



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

**1. Area: Community Involvement**

- **Links to website communication efforts/Examples of meaningful parent and community involvement and conversations:**
  - [After the George Floyd killing, Superintendent Webb offered this message.](#) This kind of messaging was an important step for our school community in opening the door for conversation, and learning together.
  - Communication with our families has been key in our development of our Pandemic Preparedness and School Opening plans. Using an equity lens for planning and response has impacted decisions making protocols and the depth of our conversation as leaders in the district.
    - [spps.org/covid-19](https://spps.org/covid-19)
  - A number of family surveys were implemented throughout Distance Learning (every 2-3 weeks) in the spring so that we could be better responsive to the needs of our families both during Distance Learning in spring of 2020 and as we upgrade and plan improvements for opening fall of 2020-21.

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

- **Distance Learning Implemented, Feb - end of school year 2019-20 & preparing for 2020-21:**
  - Technology
    - Every student Grades 3-12 received a personal device to use during Distance Learning in the spring. We were also able to provide individual hot spots for families that did not have, or have consistent internet access.
    - For fall, 2020-21, every student grades kindergarten through grade 12 will be receiving a device for learning. The number of hot spots available to families have also been increased.
    - Efficiencies have been developed for student and family tech support including a more streamlined on line enrollment process.
  - Nutrition Services served 250,788 meals during distance learning and summer feeding. South St. Paul is a small community in the metro (about 20,000 residents) with just over 3000 students

attending school. The scope of meals served shows is evidence of the work to remove barriers for school success.

- Educational Benefit information and reduced price offerings were shared in many ways for our families to use during distance learning and summer.
- Emergency Child Care was provided for Tier I workers both during Distance Learning, and we are expanding what was originally planned as we open schools in Hybrid in the fall. More families, with a wider range of ages will be served for free.

- **Structural Changes in preparation for the 2020-21 school year:**

- **Middle School/High School separation:** To continue our efforts in creating a more personal experience for all students in our schools, the administrative structure of the Grade 6-12 building has been changed. Moving from one Principal with Assistant Principals covering grade bands, we have now split the Secondary building into the Grade 6-8 SSP Middle School and Grade 9-12 SSP High School. This allows for more focused and developmentally appropriate supportive approaches to student needs.
- **Community Learning Center (CLC)** had been located at a leased location, the local Woog Area (Hockey Rink) in South St. Paul. The district invested in the purchase of a new site for the CLC, and a relocated Community Education Offices including our **Adult Basic Education** site. The new location, including updated and facilities for learning is the South St. Paul Education Center. The look and feel of the building honors the students that attend, a visible confirmation of our belief in the importance and quality of their collaborative learning environments.
- **3 Plan Development:** In Person, Hybrid and Distance Learning plans for opening Fall of 2020 were also developed through an equity lens, using feedback from our students, families and community to better serve our learners needs.
- [Student Support Model Changes](#) As part of the \$4.1 million budget adjustments approved by the board in April, the district restructured the student support model at each level (elementary, middle school and high school). This restructure includes a principal and assistant principal at each site, as well as two counselors, two student support (behavior) assistants, one student support (behavior) specialist, an MTSS leader and an IB coordinator. The student support model was implemented after community conversations in 2019 where parents shared concerns about students needing additional support. Last year, the district was able to hire counselors for each school site and student behavior assistants. “With the new comprehensive student support model, we are not only ensuring that our counselors maintain services at every site, but that we will be able to continue providing the needed support and services that students, families and staff desire,” Superintendent Dave Webb said.

