



MAPS Principal Report Student Behavior

NOVEMBER 7, 2022



Mission Statement

Mankato Area Public Schools
is committed to working together
equitably, with families and
communities, so that each learner has
the knowledge and skills to be a
successful and contributing citizen in a
diverse global society.

Commitment and Values

Visibly Inclusive
Intentionally Equitable
Actively Anti-racist
Committed to Excellence
Accountable for Results



District Initiatives

Director of Student Support Services Mr. Scott Hare
Director of Teaching and Learning Mr. Travis Olson

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Systems to Teach Student Expectations

Developing Culture & Expectations	Teaching	Structures	Staffing
Students and staff need a safe and orderly school Behavior expectations are taught & reinforced Students' Rights: - FAPE: Students receiving special education services have due process rights - Minnesota Pupil Fair Dismissal Act - Federal and MN Data Privacy Rules and Regulations: Dignity and rights of students School Board Policies	Social Emotional Learning (SEL) Curriculum - Second Step - School Connect - Trauma Informed Practices Tiered level of support: - Classroom to Student Support Services - Multiple levels of support from reteaching to individual and group interventions	Multi Tiered Systems of Support (MTSS) Positive Behavior Intervention and Supports (PBIS) Restorative Practice Panorama wellness screener Accountability with appropriate and consistent consequences Community Partners	Teachers Student Support Services - Counselors - Social Workers - School Psychs - MS ADSIS Secondary Assistant Principals and Deans Special Education: licensed and paraeducators Student Success Coaches School linked mental health



Elementary

Hoover Principal Ms. Mollie Meyer

NOVEMBER 7, 2022

Elementary Schools in MAPS

- In order to ensure student success, our approach is to *educate and teach the whole child*.
- Proactive and responsive approaches are based on *child development* and accountability through *restorative practices*
- *Trauma informed* approaches are included throughout our elementary system
- Teaching occurs through a *tiered approach*

Elementary Schools in MAPS

- **Tier 1~ 75-80% of students typically respond**
 - Core instruction through PBIS, Morning Meeting, Counseling Lessons, and School Lyceums
 - Response is typically teacher driven
- **Tier 2~ 15-20% of students typically require this level of support**
 - Supplemental targeted instruction through Zones of Regulation, Second Step, SPOT SEL
 - Response is teacher and/or student support managed
- **Tier 3~ 0-5% of students typically require this level of support**
 - Prescriptive intervention for a few specific, leveraging various interventions
 - Response is teacher, student support and/or office managed

Elementary Schools in MAPS

- **Fall 2019 to Spring 2022** *Infinite Campus Behavior* data shows that
 - behaviors that would be identified as fighting, physical aggression, or physical contact reduction of 5%
 - Classroom behaviors that were identified as disruptive saw a 2.7% reduction
- **Winter 2022 to Fall 2022** *Panorama Data* shows that
 - A student's ability to maintain emotion regulation is up 8% from last year
 - Students reporting positive relationships is at 89%



Middle School

DMMS Principal Mr. Akram Osman

NOVEMBER 7, 2022

Middle Schools in MAPS

- Our daily approach is to ensure we have safe, welcoming, nurturing and supportive school environment. We start by welcoming students into the learning environment by greeting them, asking how they are doing and engaging them in community building activities at the beginning of each day.
- We teach and reteach school wide behavioral expectation (classrooms, hallways, restrooms, cafeteria, before and after school, dismissal, etc.)
- Reteaching of school wide behavioral expectations takes place during advisory each week and by grade level at the beginning of the school year and at the end of each quarter.

Middle Schools in MAPS

- School staff actively supervise students throughout the day and ensure school wide expectations are met consistently.
- Teachers have time set aside weekly to discuss students' needs and celebrate academic and behavioral growth. Teachers collaborate with members of the student support team to create plans and set goals for students.
- Student support team members include school counselors, social workers, student success coaches, Social emotional learning (SEL) Interventionist, psychologist, dean of students, assistant principals, and principals.
- School staff partner with parents and caregivers to reinforce behavioral expectations. We are appreciative for the support we receive from parents and caregivers!

Our commitments

- We believe we have the responsibility to ensure each student receives what they need academically, socially-emotionally, and behaviorally.
- We believe in teaching and reteaching in all areas mentioned in order to maintain students' wellbeing, engagement, and growth.
- We shape behaviors through providing clear expectations school wide and maintaining high accountability and high support for our students.
- We understand that there are factors outside of our control at times. We focus on what is in our control by asking ourselves what is missing or needed that we have influence over during the school day.
- We partner with parents and caregivers and avoid placing blame on families and the community.

Response to misbehaviors

- We teach and reteach school wide behavioral expectation.
- We shape behaviors through providing clear expectations and maintaining high accountability and high support for our students.
- **Responses to misbehaviors include**
 - Reteach students specific behavioral expectations
 - Positively reinforce the correct or desired behaviors
 - Review the school wide behavioral matrix
 - Teacher teams discuss students during their weekly meetings and create plans to improve the behaviors

Response to misbehaviors continued

- Through our tiered approach, student support team members are involved to help create plans and set goals for students to improve the behavior
- Engage in restorative conversations with students to address the root cause of the behavior, disagreement or conflict
- Assign logical consequences to behaviors (reteaching, lunch detention, in-school suspensions, outside of school suspensions)
- Partnering with parents and caregivers to address the behaviors and come up with solutions

Dakota Meadows

- Positive daily experiences
- ***We are here for YOU!***
- Decrease in behaviors that lead to suspensions
- Academic feel throughout the school day
- Panorama survey results highlighting an increase in students feeling safe and a positive sense of belonging



High School East Principal Mr. Jeff Dahline

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MAPS Principal Report

- **High Schools in MAPS**
- **PBIS - preventative**
 - **Cougar Code**
 - **Student of the Week**
 - **GOOSE Award**
 - **Positive Perks**
 - **MDE Cohort**
 - **Multiple teams monitoring attendance and behavior data**
 - **Branding and signage around the building**
- **Responses to misbehavior**
 - **Restorative Practice**
 - **Alternatives to suspension**
 - **Highly accountable practices**
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MAPS Principal Report

Building Level Success Stories–

- **Hoover**
 - Tier II SEL/Behavior Collaboration/Instruction
 - Expanded Tier II Offerings
- **DMMS**
- **East**
 - PBIS
 - Restorative Practices



District Trends

Increase in positive social emotional behaviors

Increased time in class as a result of a decrease in behaviors leading to a suspension:
Specifically fighting

Positive results from our recent Panorama Wellness Screener

- Sense of Belonging
- Emotional Regulation
- School Safety

Continued Areas of Focus:

- Disproportionality of suspensions in students receiving special education services and students of color.
- Supporting students who have ongoing behavioral needs



Thank you!

Question/Answer Time