



**South St. Paul Public Schools Semi-Annual Report to
Minnesota Department of Human Rights
Reporting Period ending: February 1, 2019**

1. Area: Community Involvement

- Calendar of community events:
 - Parent/Community meetings will be held in the fall for the 2019-20 school year to provide an overview of the district's discipline policies and procedures.
 - Starting in March 2019, the district will hold bi-weekly listening sessions for parents and community members. These informal gatherings are intended to build engagement and provide casual opportunities for parents and residents to share concerns with district leaders.
 - In Spring 2019, the district plans to hold a series community conversations with parents and students in advance of updated strategic planning efforts. The engagement sessions will include both virtual and in-person opportunities in which participants are asked to respond to focused questions aimed at improving the climate and learning experience for students.

- Sample of surveys provided (ex.: 5Es):
 - [5Essentials Survey](#) - The district annually administers the [5Essentials Survey](#), produced by the University of Chicago, to gather insights and feedback from students and staff. 5Essentials is an evidence-based system designed to drive improvement in schools nationwide. It reliably measures changes in a school organization through the 5Essentials Survey and provides individualized, actionable Reports for each school. The 5Essentials system is based on more than 20 years of research by the University of Chicago Consortium on School Research on five components found to be critical for school success: effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction. Data from the 5Essentials Survey identifies student and staff satisfaction with their school and areas for improvement.
 - 2019 administration of the 5Essentials Survey was administered in the South St. Paul Public Schools (SSPPS) in January 2019. Results are expected from UChicago Impact later this spring.
 - [Minnesota Student Survey](#) - The district is participating in the 2019 Minnesota Student , an anonymous, confidential and voluntary survey given every three years to students in grades 5, 8, 9 and 11. The survey helps to gather insights into the world of Minnesota students and their experiences both in and outside of school. SSPPS plans to administer the survey in early February.

- **Parent Survey** - In November 2018, the district contracted with The Morris Leatherman Company, a national market research firm located in Minneapolis, to conduct scientific, random-sample, phone survey of families with current, future and former SSPPS students. The surveys were focused on gauging baseline satisfaction of the representative groups, assessing strategic program options and offerings, and exploring opportunities for improvement. Two different surveys were administered — one to current SSPPS PreK-12 families, the other to SSPPS resident families enrolling outside the district (open enroll, charter, homeschool). The survey results were reviewed by district leadership and the School Board in January 2019, and will be shared with the broader community in early February.
 - [Survey questions](#)
 - [Survey results](#)
 - [Report of key findings and implications](#)
- Links to website communication efforts:
 - The district’s winter 2019 issue of *Six Times* is currently in production and will be sent to all residents of SSPPS in early February. This publication is mailed three times a year as part of the district’s ongoing communication efforts. Included in the Winter 2019 issue is an article entitled “Research, training and relationships central to improving school climate,” which identifies the various efforts underway in the district to address issues of climate and racial disproportionality in disciplinary actions. Once completed, the publication's articles will be archived online as part of the district’s [news and headlines section](#) of the website.
- Summary of feedback results: (see above)
- Summary of response to results/utilization of information:
 - The Educational Plan to Address Disparate Disciplinary Outcomes was formally approved of the plan by the School Board and MDHR in late fall 2018. As such, communication efforts are in the early stages, with plans for ongoing, consistent messaging around efforts to improve climate and discipline efforts. While communications are referencing the existence of the MDHR required plan, the district is also looking at it as an opportunity to communicate what new initiatives have been implemented and the results being seen.

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

- Summary of progress for MTSS implementation:
 - A district steering committee identified 6 major areas of Multi-Tiered Systems of Support that we are in the process of clearly articulating through the development of Innovation Configuration Maps. Additionally, this team has begun to draft a plan for systematically introducing and implementing a comprehensive Social-Emotional Learning written, taught and assessed curriculum in South St. Paul Schools.

