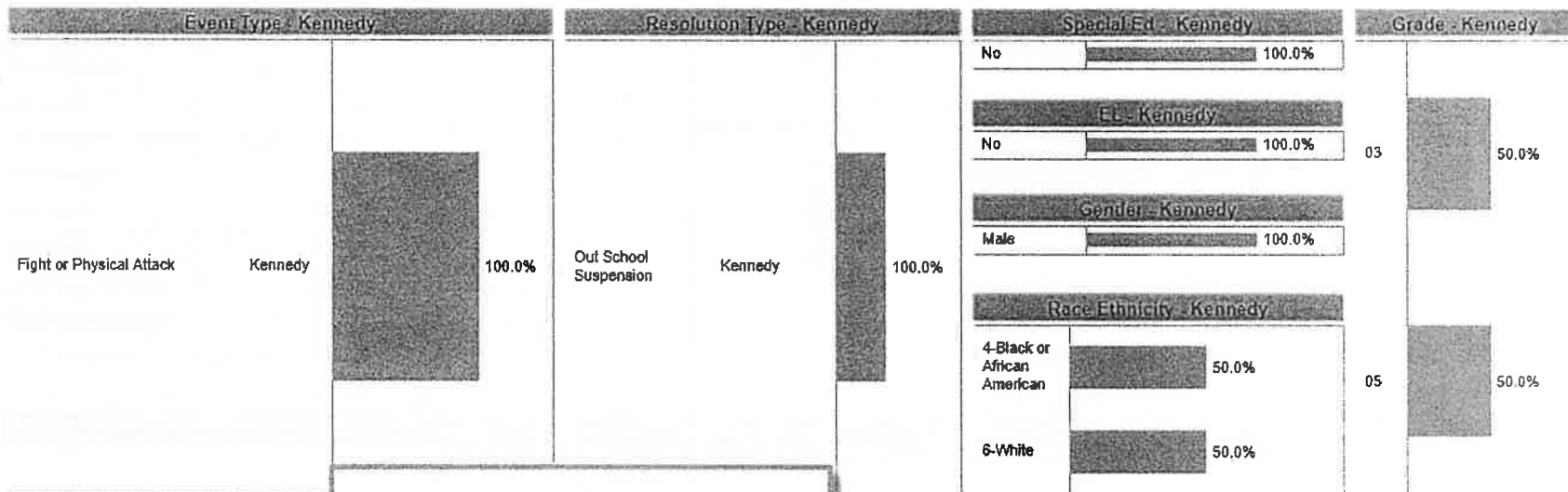
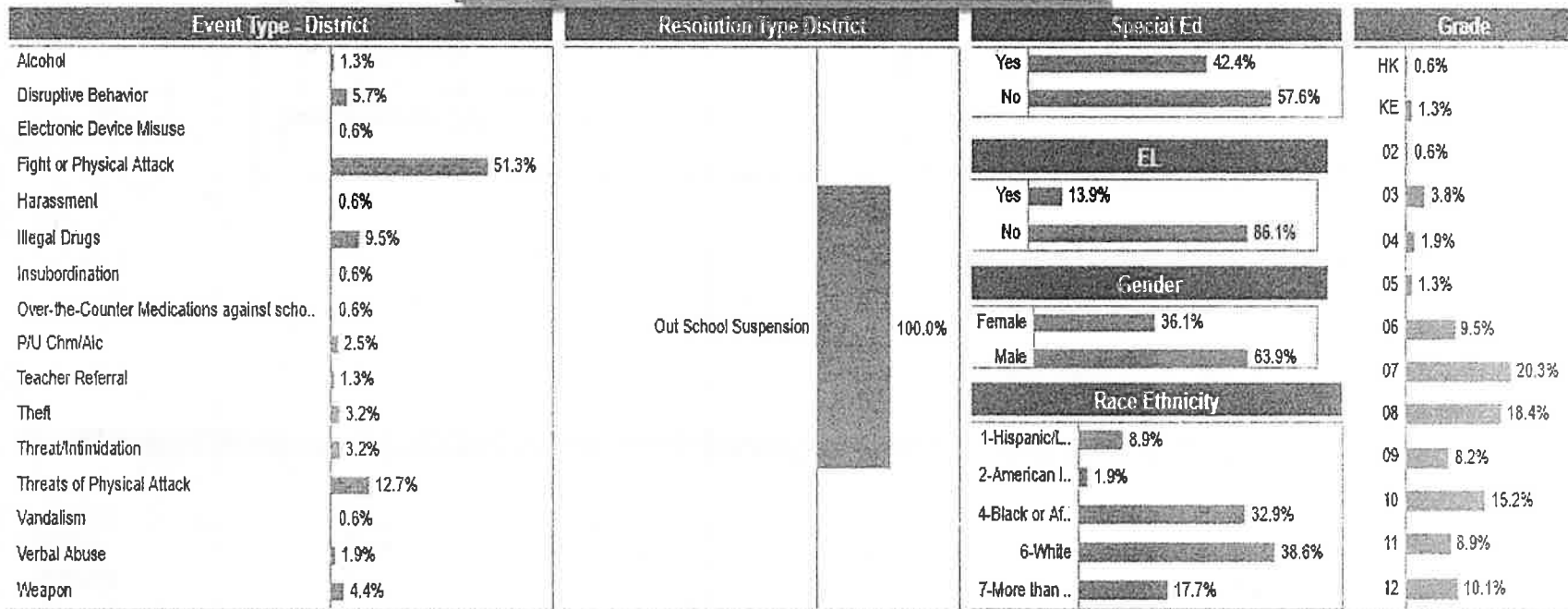
- 0 OSS Resolutions
- 0 students

September 8, 2017 - December 31, 2017

District & Kennedy Elementary Demographics OSS

Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS Numbers:

