

**Minnesota Department of Human Rights  
Semi-Annual Report – Spring 2019**

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:
  - a. The intended outcomes;
  - b. Specific steps the Charter School took to implement the strategy;
  - c. Metrics the Charter School developed to measure the effectiveness of the strategy; and
  - d. Any changes implemented by the Charter School in light of results in the reporting period.

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.

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
	<u>Strategies</u>	<u>Intended Outcomes</u>	<u>Implementation Steps</u>	<u>Measurement</u>	<u>Changes</u>
RP Family Objectives	<ol style="list-style-type: none"> <li>1. Install circle process as format for all monthly Family Forum sessions.</li> <li>2. Establish and fully train RP Family Team with 10 parent leaders. Identify before August so they can attend PD.</li> <li>3. Identify and provide three new programs for parents based on parent interest. At least 20 parents will complete one program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase family familiarity with the circle process. Increase parent voice.</li> <li>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.</li> <li>3. Increase parent presence at school. Meet expressed parent needs to ensure students experience a healthy family structure. Increase</li> </ol>	<ol style="list-style-type: none"> <li>1. Circle process has successfully been installed to facilitate Family Forum sessions.</li> <li>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.</li> <li>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</li> </ol>	<p>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.</p> <p>Given that we have had to take a slower than expected approach to these initiatives, we would measure our current success as in progress.</p>	<p>No changes to report for this quadrant.</p> <p>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.</p>

		parent access to resources.	<p>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.</p> <p>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.</p> <p>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.</p>		
RP Classroom Objective	<ol style="list-style-type: none"> <li>50% of staff will report feeling confident about leading an advanced harm process as measured by survey.</li> <li>Exploration and installation of schoolwide Social-emotional curriculum</li> <li>Five middle school students will be trained in leading circle.</li> <li>Exploration and installation of new data process to</li> </ol>	<ol style="list-style-type: none"> <li>More staff will own challenging situations and participate in resolution. Increased human and skill capacity to more fully implement advanced restorative practices.</li> <li>Students will have more skills to solve emotional regulation needs. Staff will have</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>We have not yet begun this initiative.</li> </ol>	<p>We will be using staff survey data, implementation completion results, and the data from our new data system as metrics to measure success.</p> <p>We are using the same data metrics.</p>	<p>No changes beyond those shared in column D.</p> <p>No changes. Our strategies remain active initiatives as planned.</p>

	<p>study and better describe office referrals in a restorative school.</p>	<p>stronger language and tools for responding to student behavior and meeting student needs. Increased student awareness.</p> <ol style="list-style-type: none"> <li>Increased student capacity to solve complex peer challenges.</li> <li>In a trauma-responsive school, office referrals are <i>not</i> a punitive practice. A new data process will increase our capacity to tell our story accurately and monitor success in a more nuanced fashion.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>70% of staff surveyed rated RP implementation a 3 out of 4. 7% reported RP implementation a 4 out of 4.</li> <li>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.</li> <li>We have not yet trained Middle School Students to lead circle.</li> <li>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.</li> </ol>		
<p>Culturally Responsive Practices Objective</p>	<ol style="list-style-type: none"> <li>Full Implementation of EL Strategies quadrant.</li> <li>Initial Implementation of High Impact Instructional Strategies quadrant.</li> </ol>	<ol style="list-style-type: none"> <li>When our instruction is accessible to all students, more student needs are met thus reducing the need for exclusionary discipline.</li> </ol>	<ol style="list-style-type: none"> <li>Staff received training on the EL quadrant of our Practice Profile during August professional development. They are being intentional about implementation.</li> <li>Staff received training on high-impact instructional strategies</li> </ol>	<p>Schoolwide learning walk data gathered by coaching team and presented to admin team and board semi-annually.</p> <p>Teacher evaluation process data built around three elements - teacher</p>	<p>We had chosen to train Innocent Classroom instead of Undoing Racism.</p> <p>Funding fell through on building innocent spaces. Teachers are selecting culturally representative content with great intention (ex: a 5th grade unit on Freedom Songs</p>

