



**South St. Paul Public Schools Semi-Annual Report to
Minnesota Department of Human Rights
Reporting Period ending: February 1, 2020**

1. Area: Community Involvement

● **Links to website communication efforts:**

- [Equity Commitment](#) webpages are now located on the district website under “About SSPPS.” This is a new section that highlights equity as a focus of our work. Information about programming for students and adults, a focus on student voice, meaningful involvement are now located here.
- The district’s Fall 2019 issue of [Six Times](#) was sent to all residents of SSPPS in January. This publication is mailed three times per year as part of the district’s ongoing communication efforts. Highlights in this publication include:
 - #SSP Cares and a review of the district’s Core Values: Compassion, Integrity, Equity, Resilience, Excellence and Respect
 - Messages of Kindness and Hope
 - Restorative Practices and leadership
 - Flex learning/elearning days planned for emergency school closing
 - Food Security and how the district is supporting a focus on learning
 - Cultural Jambalaya Award for our Student Affinity Groups!
 - Spotlight on adult learning, GED and ABE
- District updates are archived online as part of the districts [news and headlines section](#) of the website.

● **Examples of meaningful parent and community involvement and conversations:**

- The District continues to host community conversations and opportunities for people to participate in a Circle, to bring together all partners as we look to build a more safe and supportive SSP, while moving forward with improvements that will positively impact students and families.
 - Parent conversations were held:
 - Staff listening sessions and Student listening sessions are now routinely held at all sites and are once again planning in January/February, 2020.

This is a change in practice, and will be continued as an important part of gathering authentic feedback. Linked here are plans for the continued engagements in the fall, 2019-20:

[Engagement Planning](#) - Improving the Daily Experience.

- **Professional of Colors Career Panel** Black Pride Organization (BPO) and Comunidad de Latinos Unidos (CDLU) will be hosting their annual Professionals of Color Career Panel at SSP Secondary on **Tuesday, Nov. 19 from 6-8:30 p.m.** Professionals of color bring unique and valuable perspectives to the workforce, yet are often underrepresented in upper level positions. Guest panelists include:
 - Angela Conley, Hennepin County Commissioner - District 4
 - Bo Thao Urabe, Executive & Network Director, Coalition of Asian American
 - Lady midnight, Artist & Performer
 - Milagros Silva Morales, PhD, Postdoctoral Fellow at University of Minnesota's Center for Immunology

- **Surveys and feedback:**
 - The 5Es survey is being administered for families and students during the end of January, early February. Results will be analysed, and response will be shared in the next review.

2. **Area: Curriculum/Teaching and Learning**

- Summary of progress for Multi-Tiered Systems of Support (MTSS) implementation: As a budget priority for the school district for SY19-20, we worked to align positions with programmatic improvement needs. Restructure of building and district level teams, committee responsibilities and eleven staffing positions have been realigned (at no additional cost) to offer support for both a stronger core in academics and develop a system for teaching social/emotional content and supporting students.
 - The district now has a structure for MTSS that includes:
 - MTSS District Implementation Team
 - BILT (Building Instructional Leadership Teams)
 - The district also realigned staffing positions to better meet the needs of our students:
 - An MTSS Coordinator is now allocated to each site, with specific responsibility for the development of Social/Emotional Learning Tiered Levels of support.
 - Three additional counselors have been added (one at each site) resulting in:
 - 2 counselors at Kaposia
 - 2 counselors at Lincoln Center
 - 5 counselors at Secondary Building
 - Additional Lunchroom staff have been added at the Secondary Building for student supervision and safety.

- We continue district-wide PBIS implementation. Kaposia Education Center will be entering year 4, with Lincoln Center and South St. Paul Secondary entering year 2 implementation for the 2019-20 school year.
 - PBIS Standard Work for Kaposia Elementary/Leadership group
 - Review and practice of PBIS consistently occurs during building staff meetings
 - Full use of SWIS data tracking program, program improvement cycle
 - PBIS Cohort 14 Training will continue throughout the year for Lincoln Center Elementary/South St. Paul Secondary
 - Focus on systems development, consistency of response, reporting and data use

- Equal Opportunity Schools Student Diploma program participation records:
 - Our primary goal in this partnership work with Equal Opportunity Schools (EOS) continues to be closure of the participation gaps in International Baccalaureate Diploma Program (IB DP) course enrollments. Data will be available later in the school year regarding participation and academic success

- Curriculum review calendar:
 - New Elementary Math Curriculum adoption grades K-5 with focus on fidelity in core.
 - Health curriculum is being updated as part of Physical Education classes district wide.
 - Anti-Bullying curriculum, resources and training are in place for all staff and students, fall 2019-20, with a “Re” month scheduled for January at all sites.

