

Exhibit B: Final Plan



South St. Paul Public Schools Educational Plan to Address Disparate Disciplinary Outcomes

Statement of Purpose:

The South St. Paul Public Schools are committed to ensuring that every student is provided equitable access to educational opportunities that result in positive learning outcomes. Our beliefs and actions are guided by our Strategic Plan:

Our Mission (*our core purpose*)

Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

Our Vision (*what we intend to create*)

By 2020, we will...

- **Prepare** each and every student for their next step
- **Provide** high quality, individualized programs, services and personalized learning for all ages and stages of a learner's life
- **Build** capacity in our learners to exemplify the IB Learner Profile
- **Partner** with our families and community to develop shared ownership of student outcomes and family learning needs
- **Ensure** students and families have reliable and regular access to technology for accelerated learning

Our Strategic Directions (*how we will get there*)

1. **Develop** systemic student support services in each school and classroom
2. **Promote** ownership of learning by students and staff through an engaging environment and professional development
3. **Secure, sustain and allocate** resources to meet student needs
4. **Strengthen** family connections and engagement
5. **Partner** with community and businesses to leverage local resources

Our Core Values (*what drives our words and actions*)

- **Compassion:** Be kind, fair and just toward all people because of who we are

- **Equity:** Provide equal access to opportunities in academics, student services and activities
- **Excellence:** Strive for the/our best in all we do with high expectations for all
- **Integrity:** Do the right thing even when no one is watching, and keep our promises
- **Resilience:** Be able to bounce back from challenges and disappointments with confidence and hope
- **Respect:** Honor our similarities and differences in our assumptions, inquiries, words and actions

In support of our mission, vision, and core values, is our commitment to equity as a driving force behind which all other actions must be grounded. We commit to provide alternatives to suspension, exclusion or expulsion, and to the concept that consequences for inappropriate behavior are to be rooted in student learning and growth and are to be restorative in nature, rather than being punitive.

Plan to Address Disparate Disciplinary Outcomes:

1. **The district will obtain input from students, parents, and teachers to obtain qualitative data on a regular ongoing basis concerning this plan.**

Area: Community Involvement

Strategy: Expand opportunities for and improve communication and feedback options for students, families, staff and community.

Actions:

- Hold two parent/community meetings before or during the first month of each school year to provide an overview of the District's student discipline policies and procedures.
 - Reiterate to all students, parents, employees and Resource Officers that School Resource Officers are not involved in recommending or determining student discipline or in investigating incidents of student discipline that do not involve potential criminal activity.
- Establish and maintain processes to obtain ongoing verbal and/or written feedback from students, parents, staff and community regarding school culture, and discipline procedures throughout each school year.
- Create and implement feedback options within each site/building for students to anonymously report bullying, harassment, or other safety concerns.
- Review all feedback by District/Building Administration, take additional action as needed, and communicate about those actions.

Responsible: Director of Communications, District and Building Administration

Timeline: Begin Fall of SY 2018-19, ongoing

Reporting: Semi-Annual Report to MDHR

- Calendar of community events
- Sample of surveys provided (ex.: 5Es)
- Links to website communication efforts
- Summary of feedback results
- Summary of response to results/utilization of information

2. Educational strategies and practices that are designed to address student behavioral issues in the classroom.

Area: Curriculum/Teaching and Learning including Special Education

Strategy: Create a comprehensive plan to implement behavioral supports and services within a Multi-Tiered System of Support (MTSS) framework with a focus on social and emotional learning, aligning with the district's commitment to equity, mission and vision.

Actions:

- Implement district's MTSS vision including the following:
 - Implement Positive Behavior Interventions and Supports (PBIS) as a commitment in a multi-tiered approach for social, emotional and behavior learning with support structures to improve the effectiveness, efficiency and equity of each school site.
 - SY 2018-19:
 - Kaposia is currently in year three of PBIS implementation
 - Secondary Building and Lincoln Center are in year one of PBIS implementation toward district wide PBIS participation
- Implement culturally responsive teaching strategies including the use of restorative practices district wide to support and maintain more positive staff/student relationships.
- Implement Equal Opportunity Schools (EOS) to ensure students of all backgrounds enroll and have success in International Baccalaureate Diploma Program classes.
 - SY 2018-19
 - Secondary Building in year two of EOS implementation
- Schedule curriculum review process to directly impact implicit bias, and enhance cultural competence and equitable curricular content offerings.

Responsible: Director of Learning, Director of Special Services, District and Building Administration

Timeline: SY 2018-19, ongoing

Reporting: Semi-Annual Report to MDHR

- Summary of progress for MTSS implementation
 - PBIS Implementation calendar/plan
 - Training dates for staff
 - Implementation of district wide behavior data collection systems
- Equal Opportunity Schools Student Diploma program participation records
- Curriculum review calendar

3. Professional development opportunities.

Area: Professional Development

Strategy: Provide professional development supporting implementation of MTSS/PBIS and using evidenced based methods regarding fostering positive relationships, engagement and academic achievement. Focus on strategies for addressing implicit and institutional bias, stereotype threat, cultural responsive capacity building and restorative practices.