	<p>3. Exploration and Installation of Cultural Representation quadrant.</p> <p>4. Staff fully trained in <del>Undoing Racism</del> curriculum.  *We decided to train our staff fully in Innocent Classroom, not the Undoing Racism curriculum.</p>	<p>2. Engaging, rigorous instruction keeps students productive and focused thus resulting in more equitable and engaged classrooms</p> <p>3. Our students must see themselves in their classrooms. Meeting students <i>reason to be</i> needs is a critical part of our trauma-responsive model. When students see themselves, they are more engaged and empowered.</p> <p>4. Our staff will have more tools for building strategic relationships with students, a critical element of our trauma responsive model.</p>	<p>in math during August professional development.</p> <p>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.</p> <p>4. We have completed two PD sessions with Innocent Classroom.</p> <p>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.</p> <p>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.</p> <p>7. We have completed all but the final training in the Innocent Classroom series. This has been a powerful space for thinking</p>	<p>practice, student engagement, and student learning and achievement.</p> <p>Data metrics remain the same.</p>	<p>which is currently underway) but the instillation of physical resources to build more culturally reflective spaces has slowed until we find the funding.</p>
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			deeply about how to better do relationships with kids,		
Trauma-Informed Objective	<p>Objective - Exploration and development of a concrete framework for trauma-informed practice using the Saint Seven Essential Ingredients (<a href="https://www.sainta.org/files/Seven-Essential-Ingredients.pdf">https://www.sainta.org/files/Seven-Essential-Ingredients.pdf</a>)</p> <ul style="list-style-type: none"> <li>• Completion of Santa Train the Trainer program</li> <li>• Creation of Trauma-informed practices team.</li> <li>• Collaborative study and plan development.</li> </ul>	<p>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.</p>	<p>The Principal and Director of Family Partnerships completed the Saint A Seven Essential Ingredients train the trainers.</p> <p>We fully trained our staff on trauma responsive practices for 4 days in August.</p> <p>We have established new, common language to describe behavior events and additional responses for each type of event.</p> <p>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,</p>	<p>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</p> <p>Our new data system has been a powerful tool in guiding support and implementation at the individual teacher level.</p>	<p>No new changes. The trauma-responsive model is core to everything we do.</p> <p>No changes. We remain deeply committed to learning how to do our work better and better each day.</p>

## **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.

4 Date of Incident	4 Date of Suspension	5 Date of Notification	6 Race	6 Ethnicity	6 Gender	7 Disability	8 Incident leading to Suspension	9 Length of Suspension	10 Previous Suspensions this School Year
9/14/18	9/17/18	9/14/18	Black, Not Hispanic	Black, Not Hispanic	Female	No	The student started two fights in the same week. We supported her with a restorative response after the first fight and had her work with our Restorative Practices Specialist. When the second fight occurred with a second girl, we had her stay home for one day to provide space for tensions to calm down. After she returned, she has not been in any further fights.	1 day	None
9/25/18	9/27/18	9/26/18	Black, Not Hispanic	Black, Not Hispanic	Male	Yes	█████ reached around a female peers body and touched her genitals repeatedly. This same student reported that █████ had been touching her and speaking to her sexually for some time. Time away will be used to review IEP and determine increased supports.	1 day	None
10/23/18	10/24/18	10/23/18	Black, Not Hispanic	Black, Not Hispanic	Female	No	Physical altercation with a peer outside on big playground, took several adults to separate the students.	1 day	None
10/23/18	10/24/18	10/23/18	Black, Not Hispanic	Black, Not Hispanic	Female	No	Physical altercation with a peer outside on big playground, took several adults to separate the students.	1 day	None
11/5/18	11/6/18	11/5/18	Hispanic	Hispanic	Male	No	█████ bought a vape pen device to school and was caught smoking it and sharing it with two other students in a school hallway.	1 day	None
11/7/18	11/8/18	11/7/18	Black, Not Hispanic	Black, Not Hispanic	Female	No	█████ escalated behavior that became unsafe to peers, staff and herself. She was kicking and punching adults, throwing chairs, and trying to pull a large bookshelf down on top of herself.	1 day	None
11/13/18	11/15/18	11/13/18	Black, Not Hispanic	Black, Not Hispanic	Female	No	█████ attempted to physically harm a peer during enrichment. She was unable to self regulate following the incident, the classroom needed to be cleared of staff and students. █████ continued to attempt to physically harm staff and students until her mother arriv	1 day	None
12/14/18	12/17/18	12/14/18	Hispanic	Hispanic	Male	No	█████ has been sexually harassing his teacher and female peers. The issue appears to have been occurring for months.	1 day	None
12/14/18	12/17/18	12/14/18	Hispanic	Hispanic	Male	No	█████ has been sexually harassing his teacher and female peers. The issue appears to have been occurring for months.	4 days	None
1/17/19	1/18/19	1/17/19	Asian	Asian	Male	No	█████ continues to have inappropriate and unsafe interactions with peers and has had to be stopped from physically harming peers several times. This suspension is	1 day	None

							to be used to develop an intervention safety plan.		
1/25/2019	1/28/2019	1/25/2019	Black, Not Hispanic	Black, Not Hispanic	Male	No	■■■■ struck his teacher several times and ripped apart the coat room.	1 day	None