**Minnesota Department of Human Rights**

**Semi-Annual Report – February 2021**

Report prepared by Justin Tiarks, Principal of St. Paul City School.

**Section 1: Strategy Summary**

1. At a minimum, the semi-annual report will include the following information for each strategy the Plan identified:
   1. The intended outcomes;
   2. Specific steps the Charter School took to implement the strategy;
   3. Metrics the Charter School developed to measure the effectiveness of the strategy; and
   4. Any changes implemented by the Charter School in light of results in the reporting period.

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| Note: In order to track the progress of each strategy over time, updates from past reports will be written in black and current updates will be written in blue. | | | | | |
| A | **B** | **C** | **D** | **E** | **F** |
|  | **Strategies** | **Intended Outcomes** | **Implementation Steps** | **Measurement** | **Changes** |
| RP Family Objectives | 1. Install circle process as format for all monthly Family Forum sessions. 2. Establish and fully train RP Family Team with 10 parent leaders. Identify before August so they can attend PD. 3. Identify and provide three new programs for parents based on parent interest. At least 20 parents will complete one program. | 1. Increase family familiarity with the circle process. Increase parent voice. 2. Develop a team of culturally representative parents to support advanced harm processes involving other parents. Create a cohort of family advocates to join advanced circle situations. 3. Increase parent presence at school. Meet expressed parent needs to ensure students experience a healthy family structure. Increase parent access to resources. | 1. Circle process has successfully been installed to facilitate Family Forum sessions. 2. Restorative Practices Family Team members have been identified but training has not yet occurred. Our goal is to have this team fully trained before our Winter Break. We did not have identified members attend our August professional development because we shifted our staff-wide focus to Trauma-Responsive Practices and did not spend as much time on Restorative Practices. 3. In partnership with St. Paul Promise Neighborhood, we have identified 5 parent programs we will be holding during the 2018/2019 school year. We plan to launch our first two programs – Financial Literacy and Restorative Practices – before Winter break. We plan to launch our three remaining programs – Cultural Rights of Passage, Employment Skills, and Self-care – after Winter Break. 4. Due to reduction in force, the staff member we had identified to build and lead the Restorative Practices parent cohort is no longer with us. This has forced us to take a pause in this initiative as we identify a new staff member to lead. We have broadly spoken with families about Restorative Practices but have not yet trained a parent leadership team. 5. We took an honest look funding with our SPPN partners and reduced the programming goal to two parent cohorts. Our first parent program is a four-week Financial Literacy course facilitated by CLUES set to launch at the end of February. | These three steps are measured simply by whether or not they were accomplished. We have the framework laid. It is early in the school year to know qualitative impact.  Given that we have had to take a slower than expected approach to these initiatives, we would measure our current success as in progress.  SPCS families attended Clues - financial literacy program beginning in February for four weeks.  Funding stream from promise neighborhood ended completely. Several financial promises were unmet and SPCS was left to shift funding to complete programming.  Every Friday our middle school gym is transformed into a food distribution center for SPCS families and community. Nearly 150 families come through from 3-6 every week.  SPCS merged with REA high school to become a PreK-12. A priority in this merger is to create a community-based school model to meet the many needs of our families, including medical, dental, housing, and other supports. | No changes to report for this quadrant.  Strategy 1 and 2 do not show a change. Circle process remains the format at Family Forums. We have not met our objective of training an RP Family Team but hope to still do so by the end of the year. Strategy 3 has changed from three programs to two.  Several members of the family team completed circle training this summer through MDE.  As a new preK-12 district post-merger, we have spent much of the year examining school-wide systems. We have worked hard to create a unified preK-12 family team and this team has been building a shared vision for parent programming. Our full preK-12 program embraces the circle process and our newly merged team is currently exploring how best to bring circle work to our families.  Regarding parent programming/supports, we continue to pursue our community-based schools model. We see three critical pillars existing as a part of this model - food, shelter, and health care. Our food distribution remains a flagship parental support. We were recently selected by the City of St. Paul to be the only charter school in the new Housing subsidy program. We are also the only program running this program internally without own staff. With food and housing supports now in place, we continue to work on how best to partner with healthcare supports in an equally integrated way.  Due to COVID-19 pandemic, we were in distance learning. RP family objectives were paused given our inability to be in person. |