- The district is in various stages of PBIS implementation. Kaposia Elementary is currently in PBIS year 3 implementation with Lincoln Center and South St. Paul Secondary in year 1 implementation for the 2018-19 school year.
- PBIS Training Dates for Staff:
 - PBIS Cohort 14 Training (Lincoln Center Elementary/South St. Paul Secondary)
 - August 7 & 8
 - November 13 & 14
 - February 26 & 27
 - PBIS Cohort 11 Training (Kaposia Elementary)
 - PBIS team attended MDE Cohort trainings in 2016/17 and 2017/18
 - MDE Cohort training is not offered the 3rd year of implementation
 - Building Leadership Team (BLT) combined with Building PBIS Team during 2018-19
 - BLT meets every other week with group further broken down into 3 groups (Data; PD; Celebrations) that meet an additional 1x per month
 - All staff PD 12/3/18 to review flow charts, focus on defining terms and sorting behaviors
 - Review and practice of PBIS consistently occurs during building staff meetings
- Implementation of district wide behavior data collection
 - PBIS teams at Lincoln Center Elementary and South St Paul Secondary have been transitioning to the use of the SWIS data program and analyzing data related to student referrals within this program. Initial use of SWIS was implemented by members of the PBIS team with ongoing professional learning opportunities presented to building staff to instill a collective understanding of this work and data collection to inform practices.
 - PBIS team at Kaposia Elementary is in year 3 use of the SWIS data program. Year one was used to collect baseline data to inform year 2 planning. Year 2 brought the school wide use of student behavior specialist and office referral forms with that data consistently reported into SWIS. Year 3 use mimics year 2 with the goal being to identify stronger comparisons of data between the two school years.
- Equal Opportunity Schools Student Diploma program participation records:
 - One of our primary goals in this partnership work with Equal Opportunity Schools (EOS) is to close the participation gaps in International Baccalaureate Diploma Program (IB DP) course enrollments. Data from our first two years of working with EOS shows substantial improvement in narrowing participation gaps between White students and typically underrepresented student groups (i.e., students of color and students whose families qualify for free/reduced price meals). The total enrollment in one or more IB Diploma Program classes rose to 300 in 2018-19, up from 281 the prior year. There are 133 students of color and/or low income students in the 300 enrolled this school year, an increase of 30 students over 2017-18. The participation gap was trimmed from 65 in 2017-18 to 39 this year.

- Curriculum review calendar:
 - Elementary Math and K-12 Physical Education/Health are both under review at this time.

3. Area: Professional Development

- Calendar of professional development opportunities held to date:

2018-19	Culturally Responsive Teaching/Practices	Audience
Opening Days, August	Student Panel Presentation/Keynote (Jamie Almanzan): Student Leaders from Affinity Groups Black Pride Organization and Comunidad de Latinos Unidos shared school experiences as students of color in our system.	All Staff
Oct - Feb	SEED: Seeking Educational Equity and Diversity (Dahlen & Sexauer)	50 PreK-Adult Staff
Oct	Breakout Session: Equity Alliance Culturally Responsive Teaching (O'Loughlin & Neitz)	40 K-12 Teachers
	Restorative Practices	
Oct	Breakout Session: Restorative Practices (Webb & Baker)	40 K-12 Teachers/Admin
	Bullying and Harassment	
Aug	Bullying and Harassment Policy and Implementation training	District Admini
Sept-Feb	Bullying and Harassment Training various dates	Building/Staff Mtg
	PBIS (Behavioral systems and structures)	
Aug-May	PBIS Cohort Implementation Year 1: Lincoln Center PBIS Cohort Implementation Year 1: SSP Secondary PBIS Cohort Implementation Year 3: Kaposia Elementary	Lincoln Center Staff SSP Secondary Staff Kaposia Staff
	Social Emotional Learning (MTSS behavior support)	
Aug	De-escalation Training (Tetrick, Starkman & Garling-Squire)	District Administration
Sept	De-escalation Training (Tetrick & Starkman)	Lincoln Center Staff
Oct	Breakout Sessions: ACEs Adverse Childhood Experiences Training (Bailey & MacQueen)	K-12 Staff self-selected, Early Learning Staff
Sept-May	Conscious Discipline Going Deeper, Creating the School Family Book Study, Monthly Reflective Consultation (Hoff)	Early Learning Staff
Aug	Conscious Discipline Awareness Session (Vacura & Garling-Squire)	Kindergarten Staff
Aug-Feb	Conscious Discipline Book Study	Lincoln Center Staff self-selected