3. **Area: Professional Development**

- Calendar of professional development opportunities held to date and what is planned 2019-2020:

| | Culturally Responsive Teaching/Practices | Audience |
|----------------------|---|---|
| August 26, 2019 | Alex Paite, Keynote Address: Innocent Classroom, Opening Days | All Staff SSPPS |
| Aug - April, 2019-20 | Innocent Classroom Training: <ul style="list-style-type: none"> ● Implicit Bias ● Stereotype Threat ● Finding a Child’s Good | Middle School Teaching Staff & High School Teaching Staff |
| Sept-Jan 2019-20 | Book Study: Tongue-Tied - The Lives of Multilingual Children in Public Education | ELL Department |
| | Restorative Practices | |
| August, 2019 | Restorative Practices Training - Equity Alliance, MN | Self-selected SSP staff |
| | Bullying and Harassment | |

| | | |
|--|--|--|
| Sept/Oct, 2019 | Bullying and Harassment Training All Staff various dates | All Sites |
| January, 2020 | Anti- Bullying and Harassment “Re”Teaching month | All Sites |
| PBIS (Behavioral systems and structures) future | | |
| Sept-May, 2019-20 | PBIS Cohort Implementation Year 2: Lincoln Center PBIS Cohort Implementation Year 2: SSP Secondary PBIS Cohort Implementation Year 3: Kaposia Elementary | Lincoln Center Staff SSP Secondary Staff Kaposia Staff |
| Sept-Jan 2019-20 | Book Study: Responsive Classroom for Music Art PE and Other Special Areas | Specialist Teachers |
| Social Emotional Learning (MTSS behavior support) | | |
| Sept-May, 2019-20 | MTSS Site Specialists Teams | Site leaders |
| Sept-Dec, 2019 | Book Study - Relationship, Responsibility and Regulation: Trauma-Invested Practices for Fostering Resilient Learners | Special Education Team, Secondary |
| Dec 2, 2019 | Oh Shift! Shifting from Unconscious to Conscious Discipline with Annie Hoff (AM/PM Sessions) | Early Learning Teaching Teams, Paraprofessionals |
| Jan, 2020 | CPI Certification | District Admin, Behavior support staff, Special Education |

- Innocent Classroom implementation calendar/plan:
 - South St. Paul Public Schools did received a \$210,000, three year grant from the St. Paul Foundations for district wide Innocent Classroom training and implementation, 2019-2021. This plan supports district efforts to deliberately interrupt the racial predictability of academic performance and disciplinary referrals for our students of color, differing abilities and poverty. This project addresses the impact of stereotype threat and implicit bias, and the ways these interfere with authentic teacher-child relationships in classrooms and adult-child relationships across the district. Innocent Classroom strategies will serve as a restorative practice to enhance the effectiveness of South St. Paul’s commitment to Positive Behavioral Intervention & Supports (PBIS), Social Emotional Learning (SEL) and Restorative Practices. Innocent Classroom helps to change how teachers think about and engage their students, especially students of color. Every South St. Paul staff member will be involved in this work with the goal to radically impact the academic and disciplinary disparities for our students from underrepresented groups.
 - Schedule:
 - Feb-Jun, 2019: Leadership and the Innocent Classroom.