- [Summer learning, activities, meals, child care and more](#)

- **Middle School** focus on community building and personal attention
  - [Packer Passport Personal Guide](#)

- Virtual Tour <https://www.sspps.org/Page/2843>
- Ex: “Incoming 6th Graders Orientation Attention 6th grade families: WEB Orientation will be virtual this year! WEB stands for “Where Everybody Belongs”. WEB is a year long program that has our 8th grade leaders mentoring our 6th grade students. It all starts on September 9th, with a virtual orientation day. This will be two hours of learning, sharing, and having fun. More information will be available soon. If you have any questions please feel free to contact: Meghan Schultz [mschultz@sspps.org](mailto:mschultz@sspps.org)”

### 3. Area: Professional Development

- Calendar of professional development opportunities 2020-21:

	<b>Culturally Responsive Teaching/Practices</b>	<b>Audience</b>
August 26, 2020	Innocent Classroom Planning <ul style="list-style-type: none"> <li>● Opening Days, Cohorts for Both Elementary Buildings</li> <li>● Follow up for Administrative Staff</li> <li>● Follow up for Middle School and High School</li> </ul>	Teaching and Admin Staff SSPPS
Sept - Feb, 2020-21	Constructing the Innocent Classroom Training: (year 1) <ul style="list-style-type: none"> <li>● Implicit Bias</li> <li>● Stereotype Threat</li> <li>● Finding a Child’s Good</li> </ul>	Kaposia Education Center Teachers & Lincoln Center Teachers
Sept - June 2020-21	Innocent Classroom Labs/Cohort Support (year 2)	Middle School & High School Teachers/Admin
	<b>Anti-Racism/Equity Advocacy</b>	
2020-21	<b>Equity Leadership Forum</b> New invitation shared with all staff during Opening Days, from Director of Early Learning/Equity, for any staff member interested in developing equity leadership and advocacy. Monthly commitment.	Any staff member
	<b>Restorative Practices</b>	
2020-21	Restorative Practices Training - available Equity Alliance, MN	Self-selected SSP staff
	<b>Bullying and Harassment</b>	
Sept/Oct, 2020	Bullying and Harassment Training All Staff various dates	All Sites
January, 2021	Anti- Bullying and Harassment “Re”Teaching month	All Sites
	<b>PBIS (Behavioral systems and structures) future</b>	

Sept-May, 2020-21	PBIS Cohort Implementation Year 3: Lincoln Center PBIS Cohort Implementation Year 3: SSP Secondary PBIS Cohort Implementation Year 4: Kaposia Elementary	Lincoln Center Staff SSP Secondary Staff Kaposia Staff
<b>Administrative Learning/Training</b>		
July, 2020	Book Study: <a href="#">White Fragility: Why It's So Hard for White People to Talk About Race</a> 4 week books study; with articulated commitment to personal and systems change as part of Administrative Goal Setting for the school year.	Lead Administrative Team
Aug, 2020	Legal Frameworks presented by the MDE for all Administrative Staff: <ul style="list-style-type: none"> <li>Included legal requirements/expectations regarding suspension, expulsion, exclusion</li> </ul>	All Admin staff

- 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 - COMPLETED
        - Cohort 3 for Secondary teachers grades 6-8 - COMPLETED
      - Feb-June, 2020: Cohorts 2-3 follow up with podcasts, newsletters and implementation support - COMPLETED
      - Fall 2020: Innocent Classroom presentation for School Board - To Be Scheduled
      - Sept-Feb, 2020-21: Constructing the Innocent Classroom
        - Cohort 4 for Kaposia teachers grades K-5 - Scheduled, beginning Opening Days, Sept 2, 2020

- Cohort 5 for Lincoln Center teachers grades K-5 - Scheduled, beginning Opening Days, Sept 2, 2020
- Cohort 6 for teaching staff of birth to adult programs To be scheduled
- Feb-June, 2021: Cohorts 4-6 follow up with podcasts, newsletters and implementation support - Planning Meetings completed Aug, 2020. Next steps being scheduled
- Sept, 2020- June 2021: Formalizing/systemizing use of “good” as routine part of Student Review, Middle and High Schools, staff meetings, check ins, labs
- Other supports TBA 2020-21: 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: Due to the pandemic and distance learning (beginning after our district spring break in March, suspension data is not relevant for this time frame having few in person teaching days during this time frame.
- During Distance Learning, March through June, and again during summer programming, we did track attendance as an indicator of engagement and access to quality instruction. Program leaders supported teaching staff to individually reach out and personally connect with students and families. We were able to increase attendance averages every two weeks during distance learning.
- We also used this attendance information, as well as feedback from students, families and staff, to inform changing practices and creating a staged approach to Hybrid Learning for fall of 2020-21. Instead of the traditional one day of family connections prior to school starting, and beginning classes the day after labor day, we have shifted our focus and structure to focus on relationship building, trust and connections.
  - During the first two weeks of the school year all students will be in the distance learning model, and then will slowly phase elementary, secondary/CLC, early learning and Adult Basic Education (ABE) students into the hybrid model. All families have the option to choose full-time distance learning if they prefer to keep their children home for medical reasons or if they are simply uncomfortable with sending them to school.