| RP Classroom Objective | 1. 50% of staff will report feeling confident about leading an advanced harm process as measured by survey. 2. Exploration and installation of schoolwide Social-emotional curriculum 3. Five middle school students will be trained in leading circle. 4. Exploration and installation of new data process to study and better describe office referrals in a restorative school. | 1. More staff will own challenging situations and participate in resolution. Increased human and skill capacity to more fully implement advanced restorative practices. 2. Students will have more skills to solve emotional regulation needs. Staff will have stronger language and tools for responding to student behavior and meeting student needs. Increased student awareness. 3. Increased student capacity to solve complex peer challenges. 4. In a trauma-responsive school, office referrals are *not* a punitive practice. A new data process will increase our capacity to tell our story accurately and monitor success in a more nuanced fashion. | 1. The school year is still early. We have not yet had many opportunities for advanced harm circles. He have also not yet given a staff survey. 2. We have selected the Zones of Regulation curriculum. We are implementing this approach in our Restore Rooms, our Special Education rooms, and a few gen ed classrooms. We are awaiting word on whether or not we received a grant to expand our access to this resource in all classrooms. 3. We have not yet begun this initiative. 4. We have developed the new data collection process and are in the initial stages of implementation. We are using this system and making improvements as needed. Data is reviewed weekly by our Student Support Team. 5. 70% of staff surveyed rated RP implementation a 3 out of 4. 7% reported RP implementation a 4 out of 4. 6. We did not receive the grant to expand Zones of Regulation beyond our environments mentioned in item 2. That said, our implementation of Zones of Regulation in our selected environment has become considerable stronger. We have built strong, clear systems and provided professional development to staff. 7. We have not yet trained Middle School Students to lead circle. 8. We are more fully implementing our new data process. All staff are using a 4-tiered break pass system to aid in data collection. We are tracking quantity and quality of send-outs in new and strategic ways and working to develop staff capacity to better support student needs in class. 9. SPCS reviewed the needs of teachers and students and after careful research has committed to implement the Alive curriculum to address student trauma. All PS staff have been trained and classrooms are ready to begin day one of school. 10. SPCS Deans will be working with students to develop leaders in the circle process. | We will be using staff survey data, implementation completion results, and the data from our new data system as metrics to measure success.  We are using the same data metrics.  A new system to measure the effectiveness of the Alive curriculum is being developed. Teachers were surveyed midyear on ALIVE implementation. Results were very positive!  A new process has been implemented in which teachers are provided access to their specific office referrals each month. A data meeting is held with a coach to review both academic and office referral data. | No changes beyond those shared in column D.  No changes. Our strategies remain active initiatives as planned.  Our Primary School program is in year 1 of implementing the teacher-led [ALIVE curriculum](http://traumainformedschools.org/miss-kendra-program/). This trauma-informed SEL curriculum has been a powerful addition to our trauma-informed programming and we are in deep talks with the ALIVE Program Director to expand to our middle school next year as the first middle school teacher led program pilot.  Our first cohort of 6th graders is currently working with our MS Dean to develop their capacity as both peer leaders and peer mediators. Part of their weekly meetings will be learning how to be a circle keeper.  RP goals were put on pause due to the limitations of distance learning.  The ALIVE program shifted considerably during the pandemic. They did not have a model for the first half of the year but provided video content for students midyear. Teachers still held a Miss Kendra time virtually for students to bring their worries.  Our new data process has been fully built and is ready for full implementation in the Fall. Teachers will receive a monthly report from the dean regarding their behavioral referrals broken down by demographics. Teachers will meet monthly with an administrator or coach to review academic and behavior data through a demographic lens using a data protocol. |
| Culturally Responsive Practices Objective | 1. Full Implementation of EL Strategies quadrant. 2. Initial Implementation of High Impact Instructional Strategies quadrant. 3. Exploration and Installation of Cultural Representation quadrant. 4. Staff fully trained in ~~Undoing Racism~~ curriculum. \*We decided to train our staff fully in Innocent Classroom, not the Undoing Racism curriculum. | 1. When our instruction is accessible to all students, more student needs are met thus reducing the need for exclusionary discipline. 2. Engaging, rigorous instruction keeps students productive and focused thus resulting in more equitable and engaged classrooms 3. Our students must see themselves in their classrooms. Meeting students *reason to be* needs is a critical part of our trauma-responsive model. When students see themselves, they are more engaged and empowered. 4. Our staff will have more tools for building strategic relationships with students, a critical element of our trauma responsive model. | 1. Staff received training on the EL quadrant of our Practice Profile during August professional development. They are being intentional about implementation. 2. Staff received training on high-impact instructional strategies in math during August professional development. 3. We are learning about how to build more culturally representative classrooms. Innocent Class training is supporting this initiative. Additionally, we have applied for a grant to help fund the further development of innocent spaces, and additional step to ensure students see themselves. 4. We have completed two PD sessions with Innocent Classroom. 5. Our coaching team has conducted learning walks to assess the collective implementation of the EL Strategies and High-Impact Instructional Strategies quadrants of our Culturally Responsive Practices Practice Profile. At present, our staff as a whole still remains in the initial implementation stage. We are providing ongoing development to continue developing efficacy. 