- Cohort 1 for District Administration/Teacher Leaders from each site to participate - COMPLETED
 - Opening Days, August 26, 2019: Alex Paite, CEO Innocent Technologies will provide keynote address for all staff to introduce Innocent Classroom theory and practice, and provide an overview to the district-wide implementation. - COMPLETED
 - Sept-Feb, 2019-2020: Constructing the Innocent Classroom
 - Cohort 2 for Secondary and CLC teachers grades 9-12, and
 - Cohort 3 for Secondary teachers grades 6-8
 - Feb-June, 2020: Cohorts 2-3 follow up with podcasts, newsletters and implementation support
 - Spring/Summer 2020: Innocent Classroom presentation for School Board
 - Sept-Feb, 2020-21: Constructing the Innocent Classroom
 - Cohort 4 for Kaposia teachers grades K-5
 - Cohort 5 for Lincoln Center teachers grades K-5
 - Cohort 6 for teaching staff of birth to adult programs
 - Feb-June, 2021: Cohorts 4-6 follow up with podcasts, newsletters and implementation support
 - Other supports TBA 2019-2020: lab/practice sessions for paraprofessionals, community information

4. Area: Procedures

- Summary data as defined in Minnesota Statutes sections 13.02, subdivision 19: Number of suspensions for each site during reporting period:

| South St. Paul Public Schools | Total Number of Suspensions | | | |
|-------------------------------|-----------------------------|---------|---------|-----------------------------|
| | 2016-17 | 2017-18 | 2018-19 | 2019-20 to date (Jan 15) |
| District Total | 526 | 521 | 448 | 266 |
| Kaposia K-5 | 38 | 37 | 17 | 5 |
| Lincoln Center K-5 | 76 | 109 | 69 | 36 |
| Secondary Gr 6-8 | 287 | 256 | 206 | 140 |
| Secondary Gr 9-12 | 113 | 94 | 148 | 69 |
| CLCGr 9-12 | 12 | 25 | 8 | 16 |

- Description of the reason for each suspension, exclusion, expulsion:

| 2019-20 | Suspension/Description | | | | | | | | | | | | | | | | | | | |
|-----------------------|------------------------|--------|---------|-------------|-----------|--------------------------------------|----------------|---------------------------------------|-----------|-----------|---------------|--------------|----------|---------------------|---------------|------------------------------|---------------|------------|------------------------------|-----------|
| Site | Alcohol | Ars on | Assault | Att endance | Bully ing | Controlled Substances (prescription) | Cyber Bullying | Disruptive/Disorderly/Insubordination | Fig hting | Harasment | Illegal Drugs | Pyrotechnics | Th e f t | Threat/Intimidation | T o b a c c o | Van dalism /Property Related | Ver bal Abuse | W ea p o n | Te r r o r i s t i c Threats | O t h e r |
| Kaposia Gr K-5 | | | 5 | | | | | | | | | | | | | | | | | |
| Lincoln Center Gr K-5 | | | 26 | | | | | 1 | 6 | | | | | 1 | | 4 | | | | |
| Secondary Gr 6-8 | | 1 | 27 | 2 | 5 | | | 24 | 35 | 1 | 2 | | 3 | 11 | 5 | 11 | 5 | 3 | 3 | 1 |
| Secondary Gr 9-12 | | | 9 | 5 | 1 | 2 | 1 | 9 | 14 | | 2 | | 2 | 8 | 8 | 1 | 5 | 2 | | |
| CLC Gr 9-12 | | | | | | | | 6 | | | | | | 1 | 4 | 2 | 3 | | | |

| 2019-20 | Suspensions: Disaggregated data showing breakdown of each disciplinary incident by race and disability status: | | | | | | | |
|-------------------------|--|--------|--------|-------|-------|--------|--------|---------|
| Site | Total | Black | Hisp | Asian | Am In | White | Multi | Spec Ed |
| Kaposia (Gr K-5) | 5 | 3/60% | 1/20% | | | 1/20% | | 4/80% |
| Lincoln Center (Gr K-5) | 36 | 12/33% | 8/22% | | 3/8% | 11/31% | 2/6% | 17/47% |
| Secondary (Gr 6-8) | 140 | 27/19% | 53/38% | | 3/2% | 43/31% | 14/10% | 57/41% |
| Secondary (Gr 9-12) | 69 | 23/33% | 22/33% | | | 16/11% | 8/12% | 13/19% |
| CLC (Gr 9-12) | 16 | 1/6% | 6/38% | | | 7/44% | 2/13% | |

| | | | | | | | | |
|-------|-----|--------|--------|--|------|--------|--------|--------|
| Total | 266 | 66/25% | 90/34% | | 6/2% | 78/29% | 26/10% | 91/34% |
|-------|-----|--------|--------|--|------|--------|--------|--------|