- Summary of staff feedback regarding professional development participation:
 - The table above provides brief descriptions for the many professional learning opportunities available to our staff members. As you can see, there has been a wide variety of learning opportunities available to South St. Paul educators during the first half of the 2018-19 school year. While some of the opportunities apply to all staff, most are directed at smaller groups and/or are choice-based. All of our schools and programs develop a professional development plan based on identified student and educator learning needs that guides their improvement work throughout the school year. Additionally, our district hosts a Professional Learning Fall Forum in which staff members are encouraged to determine a learning path from over 20 breakout sessions that supports their own continuous improvement goals. In the brief summaries that follow, you will be able to read participant feedback from a selection of the learning opportunities listed in the table.
 - Over 500 South St. Paul Schools employees attended the Opening Days Keynote and Student Panel presentation in August 2018. Feedback from participants included: great admiration for the students in sharing their experiences as a student of color in SSP Schools, appreciation for the keynote presenter in ensuring all student voices/perspectives were heard and integrating audience questions into the panel, support for the district’s efforts to advance the Equity Operational Plan which calls for raising “racial and cultural consciousness and competence.”
 - The Culturally Responsive Teaching session in October was rated positively by all participants and nearly 90% reported that the knowledge and skills gained in the session would have some or great impact on their work. One participant wrote: “The speakers gave me a great deal to think about and made me realize that I could do better when it comes to making my subject area more inclusive for all of my students.”
 - The Practicing Restorative Practices session in October was rated positively by over 90% of participants and 75% reported planning to implement the strategies by using the tools, resources, and/or structures shared during the session. Participant feedback included: “I felt the session was very helpful and I will be able to use many of the tools shared with my students.”
 - The Understanding ACEs: Building Self-Healing Communities session in October had nearly 60 participants. The most common response was that the session was “very informative” and “it has shifted my paradigm.” One of the participants commented that: “I wasn’t fully aware of the impact of ACEs on learning, so I enjoyed learning more. I’ll continue to keep this information in mind when working with students.”
- Innocent Classroom implementation calendar/plan:
 - South St. Paul Public Schools has 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
 - Summer 2019: Innocent Classroom presentation for School Board
 - Opening Days, Aug, 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.
 - 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 1-3 follow up with podcasts, newsletters and implementation support
 - 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, exclusions and expulsions for each site during reporting period:

2018-19	Suspensions						Exclusions						Expulsions					
Site	Sept	Oct	Nov	Dec	Jan	Total	Sept	Oct	Nov	Dec	Jan	Total	Sept	Oct	Nov	Dec	Jan	Total
Kaposia K-5	3	4	6	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln Center K-5	11	4	12	4	4	35	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Gr 6-8	9	18	21	5	17	70	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Gr 9-12	16	10	18	6	8	59	0	0	0	0	0	0	0	0	0	0	0	0
CLC (Gr 9-12)	0	0	3	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0

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

2018-19 (Sept-Jan)	Suspension/Description																	
Site	Alcohol	Assault	Attendance	Bullying	Disruptive/Disorderly/Insubordination	Fighting	Harassment	Illegal Drugs	Pyrotechnics	Theft	Threat/Intimidation	Tobacco	Vandalism/Property Related	Verbal Abuse	Weapon	Terroristic Threats	Blank	
Kaposia (Gr K-5)		7			1	4			1									
Lincoln Center (Gr K-5)		21				7	1				3		1		2			
Secondary (Gr 6-8)	1	9	9	5	8	12	4			1	5	5	2	6	1	1	1	
Secondary (Gr 9-12)	2	2	2	1	7	16	1	11			4	10	1	2				
CLC (Gr 9-12)						2						2						

- Disaggregated data showing breakdown of each disciplinary incident by race and disability status:

2018-19 (Sept-Jan)	Suspensions							
Site	Total	Black	Hisp	Asian	Am In	White	Mixed	Spec Ed
Kaposia (Gr K-5)	13	4	0	0	0	8	1	10
Lincoln Center (Gr K-5)	35	10	7	0	1	16	1	18
Secondary (Gr 6-8)	70	22	19	0	1	17	11	43
Secondary (Gr 9-12)	59	3	24	0	0	24	8	19
CLC (Gr 9-12)	3	0	0	0	1	3	0	0

