

Minnesota Department of Human Rights
Semi-Annual Report – Fall 2018

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.

<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"> 1. Install circle process as format for all monthly Family Forum sessions. 2. Establish and fully train RP Family Team with 10 parent leaders. Identify before August so they can attend PD. 3. Identify and provide three new programs for parents based on parent interest. At least 20 parents will complete one program. 	<ol style="list-style-type: none"> 1. Increase family familiarity with the circle process. Increase parent voice. 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. 3. Increase parent presence at school. 	<ol style="list-style-type: none"> 1. Circle process has successfully been installed to facilitate Family Forum sessions. 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 	<p>These three steps are measured simply by whether or not they were accomplished. We have the framework laid. It is early in the schoolyear to know qualitative impact.</p>	No changes to report for this quadrant.

		<p>Meet expressed parent needs to ensure students experience a healthy family structure. Increase parent access to resources.</p>	<p>we shifted our staff-wide focus to Trauma-Responsive Practices and did not spend as much time on Restorative Practices.</p> <p>3. In partnership with St. Paul Promise Neighborhood, we have identified 5 parent programs we will be holding during the 2018/2019 schoolyear. We plan to launch our first two programs – Financial 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>		
RP Classroom Objective	<ol style="list-style-type: none"> 50% of staff will report feeling confident about leading an advanced harm process as measured by survey. Exploration and installation of schoolwide Social-emotional curriculum 	<ol style="list-style-type: none"> More staff will own challenging situations and participate in resolution. Increased human and skill capacity to more fully implement advanced 	<ol style="list-style-type: none"> 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. We have selected the Zones of Regulation 	<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>No changes beyond those shared in column D.</p>

	<ol style="list-style-type: none"> 3. Five middle school students will be trained in leading circle. 4. Exploration and installation of new data process to study and better describe office referrals in a restorative school. 	<p>restorative practices.</p> <ol style="list-style-type: none"> 2. Students will have more skills to solve emotional regulation needs. Staff will have stronger language and tools for responding to student behavior and meeting student needs. Increased student awareness. 3. Increased student capacity to solve complex peer challenges. 4. 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. 	<p>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.</p> <ol style="list-style-type: none"> 3. We have not yet begun this initiative. 4. 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. 		
Culturally Responsive Practices Objective	1. Full Implementation of EL Strategies quadrant.	1. When our instruction is accessible to all students, more student needs are	1. Staff received training on the EL quadrant of our Practice Profile during August professional	Schoolwide learning walk data gathered by coaching team and presented to admin	We had chosen to train Innocent Classroom instead of Undoing Racism.

	<ol style="list-style-type: none"> 2. Initial Implementation of High Impact Instructional Strategies quadrant. 3. Exploration and Installation of Cultural Representation quadrant. 4. Staff fully trained in Undoing Racism curriculum. *We decided to train our staff fully in Innocent Classroom, not the Undoing Racism curriculum. 	<p>met thus reducing the need for exclusionary discipline.</p> <ol style="list-style-type: none"> 2. Engaging, rigorous instruction keeps students productive and focused thus resulting in more equitable and engaged classrooms 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. 4. Our staff will have more tools for building strategic relationships with students, a critical element of our trauma responsive model. 	<p>development. They are being intentional about implementation.</p> <ol style="list-style-type: none"> 2. Staff received training on high-impact instructional strategies in math during August professional development. 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. 4. We have completed two PD sessions with Innocent Classroom. 	<p>team and board semi-annually.</p> <p>Teacher evaluation process data built around three elements - teacher practice, student engagement, and student learning and achievement.</p>	
Trauma-Informed Objective	Objective - Exploration and development of a concrete framework for trauma-informed practice using the SaintA Seven Essential Ingredients	Our staff will see behavior differently and respond with more nuance to each situation. We will add additional tools for	The Principal and Director of Family Partnerships completed the SaintA Seven Essential Ingredients train the trainers.	Completion of training opportunities. Full implementation in each classroom and throughout the school	No new changes. The trauma-responsive model is core to everything we do.

	<p>(https://www.sainta.org/files/Seven-Essential-Ingredients.pdf)</p> <ul style="list-style-type: none"> • Completion of SaintA Train the Trainer program • Creation of Trauma-informed practices team. • Collaborative study and plan development. 	<p>responding with care and not pushing students away.</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>will be measured through classroom observation data, student referral data using our new data system, and through student and parent surveys</p>	
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Section 2: Suspension Reporting

2. 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.

We have only suspended 1 student during the 2018-2019 school year.

1. [REDACTED]
2. [REDACTED]
3. [REDACTED] - [REDACTED]
 - a. [REDACTED]

4. Monday, September 17
5. Friday, September 14
6. African American Female
7. The student is not recognized as having a disability
8. 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.
9. 1 day
10. She has no previous suspensions.