- Changes implemented in light of data analysis:
 - Monthly District Oversight Committee Meetings continued each month through the beginning of the 2019-20 school year. This process had an impact on reducing suspension numbers across the district. We continued using the following protocol:
 - ATTENDEES: Superintendent, Director of Early Learning/Equity, Director of Special Services, Building/Site Administration
 - MONTHLY MEETING is pre-scheduled with each site during the first week of each month to review site data from previous month, and year-to-date
 - PRIOR TO THE MEETING the site administration reviews building suspension, exclusion, expulsion data, by total, grade level, demographics/special services, locations, time of day, reporting administrator, and individual reports per each incident including reason, name, grade, race and disability status
 - DURING THE MEETING: Site administration presents both trend and individual suspension, exclusion or expulsion data; reviews process for deciding on disciplinary action including alternatives to suspension options considered; reviews re-entry plan, re-entry experience; reviews data entered into the student information system for accuracy; and monitors individual and trend data to evaluate the need for, or effectiveness of changes in supervision, student support

- Adjustments, structural differences or innovative systems change put in place to: reduce total number of suspensions; discover the function of the behaviors, develop responses to change behaviors; and expand the use of alternatives to suspension. September, 2019 through January, 2020.
 - Kaposia (Gr K-5):
 - Successes to highlight, Sept-Jan 2019-20:
 - We are continually reviewing and shifting to make processes more efficient
 - Office clerical now recording referrals - makes data collection more accurate
 - Use of Behavior data (not just suspension data) that tracks tiers of support
 - Deeper discussion about burst of support to begin tier 2 - then how can classroom teacher manage? Counseling
 - Ethnicity reporting for PBIS - Risk Ratio - looking deeply into what this means
 - 4th year of PBIS system that is working
 - Effort made by every team
 - Specialists used to be a high referral place - now have been more part of the planning/system has had an impact - PLC goal is how to follow system and engagement

- Data really helps to have the first and ongoing conversations when and with whom may need it most
- Systems in place here are Phenomenal! Fidelity to a strong system
- Flow chart - focus - instead of just asking to take out - the teams helps to check - practice... coaching people to use the systems
- Reteaching after breaks
- Teaming - Student Support (behavior) Specialist working with Counselors, Second Step and how they reinforce is a really successful example of needing to work together for good practices.
- Recess supervisors are creating reward areas themselves -
- Idea for substitutes to wear a big staff tag with b-bucks to use
- Subs love coming here - During announcements they will hear, "Welcome our guest teachers in the building today!"
- Focus of attention for the remainder of the school year:
 - Tackle the gender and ethnic concerns
 - Need continued training for all staff for the PBIS processes- changes in staff - but roadblocks with subs - ideally would have a PBIS team
- Lincoln Center (Gr K-5):
 - Year 2 of PBIS implementation including how we handle with more fidelity to data
 - CICO structure within the building, accommodating individual student needs;
 - Closing the loop - how are we making sure the teacher is ready and the student is ready to be back on track in class.
 - Transition bringing students back to class - restorative conversations
 - Administration continues to brainstorm alternatives to suspension for each situation
 - Student Support (behavior) Team implements systems for Tier II support and preventative check ins
 - Now meeting with Lunch Supervisors monthly - (did fill the open slot)
 - To be proactive using the LC tickets
 - Problem solving
 - For kids with 6 or more referrals have plan established
 - Review student by student - have all but one plan established or is on check in check out
 - One with intervention and additional academic support as well
 - LC Staff page - a link to SRT referral - google form checkbox with questions - then follow up (a Tier 1 - support)
 - Anytime there is a referral, we open a document on the student, start collecting evidence of what we are doing
 - Managed as problem solving and not prereferral