6. We received funding for the part of the grant that covered Innocent Classroom training but not for the part of the grant to build innocent spaces. We will apply for a second year of funding in an attempt to better build innocent spaces. Teachers are committed to building representative classrooms and this is visible in most classrooms. 7. We have completed all but the final training in the Innocent Classroom series. This has been a powerful space for thinking deeply about how to better do relationships with kids, | Schoolwide learning walk data gathered by coaching team and presented to admin team and board semi-annually.  Teacher evaluation process data built around three elements - teacher practice, student engagement, and student learning and achievement.  Data metrics remain the same. | We had chosen to train Innocent Classroom instead of Undoing Racism.  Funding fell through on building innocent spaces. Teachers are selecting culturally representative content with great intention (ex: a 5th grade unit on Freedom Songs which is currently underway) but the instillation of physical resources to build more culturally reflective spaces has slowed until we find the funding.  Implementing the Alive curriculum includes representation of the legend in classrooms. A space has been created in all PS classrooms to provide for students to work through the Alive process to write and share when they are feeling worried or dysregulated.  Coaching team conducts monthly learning walks on CR Practice Profile. Yearly professional development theme has been the implementation of the ELM project for EL strategies in the classroom.  A cultural representation committee has been established to analyze our cultural representation quadrant of the CR Practice profile. The intent of this group is to study classroom and school-wide practices and how we can implement this quadrant to greater fidelity.  FY21 was our most impactful year of our antiracism journey yet. We contracted with Drs. Gwen Peyton and Carol Gupton to lead out professional learning. Administration provide a Confessions/Commitment presentation to staff identifying ways in which we have not lived our antiracist values in the past and promises we are committed to fulfilling in the future. Licensed staff completed a similar reflection and met individually with administration to examine individual practice through an antiracist lens. |
| Trauma-Informed Objective | Objective - Exploration and development of a concrete framework for trauma-informed practice using the Saint Seven Essential Ingredients (<https://www.sainta.org/files/Seven-Essential-Ingredients.pdf>)   * Completion of SantA Train the Trainer program * Creation of Trauma-informed practices team. * Collaborative study and plan development. | Our staff will see behavior differently and respond with more nuance to each situation. We will add additional tools for responding with care and not pushing students away. | The Principal and Director of Family Partnerships completed the Saint A Seven Essential Ingredients train the trainers.  We fully trained our staff on trauma responsive practices for 4 days in August.  We have established new, common language to describe behavior events and additional responses for each type of event.  Trauma-responsiveness is an integrated part of how we discuss our work in every pocket of the school. All staff desire to be trauma-responsive but learning new strategies takes time to bring to full implementation. Our new data process has allowed us to see with vivid detail which areas we need to improve in our implementation process. For example, certain staff have misinterpreted our training on proactive regulation breaks and have begun sending students out of class for support too often. We are providing ongoing training and support to help staff learn how to implement our trauma-responsive principles more effectively, | Completion of training opportunities. Full implementation in each classroom and throughout the school will be measured through classroom observation data, student referral data using our new data system, and through student and parent surveys  Our new data system has been a powerful tool in guiding support and implementation at the individual teacher level.  New behavior system to have Dean report to classrooms before a student receives an office referral will reduce student time out of class and increase teacher capacity to support student behaviors inside the classroom. | No new changes. The trauma-responsive model is core to everything we do.  No changes. We remain deeply committed to learning how to do our work better and better each day.  The addition of the Alive curriculum has added additional training for staff in being trauma-informed educators as well as providing a clear process for students to share their “worries” and a clear response from educators and admin when trauma is reported.  We have received monthly coaching visits from our external ALIVE coach. Teachers report positive experiences with implementation. The current plan is to extend implementation to the middle school next year. We will be the first school to pilot the teacher-powered ALIVE model in a middle school.  Trauma-informed practices remain the bedrock of our program. We have built all facets of programming through a trauma-informed lens. All staff has received training and will continue to receive ongoing training. |

**Section 2: Suspension Reporting**

1. The semi–annual report will also include the following information:
   * 1. The names of all students that have been suspended or expelled;
     2. The names of the student’s parent(s) or legal guardian(s);
     3. The telephone and mailing address contact information for the student’s parents;
     4. Date the student was suspended;
     5. Date the student’s parent(s) or guardian(s) were contacted regarding the suspension;
     6. The race, ethnicity, national origin, and gender of the student suspended;
     7. Whether the student is recognized as a student with a disability;
     8. The reason why the student was suspended;
     9. The length of suspension; and
     10. Dates the student was previously suspended during the academic school year.

SPCS was in distance learning and thus have zero suspensions to report.