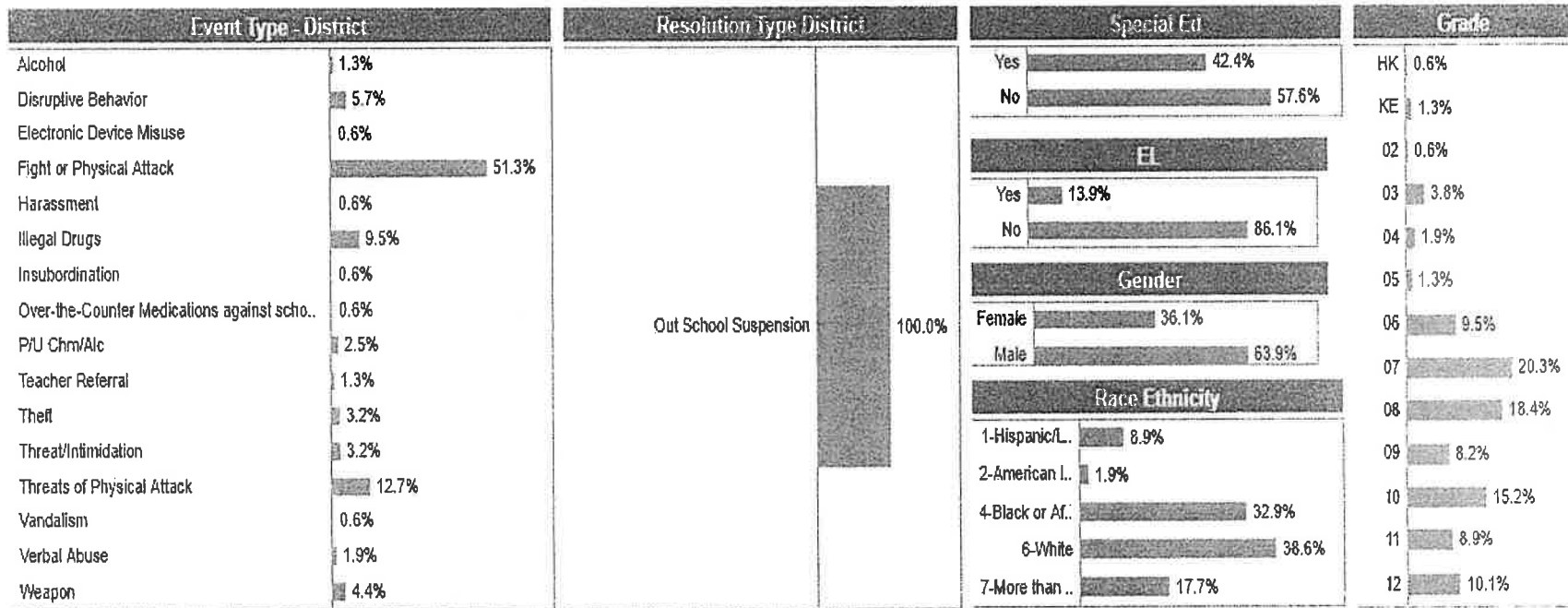
- 2 OSS Resolutions
- 2 students

September 8, 2017 - December 31, 2017

District & Monroe Elementary Demographics OSS

Numbers:

- 159 OSS Resolutions
- 122 students



Event Type - Monroe	Resolution Type - Monroe	Special Ed - Monroe	Grade - Monroe
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EL - Monroe

Gender - Monroe

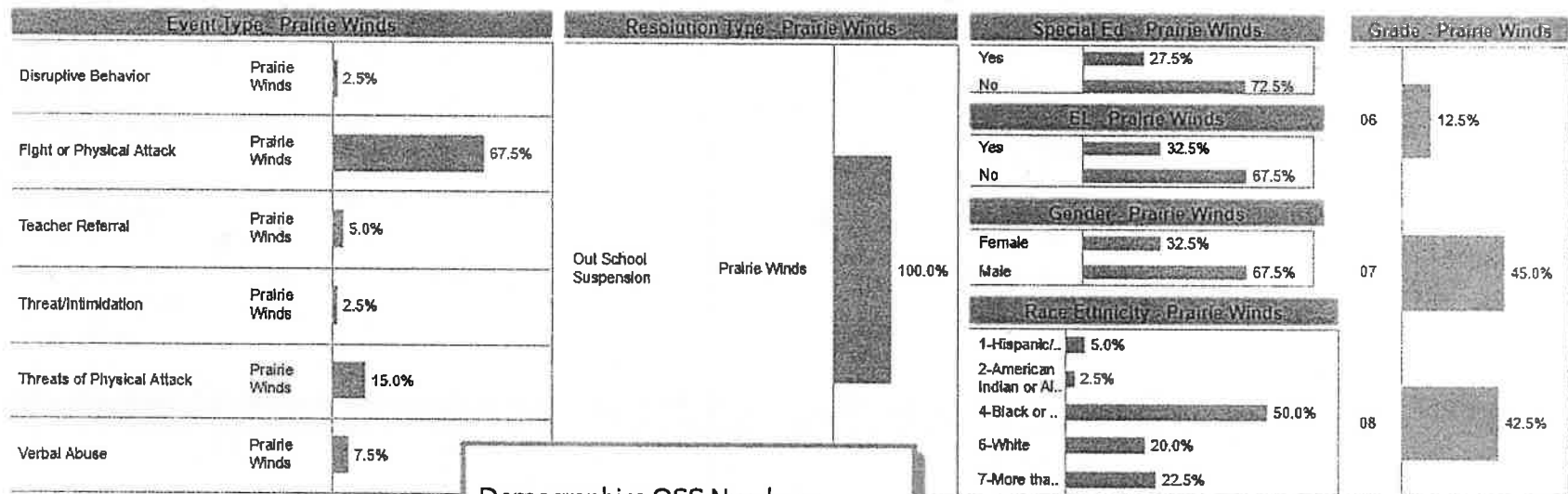
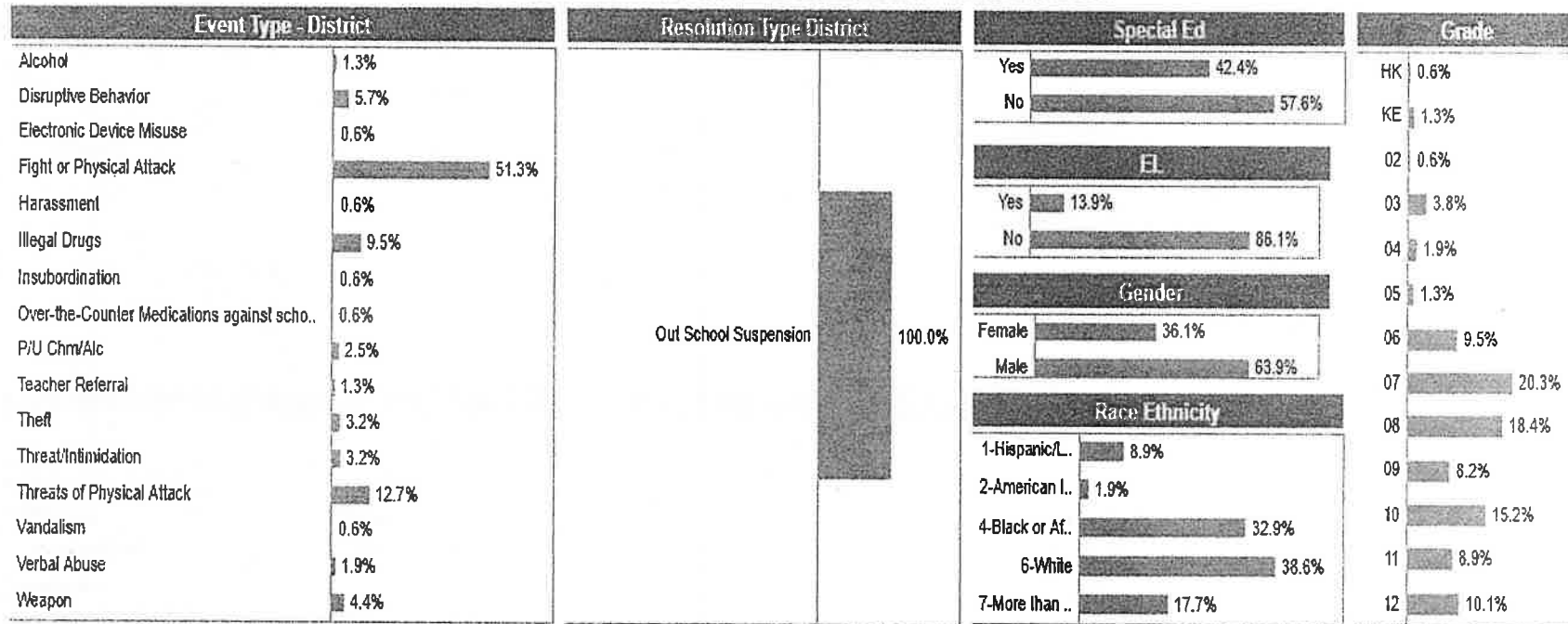
Race Ethnicity - Monroe