- Changes implemented in light of data analysis:
 - Monthly District Oversight Committee Meetings are now held 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 incidents 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. Report by site, September 2018-January 2019.
 - Kaposia (Gr K-5):
 - Year 3 of PBIS implementation including:
 - Beginning of year behavioral expectations taught by all staff using rotations through all areas of the building
 - Consistent use of behavior matrix
 - Deeper staff understanding of role of Tier I core instruction, Tier II and III behavioral and social emotional supports

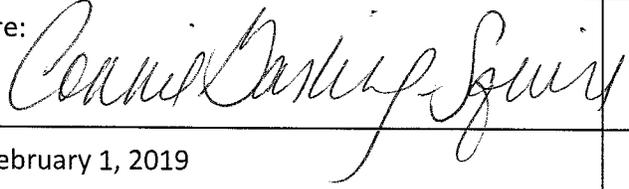
- Team approach to discipline (Administration, Student Support (behavior) Specialist , Classroom Teacher) discuss alternatives to suspension and development of behavior plans/support
- Building Leadership Team looks at student data, and decides where to target problem solving
- Use of Second Step Bullying Curriculum by School Counselor, K-5
- Lincoln Center (Gr K-5):
 - Year 1 of PBIS implementation including:
 - Administration:
 - Brainstorm alternatives to suspension for each situation
 - Attended a Restorative Training, and have been intentional about having reentry agendas and use of restorative circles and apology templates
 - Consistently inputting data/using data:
 - Noticed many referrals from lunch room, made shifts to how supervisors were assigned, improving consistent support/communication
 - Student Support (behavior) Team is developing systems for Tier II support and preventative check ins
 - De-escalation training for all staff, with cues/reminders now attached to each staff badge for reference
- Secondary (Gr 6-8):
 - Year 1 of PBIS implementation including:
 - Shifted location of grade level classrooms limiting movement of younger students throughout the large grade 6-12 building.
 - Shifted teaching teams, hired new staff, and have collaborative teams at each grade level, 6, 7 and 8
 - Addition of Student Support (behavior) Specialist and assistant for Gr. 6-8
 - Employs restorative practices, positive relationship building
 - Addition of another School Counselor for specific services for Gr. 6-8
 - Moved office space of Assistant Principal to Gr. 6-8 area of the building
 - Supports structured free time during lunch, with consistent adult supervision
 - Vertical and horizontal staff conversations about consistent behavior expectations across grades & departments, and talking about student skills that may be missing or lagging/how to teach the skill
 - Relationships are stronger with parents who are consistently involved in problem solving
- Secondary & CLC (Gr 9-12):
 - Year 1 of PBIS implementation including:
 - Flexibility in programming - more personalized learning and blended learning options. More students are engaged in what their interests are.

- Addition of BARR in grade 9 last year added connections and continues to work on social and emotional learning.
- Student Affinity Groups have developed and have visible leadership roles, connectedness with more student voice.
- Structurally, the shift of grades 6-8 to B building and 9-12 to A building impacted supervision, expectations and the feel of the Gr. 9-12 building.
- Master schedule collaboration between Sped and Regular Ed is stronger matching students coursework and support to their needs. Teamwork for interventions done with intention, proactive and catching students earlier on.
- Positive shift in staffing assignments of teachers and administration assigned where strengths meet skills.
- Philosophy is changing with expectations to get to know kids first and build relationships.

5. **Area: Policy**

- Provision of revised Student Discipline Policy:
 - [Policy 506: Student Discipline](#)
- Links to Student Handbooks posted on SPPS website:
 - [Elementary Student Handbook 2018-19](#)
 - [Secondary Student Handbook 2018-19](#)
 - [CLC Student Handbook 2018-19](#)

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Reporting Period ending: February 1, 2019**

Date report presented to South St. Paul Public Schools Board of Education: February 8, 2019	
Submitted by: Connie Garling-Squire	
Title: Director of Early Learning/Equity	
Signature: 	
Date: February 1, 2019	