Actions:

- Implement district's Equity vision which includes the following:
 - Creating a three-year professional development plan to include the following content areas:
 - Implicit Bias
 - Restorative Practices
 - Bullying and Harassment
 - Cultural Competence:
 - Seeking Educational Equity and Diversity (SEED)
 - Culturally Responsive Leadership, Coaching and Practices (Almanzan)
 - Innocent Classroom (2019-2021)
 - Submitted three year grant application to St. Paul Foundation for Innocent Classroom training (Summer, 2018)
 - PBIS (Behavioral systems and structures)

- Social Emotional Learning (MTSS behavior support)
 - Conscious Discipline
 - De-escalation training (MTSS behavior support)
 - Trauma Based Instructional Practices (MTSS behavior support)

Responsible: Director of Learning/Director of Early Learning/Equity, District and Building Administration

Timeline: SY 2018-19, SY 2019-20, SY 2020-21

Reporting: Semi-Annual Report to MDHR

- Calendar of professional development opportunities held
- Summary of staff evaluations regarding professional development participation
- Innocent Classroom implementation calendar/plan

4. Implement a system for tracking suspensions, expulsions and exclusions at each school site.

Area: Procedures

Strategy: Develop and implement a district wide system protocol for review and oversight for suspension, expulsion and exclusion.

Actions:

- Develop and implement pre-suspension protocol and review procedures, all sites.
- Develop and implement post-suspension restorative/re-entry procedures, all sites.
- Develop District Oversight Committee comprised of:
 - Superintendent
 - Director of Early Learning/Equity
 - Director of Special Services
 - With support of Departments of Learning and Technology
 - Site/Building Administration
- District Oversight Committee monthly review and make recommendations for response to trends for:
 - Suspension, expulsion and exclusion data by site/district
 - Reason for each suspension, expulsion or exclusion
 - Name, grade, race and disability status of the student

- Review of alternatives to suspension, frequency, duration, and re-entry process for student
- Data entered into the student information systems
- Building-wide and district-wide trends related to student discipline

In support of reducing disproportionate suspension, exclusion and expulsion rates:

- Establish alternative suspension options for students, all sites
- Use consistent Language and Procedures for Discipline reporting
- Review and adjust class scheduling procedures to ensure access in academic and social emotional support for all
- Provide active supervision during all passing periods in unstructured areas
- Monitor office referral and recording procedures

Responsible: Superintendent, Director of Early Learning/Equity, Director of Special Services, District and Building Administration

Timeline: SY 2018-19, ongoing

Reporting: Semi-Annual Report to MDHR

- Summary data as defined in Minnesota Statutes sections 13.02, subdivision 19:
 - Number of suspensions, exclusions and expulsions for each site during reporting period
 - Brief description of the reason for each suspension, exclusion, expulsion
 - Disaggregated data showing breakdown of each disciplinary incident by race and disability status
 - Any changes implemented in light of data analysis

5. Prior to the 2018-19 school year, the District will review its student discipline policies and student handbooks and make reasonable efforts to either remove or define offenses that are susceptible to multiple subjective interpretations.

Area: Policy

Strategy: Review and update School Board Discipline Policy and all Student Handbooks.

Actions:

- School Administration to recommend revisions to Student Discipline Policy

- School Administration to update Student Handbooks, approval by School Board
- Present Student Handbooks information to students, and make Student Handbooks available on district website for all families.

Responsible: South St. Paul Public Schools Board of Education, District and Building Administration

Timeline: August 2018 & ongoing for presentations

Reporting: Semi-Annual Report to MDHR

- Provision of revised Discipline Policy
- Link to Student Handbooks posted on SSPPS website

6. The District will submit semi-annual reports to the MDHR demonstrating its efforts to comply with the provisions of this Agreement and to implement its Plan. The district will provide semi-annual reports by Sept 1 of each year and the second semi-annual report by February 1. Each report will address activity for the preceding six months. The first semi-annual report is due to the MDHR on Feb. 1, 2019.



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 events held
- Sample of surveys provided
- Link to website communication efforts
- Summary of feedback results
- Summary of response to results/utilization of information

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

- Summary of progress for MTSS implementation
 - PBIS Implementation calendar/plan
 - Training dates for staff
 - Implementation of district wide behavior data collection systems
- Innocent Classroom implementation calendar/plan
- Equal Opportunity Schools Student Diploma program participation records
- Curriculum review calendar

3. **Area: Professional Development**

- Calendar of professional development opportunities held
- Summary of staff evaluations regarding professional development participation
- Innocent Classroom implementation calendar/plan

4. **Area: Procedures**

- Establish alternative suspension options for students, all sites
- Use consistent Language and Procedures for Discipline reporting
- Review and adjust class scheduling procedures to ensure access in academic and social emotional support for all
- Provide active supervision during all passing periods, unstructured areas
- Monitor office referral and recording procedures

5. Area: Policy

- Provision of revised Discipline Policy
- Link to Student Handbooks posted on SSPPS website

Date report presented to South St. Paul Public Schools Board of Education:	August 27, 2018
Submitted by: Chris Walker	Dave Webb
Title: School Board Chair	Superintendent of Schools
Signature: 	
Date: August 27, 2018	August 27, 2018