Demographics OSS Numbers:

- 0 OSS Resolutions
- 0 students

September 6, 2019 - December 31, 2019
District & Prairie Winds Demographics OSS Numbers:

- 159 OSS Resolutions
- 122 students

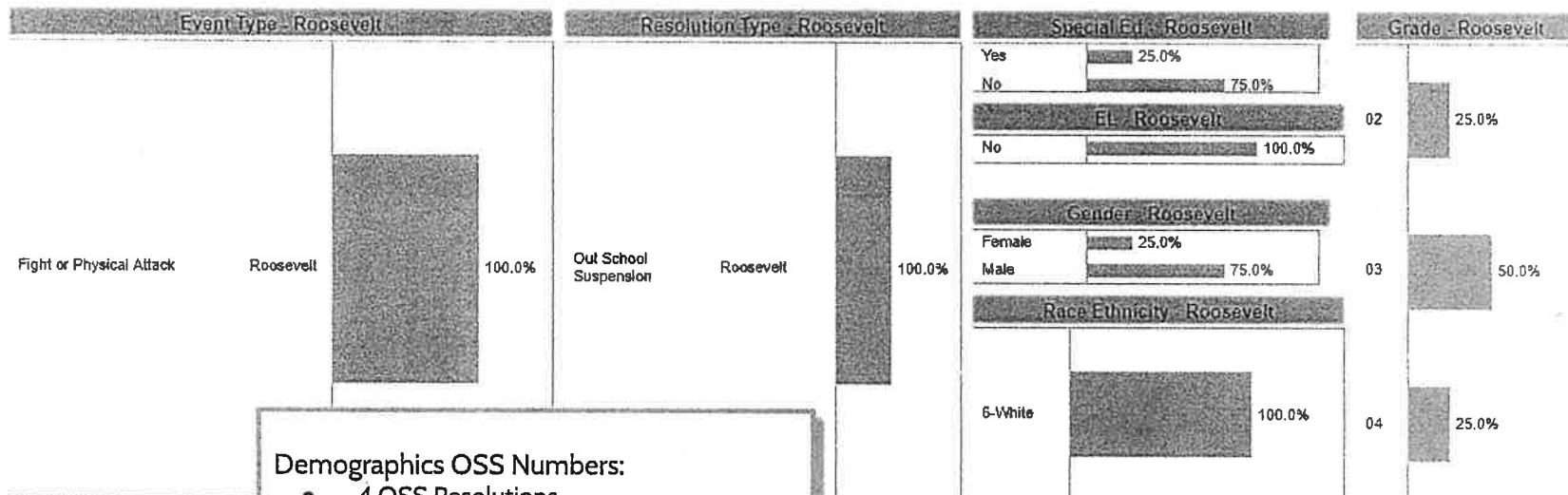
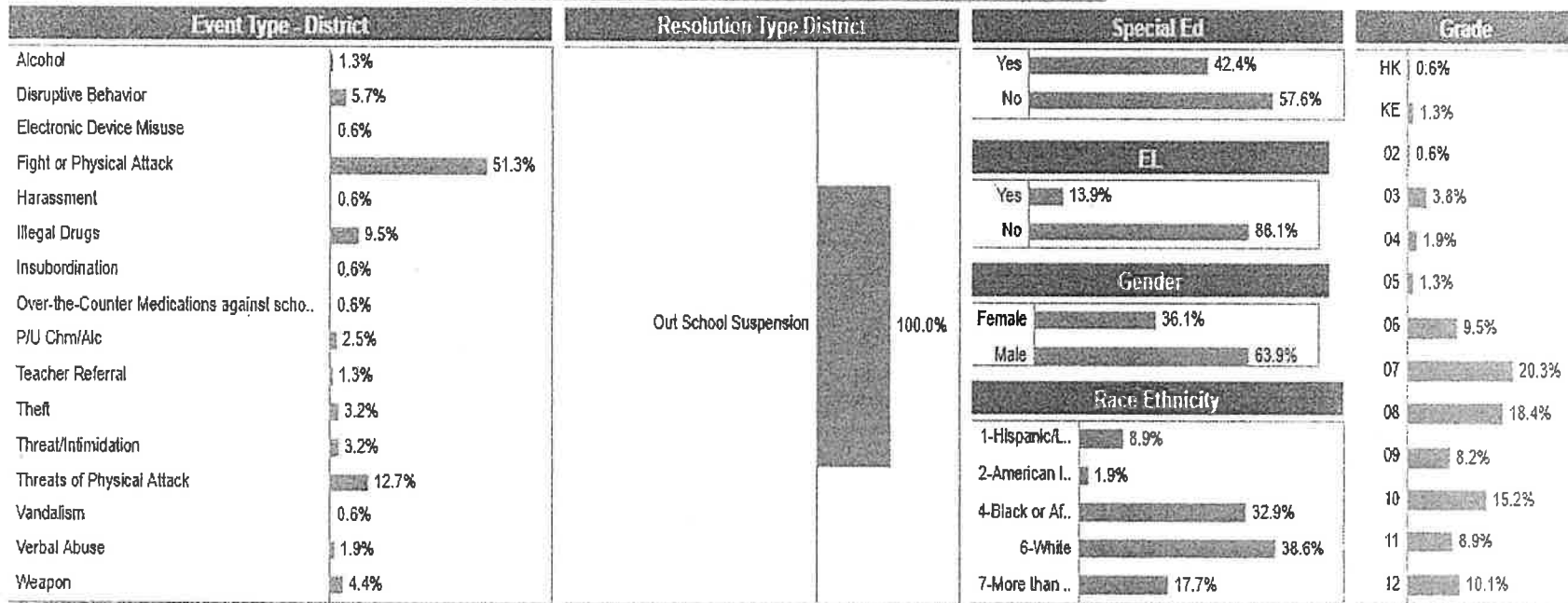