- Secondary (Gr 6-8):
 - Year 2 of PBIS implementation including:
 - Development of **Pride Room** to begin pilot Feb. 1 in Middle School. Will be for an identified group of students. Not to punish. Use of support staff feels more productive with their time instead of running all over. Having more meetings in January for successful rollout. Targeting Tier II and III support for kids that are not receiving Special Ed services
 - Using this approach as we strengthen core, and lessons embedded over time
 - Could transition 5th graders as they come to 6th in the future
 - Check in/out about 10 kids max per mentor - ideally exit kids in and out - build skills to apply in various settings
 - Feb 1 - Special Ed space between the Setting II and III rooms upstairs. More space/options and have more individualized space. Setting up systems and structures to teach behaviors.
 - Super proud of the work we are doing to support our kids
 - PBIS started last year - one of the reasons we dropped suspensions from last Dec.
 - Building systems for the needs of kids that are more significant -
 - Feel like the last couple of years - the 6-10 teachers have really jumped on what we are offering
 - Barr, Innocent Classroom - tickets - new tools every day
- Secondary & CLC (Gr 9-12):
 - Year 2 of PBIS implementation including:
 - Implementation of flow chart, and classroom flowchart
 - Proactive - preemptive
 - 5 points to offer restorative conversation - giving kids multiple chances
 - Opening Days training - how to de-escalate, strategies and processes
 - how to tell them what is expected (Bob, Katie, Chuck)
 - Details for staff - to support - and reminders
 - Good discussion started at BILT - role into PBIS
 - Reminding what is office managed, classroom managed
 - If we address lower level behavior - can preempt higher level behavior.
 - Stand at your door to greet your kids
 - Exploring peer to peer mediation, new student orientations
 - Defining roles of counselors
 - Developed process for counselor follow up after disciplinary event
 - Is a lot more shared intentional planning between HS and CLC for getting students what they need - feels like a huge shift in culture

5. Area: Policy

- SSPPS School Board has now adopted **“4-Way Equity Decision Making Protocol”**
 - As a framework for decision making, the School Board now implements this protocol as they consider the following questions:
 - i. How does this help to provide opportunities to students who have been marginalized within the system in the past?
 - ii. How does this help to ensure equitable access for all?
 - iii. How does this help to eliminate barriers based on race/ethnicity, gender, disability, age or other protected groups?
 - iv. How does this ensure that the same rigorous standards for academic performance exist for all students?

- The SSPPS Student Rights and Responsibility Handbook ([link to website](#)) has been developed, was distributed and is posted on the website for Prek-Grade 12.
 - Audience – SSPPS Students (Gr Prek-12), SSPPS Families (Gr Prek-12)
 - This publication outlines unified, developmentally appropriate behavioral expectations for students across the district, and gives common vocabulary to restorative practices, and disciplinary responses.

- SSPPS Family Handbook ([link to website](#)):
 - Audience – Mailed to All SSPPS Families PreK-12/posted on sspps.org
 - Content satisfies all of the annual notification requirement of the school district. It includes information that is common across the district (e.g. data privacy, food/nutrition, pesticides, asbestos, etc.) as well as other district information of interest (e.g. school closing, community education, cultural liaisons, etc.)

- School/Program Guidebooks
 - Audience – Building/Program students and families
 - i. [ECFE Parent Handbook](#)
 - ii. [Community Preschool Parent Handbook](#)
 - iii. Elementary Parent Handbook & Secondary and CLC Parent Handbook (Currently under review)
 - iv. [Activities Handbook](#)
 - v. [Kids’ Choice Handbook](#)
 - vi. [South Metro ABE Handbook](#)
 - Guidebooks include specific information about procedures that are unique to the building/program, including but not limited to: contact information, calendars, building hours and daily schedules, evacuation and emergency plans, fees, technology, transportation, etc.

- Anti-Bullying and Harassment Work:

- In follow up to the Anti-Bullying and Harassment work in the fall, January is “Re” teaching month. Anti-Bullying and Harassment procedures are reviewed, content share with students and district wide “Orange Out” event is planned for January 31, 2020.

**South St. Paul Public Schools Semi-Annual Report to
Minnesota Department of Human Rights
Reporting Period ending: February 1, 2020**

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|--|-------------------|
| Date report presented to South St. Paul Public Schools Board of Education: | February 10, 2020 |
| Submitted by: Connie Garling-Squire | |
| Title: Director of Early Learning/Equity | |
| Signature: <i>Connie Garling-Squire</i> | <i>1-27-2020</i> |
| Date: February 1, 2020 | |