#### ***Safe Return to School Plan***

- ***September 8-18***

- ***ALL STUDENTS:*** *Early learning, grades K-12 and ABE will participate in distance learning.*
- *During the first week of school (September 8-11), all students and families will be invited to meet teachers in a 1:1 virtual conference to establish strong student-family connections. Building leaders will reach out to families in the coming weeks with the virtual conference schedule.*
- ***ELEMENTARY:*** *Students will spend the first two weeks in distance learning to gain a better understanding of the hybrid plans, schedules, routines and safety precautions so they can start attending school in the hybrid model the week of September 21-25.*

- **SECONDARY/CLC:** Students will spend the first three weeks in distance learning to gain a better understanding about the [hybrid model](#) so they are fully prepared for a safe return to school in the hybrid model the week of September 28 - October 2.
- **September 21-25**
  - **ELEMENTARY & Grade 6:** Starting this week, elementary and 6th grade students will attend school in the hybrid model. Families who have selected full-time distance learning will continue in the distance learning model.
  - **SECONDARY/CLC:** Students will continue distance learning this week as they do course work and continue to gain a better understanding of how the hybrid model will start for them the following week.
- **September 28 – October 2:**
  - **ELEMENTARY, SECONDARY/CLC and ABE:** Students will all attend school via the hybrid model. Families who have selected full-time distance learning will continue in the distance learning model.
  - **EARLY LEARNING:** Students will continue distance learning.
- **October 5-9:**
  - **ALL STUDENTS:** Early learning, elementary, secondary and ABE students will attend school via the hybrid model. Families who have selected full-time distance learning will continue in the distance learning model.

[View a graphic of the Safe Return to School Plan here.](#) For information specific to the hybrid and distance learning scenarios, please review the [SSP: Safe. Strong. Prepared. document](#) we shared last week.

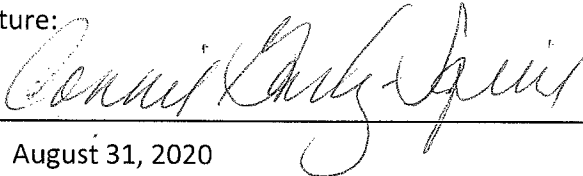
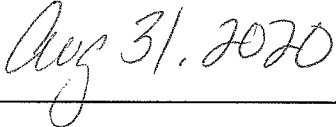
The design of the beginning of our school year IS in response to using an equity lens as we thought about all students and school engagement during the time of a pandemic.

## 5. **Area: Policy**

- SSPPS School Board has now adopted/updated:
  - Title IX Policy and has defined protocol for Aug 24 implementation
- The SSPPS Student Rights and Responsibility Handbook has been updated, and will be distributed and 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 :
  - Audience – All SSPPS Families PreK-12/posted on sspps.org
  - Content satisfies all of the annual notification requirements 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
  - Pandemic Preparedness Updates
    - i. SSP: Safe. Strong. Prepared. document,
  
- Anti-Bullying and Harassment Work:
  - To continue our yearly work in supporting the Anti-Bullying and Harassment, review of cyber bullying training and student materials has been completed and will be included in the orientation to Distance and Hybrid Learning for students and families in September.
  - Special focus on Cyber-Bullying and building allies during Hybrid and Distance Learning.

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Date report presented to South St. Paul Public Schools Board of Education:	Sept , 2020
Submitted by: Connie Garling-Squire	
Title: Director of Early Learning/Equity	
Signature: 	
Date: August 31, 2020	