Demographics OSS Numbers:

- 41 OSS Resolutions
- 26 students

September 6, 2019 - December 31, 2019
District & Roosevelt Demographics OSS Numbers:

- 159 OSS Resolutions
- 122 students



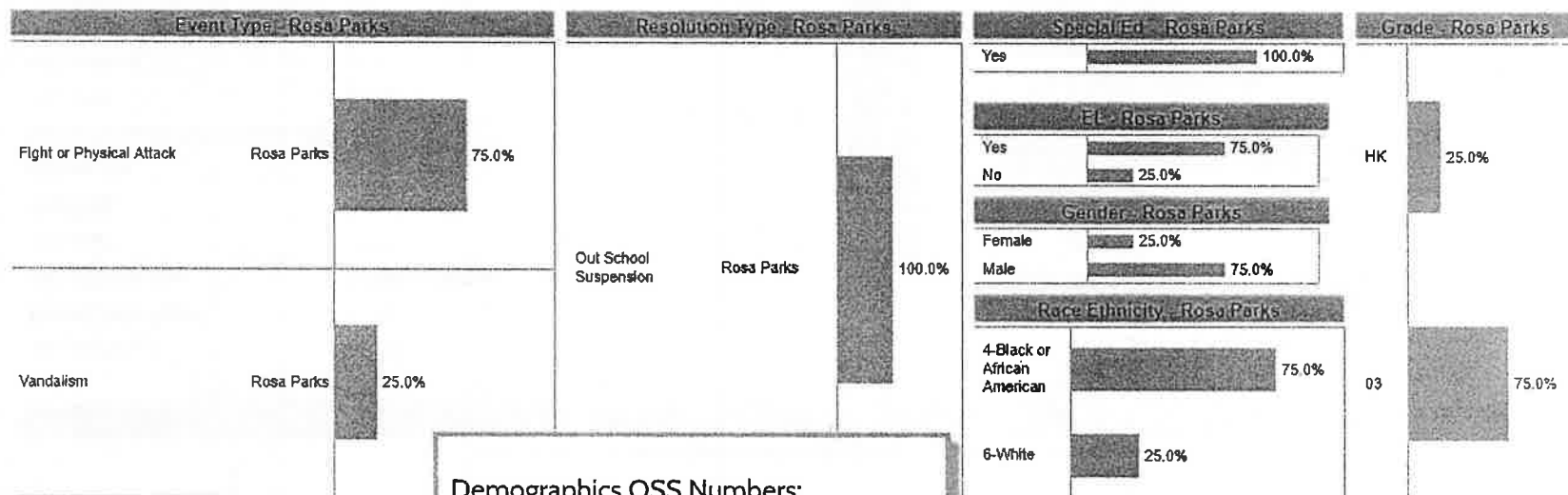
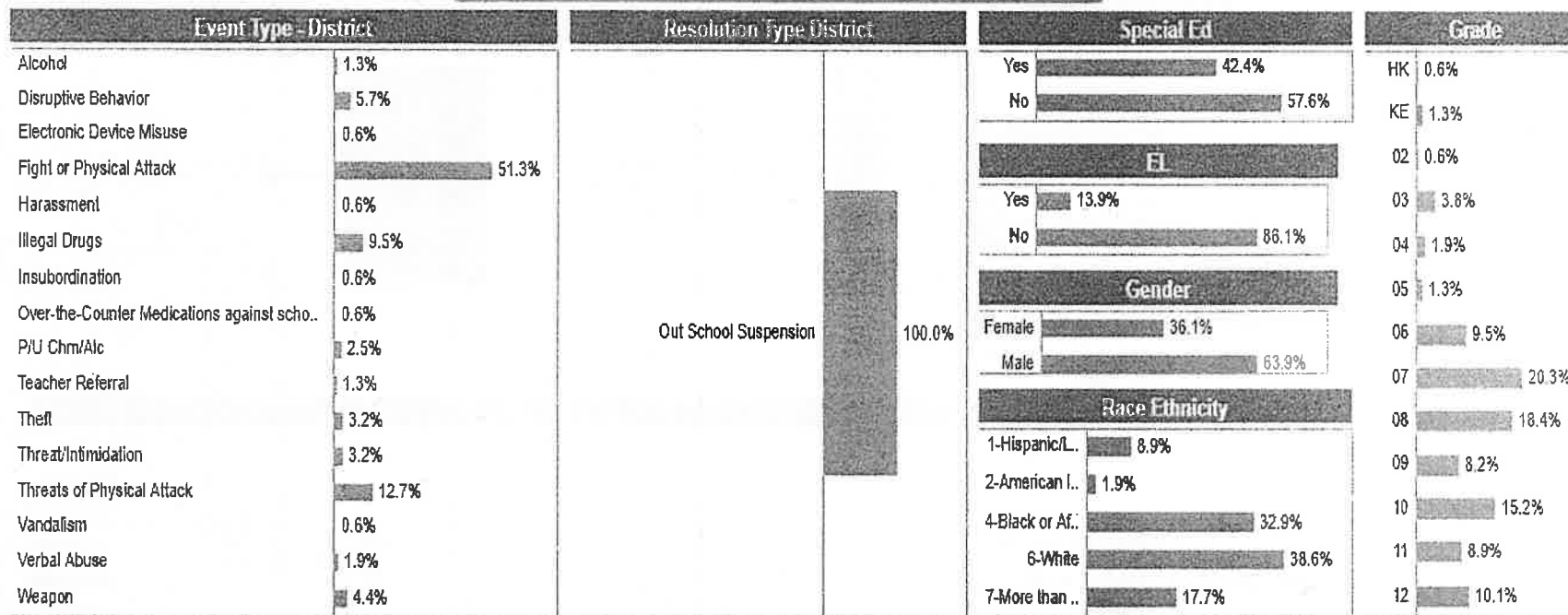
Demographics OSS Numbers:

- 4 OSS Resolutions
- 3 students

September 6, 2019 - December 31, 2019

District & Rosa Parks Demographics OSS Numbers:

- 159 OSS Resolutions
- 122 students

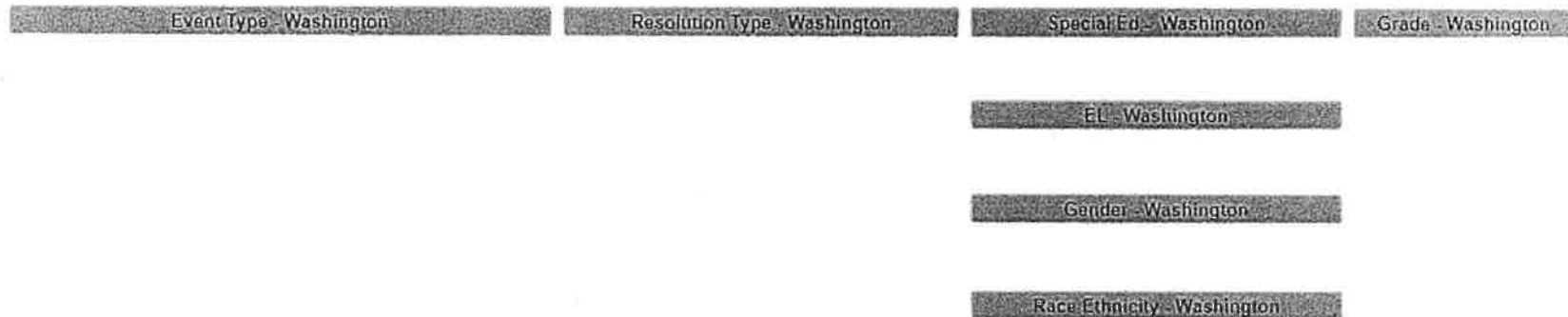
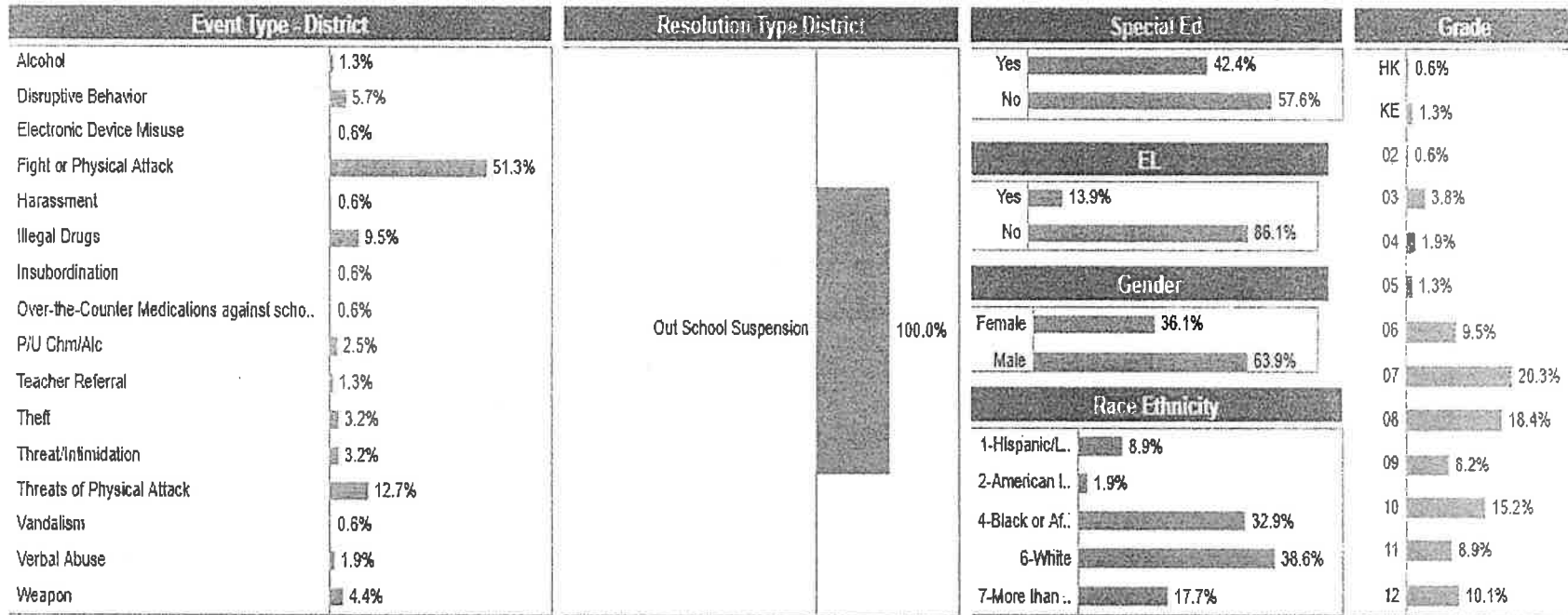


Demographics OSS Numbers:

- 4 OSS Resolutions
- 2 students

September 6, 2019 - December 31, 2019
District & Washington Demographics OSS Numbers:

- 159 OSS Resolutions
- 122 students

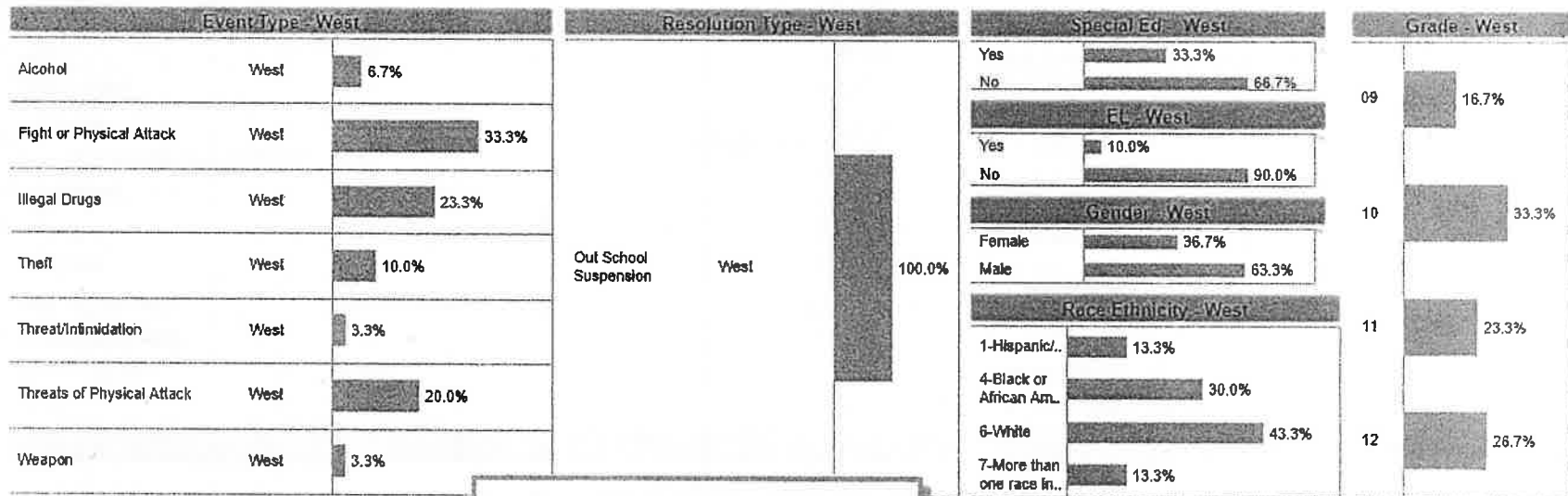
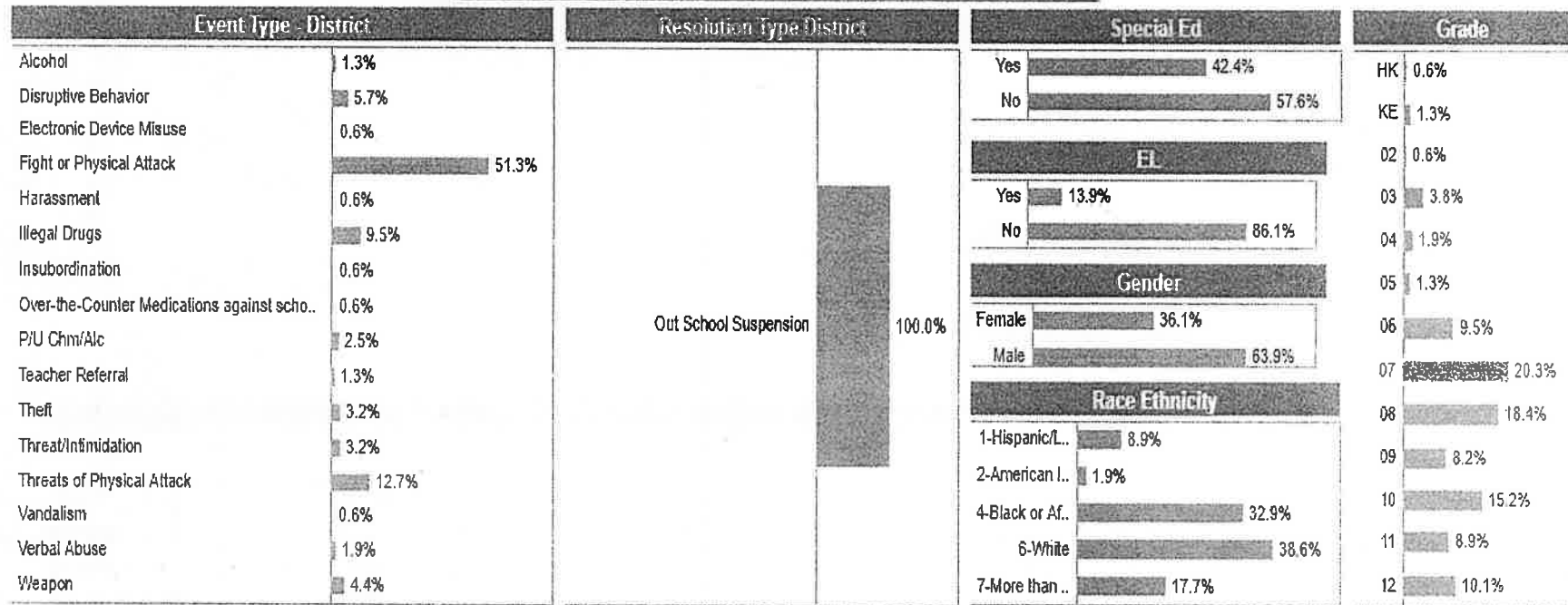


Demographics OSS Numbers:

- 0 OSS Resolutions
- 0 students

September 6, 2019 - December 31, 2019
District & West Demographics OSS Numbers:

- 159 OSS Resolutions
- 122 students



Demographics OSS Numbers:

- 30 OSS Resolutions
- 28 students



OFFICE OF SUPERINTENDENT

10 Civic Center Plaza • Suite Two

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Mankato, MN 56002-8741

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August 28, 2020

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-June, 2020.



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

John Lustig
Director of Administrative Services

rb



Mankato Area Public Schools Strategic Plan-MDHR

TARGETED GOAL:

- A. Reduce the number of suspensions of African-American students, students of color, and students with disabilities relative to their enrollment in the district so that we eliminate the disparity of students of color 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. 	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. 	A/B
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 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

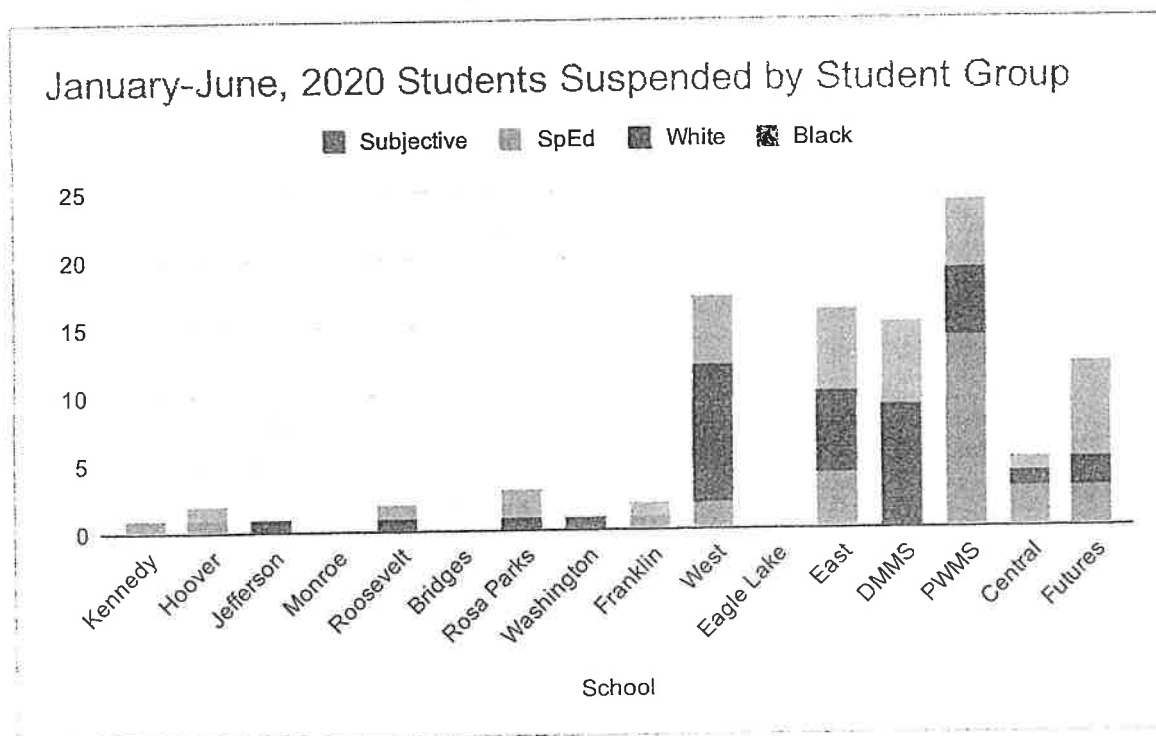
2016-2019	<ul style="list-style-type: none"> • Student data system will include objective discipline referrals which will be part of the school reports to the Board of Education 	B
2016-2021	<ul style="list-style-type: none"> • School Board will review discipline and academic/social emotional data in work sessions 	A/B
2015-2019	Adoption of research-based models that support social-emotional learning for students within our PBIS model <ul style="list-style-type: none"> o Implementing site specific initiatives to support students <ul style="list-style-type: none"> ▪ Well Managed Schools (Boystown) ▪ Leader in Me ▪ Top 20 ▪ 7 Mindsets ▪ 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"> o 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 	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

January 1 - June 30, 2020 Students Suspended by Student Group

School	Black	White	SpEd	Subjective
Kennedy	1	0	0	0
Hoover	1	0	1	0
Jefferson	0	1	0	0
Monroe	0	0	0	0
Roosevelt	0	1	1	0
Bridges	0	0	0	0
Rosa Parks	0	1	2	0
Washington	0	1	0	0
Franklin	1	0	1	0
West	2	10	5	0
Eagle Lake	0	0	0	0
East	4	6	6	0
DMMS	0	9	6	0
PWMS	14	5	5	0
Central	3	1	1	0
Futures	3	2	7	0
Total	29	37	35	0
% of Total	28.71%	36.63%	34.65%	0.00%





June 17, 2021

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 July-December, 2020.

- 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

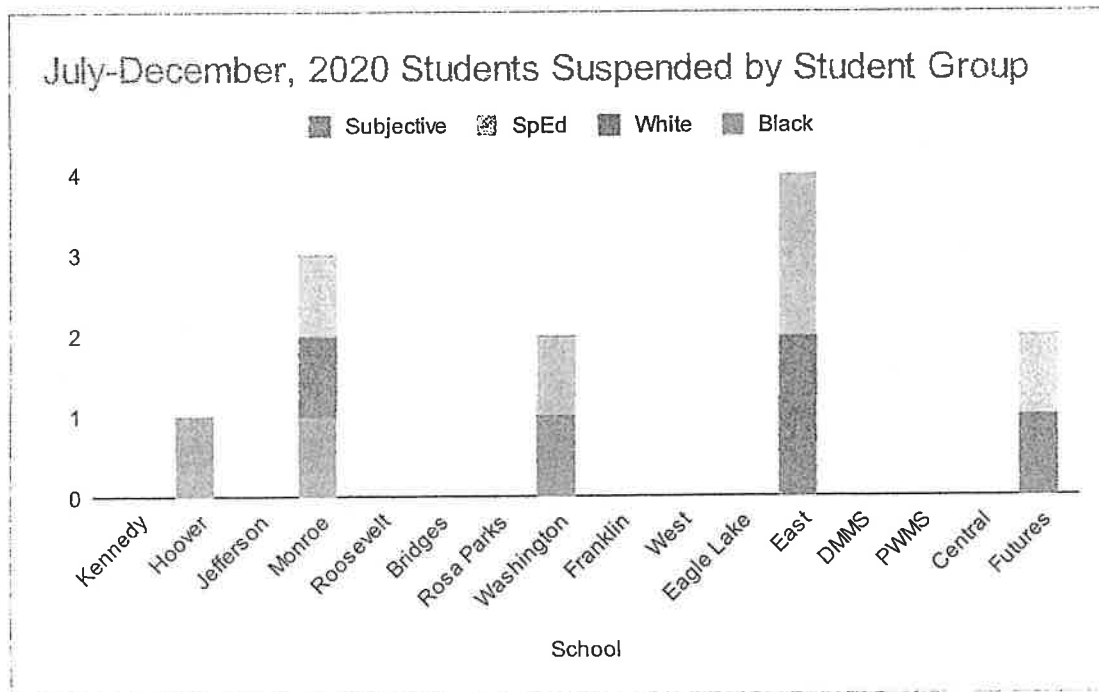


John Lustig
Director of Administrative Services

rb

July 1 - December 31, 2020

School	Black	White	SpEd	Subjective
Kennedy	0	0	0	0
Hoover	1	0	0	0
Jefferson	0	0	0	0
Monroe	1	1	1	0
Roosevelt	0	0	0	0
Bridges	0	0	0	0
Rosa Parks	0	0	0	0
Washington	1	0	1	0
Franklin	0	0	0	0
West	0	0	0	0
Eagle Lake	0	0	0	0
East	0	2	2	0
DMMS	0	0	0	0
PWMS	0	0	0	0
Central	0	0	0	0
Futures	0	1	1	0
Total	3	4	5	0
% of Total	25.00%	33.33%	41.67%	0.00%





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 <ul style="list-style-type: none"> ○ Staff Learning Academy 11/29/18 ○ Life Journey <ul style="list-style-type: none"> ▪ 39 District leaders have completed ▪ 119 Staff have completed and 53 staff in progress 	A/B
2018-2021	<ul style="list-style-type: none"> ● Standardizing re-teaching practices K-12 that align with PBIS through restorative practices <ul style="list-style-type: none"> ○ PBIS Sustainability Training offered by Metro ECSU <ul style="list-style-type: none"> ▪ 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. ▪ PBIS teams attended two day training to renorm PBIS, August, 2019. 	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. <ul style="list-style-type: none"> ○ Family Academy Dates: 10/9/17, 10/16/17, 9/24/18 (Fall and Winter annually) 	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 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 trained in Restorative Practices August, 2018: Four elementary schools had introduction to Restorative Practices December, 2018: Success Coaches trained in Restorative Practices Restorative training for all new counselors, social workers and Futures staff, July, 2019. Restorative training set for October, 2019. 	A/B
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 Director of Teaching and Learning and Director of Student Support Services working with Building Administrators to norm behavior referrals, incidences, and reporting. 	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 <ul style="list-style-type: none"> 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 	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	<p>Adoption of research-based models that support social-emotional learning for students within our PBIS model</p> <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
2015-2021	<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"> o Student Success Coaches trained in Boy's Town Alternatives to Suspension strategies: monthly PLC 2017-18 o Participate in Minnesota Dept of Human Rights Diversion Committee and Corrective Action Strategies Sub-committee <ul style="list-style-type: none"> ▪ Diversion Committee Meeting Dates: 4/24/18, 10/9/18, 12/5/18, 6/19/19, 10/19 	A/B
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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



OFFICE of SUPERINTENDENT

10 Civic Center Plaza • Suite Two

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September 1, 2021

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

Dear Commissioner Lucero,

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

Attachment B contains data for the reporting period January-June, 2021.

- 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

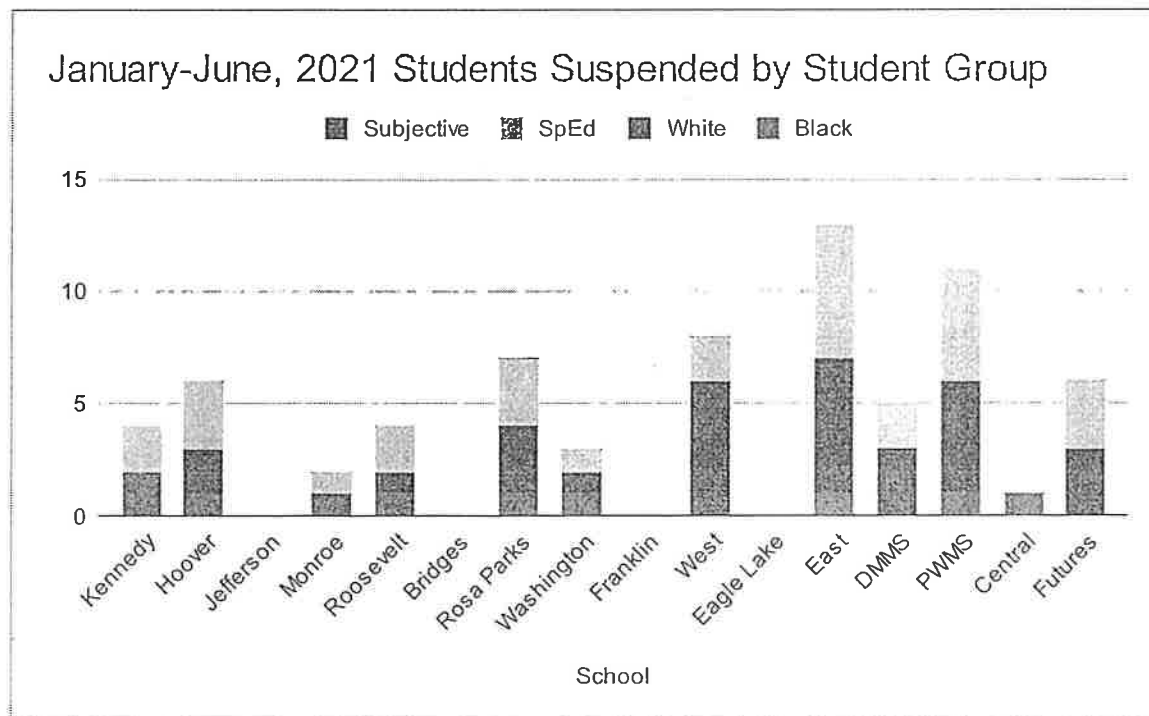


John Lustig
Director of Administrative Services

rb

January 1, 2021 through June 30, 2021

School	Black	White	SpEd	Subjective
Kennedy	2	0	2	0
Hoover	1	2	3	0
Jefferson	0	0	0	0
Monroe	1	0	1	0
Roosevelt	1	1	2	0
Bridges	0	0	0	0
Rosa Parks	1	3	3	0
Washington	1	1	1	0
Franklin	0	0	0	0
West	0	6	2	0
Eagle Lake	0	0	0	0
East	1	6	6	0
DMMS	0	3	2	0
PWMS	1	5	5	0
Central	1	0	0	0
Futures	0	3	3	0
Total	10	30	30	0
% of Total	14.29%	42.86%	42.86%	0.00%





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.
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ONGOING STRATEGIES BEING IMPLEMENTED:

Strategy Initiation Date	Strategy	Goal Targeted
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2018-2021	<ul style="list-style-type: none"> • Standardizing re-teaching practices K-12 that align with PBIS through restorative practices <ul style="list-style-type: none"> o PBIS Sustainability Training offered by Metro ECSU <ul style="list-style-type: none"> ▪ 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. ▪ PBIS teams attended two day training to renorm PBIS, August, 2019. ▪ 	A/B
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2016-2021	<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 <ul style="list-style-type: none"> 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 	B
2016-2021	<ul style="list-style-type: none"> School Board will review discipline and academic/social emotional data in work sessions 	A/B
2015-2021	<p>Adoption of research-based models that support social-emotional learning for students within our PBIS model</p> <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
2015-2021	<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. District policy review & revision: April-June 2021 	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"> o Student Success Coaches trained in Boy's Town Alternatives to Suspension strategies: monthly PLC 2017-18 o Participate in Minnesota Dept of Human Rights Diversion Committee and Corrective Action Strategies Sub-committee <ul style="list-style-type: none"> ▪ Diversion Committee Meeting Dates: 4/24/18, 10/9/18, 12/5/18, 6/19/19, 10/19 	A/B
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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