

September 1, 2019

Rebecca Lucero, Commissioner
MN Dept. of Human Rights
Freeman Building
625 Robert Street North
Saint Paul, MN 55155

VIA EMAIL ONLY

Dear Commissioner Lucero,

This is Independent School District No. 625's second semi-annual report to the Minnesota Department of Human Rights (MDHR) pursuant to the Collaboration Agreement entered into by the parties on June 14, 2018. This report provides information concerning District No. 625's progress implementing the District's Educational Plan ("Plan") from March 1, 2019, through the present date. Summary discipline data, as agreed to in the Collaboration Agreement, is attached to this report.¹

Through the implementation of this Plan, in alignment with the District's Strategic Plan, SPPS Achieves, the District intends to reduce suspensions and expulsions for students of color, American Indian students, and students with disabilities. The effectiveness of the District's Plan will be measured, in part, by its suspension data. The District has identified Positive Behavioral Interventions and Supports ("PBIS")/Multi-Tiered System of Supports ("MTSS") framework as the structure to organize and operationalize evidence-based practices that serve to reduce rates of suspensions and expulsions for students of color, American Indian students, and students with disabilities. Social Emotional Learning ("SEL") programs, Restorative Practices, and Trauma Informed practices are included in the District-wide multi-tiered framework of support.

In furtherance of its goal of District-wide implementation of PBIS, the District established a School Support District Leadership Team. At this time, this team includes individuals from various areas throughout the District, including the Chief of Schools, the Chief Academic Officer, an Assistant Superintendent from the Division of Schools, the Assistant Superintendent for the Office of Specialized Services, the Director of the Department of Equity, the Director of the Office of Family Engagement and Community Partnerships, individuals from the Office of College and Career Readiness, the Assistant Director from the Office of School Climate and Support, Counselors, Social Workers, the Assistant Director of the Office of Teaching and Learning, administrators from the elementary, middle, and secondary levels, and more. The role of this team is to ensure that student social emotional development and behavior is a top priority of the District by, in part:

¹ The summary data is separated by quarter 3 and quarter 4 of the 2018-19 academic year. When the resolutions are disaggregated by school site or when the events are disaggregated, an asterisk (*) is used when fewer than 20 of each event or resolution had occurred during the quarter, so as to avoid the risk of identifying any particular student, incident, or resolution.

(1) implementing and supporting a PBIS District-wide action plan; (2) evaluating District-wide PBIS efforts and data; (3) increasing visibility and coordination of PBIS across the District; and (4) engaging in District-level decision making and resource allocation.

The District also developed a one-pager (*See attached*) for SPPS Achieves Initiative 1A, which is to “Implement culturally relevant Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support.” The purpose of this one-pager is to clearly identify the requirements for all District schools at Tiers 1, 2, and 3 of PBIS. The one-pager also assists schools in connecting culturally relevant PBIS practices to culturally relevant instruction. Thus far, the one-pager has been distributed to attendees of professional development sessions during the summer of 2019, District administrators, and the Superintendent’s Leadership Team.

Moreover, the District continues to provide professional development to its staff regarding PBIS, including professional development regarding PBIS to: (1) Division of Academics Staff;² (2) 28 District Learning Leads who will provide coaching and support on PBIS, among other priority areas; (3) Principals; and (4) Assistant Principals. In addition, the District provided an overview of PBIS and using the PBIS framework to implement classroom systems that create a positive culture and safe environment on August 20, 2019, to all new-to-SPPS licensed educators.

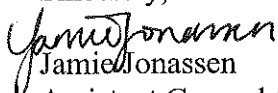
In addition, the District’s PBIS Implementation teams completed the Spring Tiered Fidelity Inventory (TFI) to measure each building’s level of PBIS implementation at their school. In addition, the PBIS Implementation Team workshops were held in April 2019. At these workshops, the building-level PBIS Implementation Teams came together to engage in professional development around deepening PBIS implementation and the connection to a building’s School Continuous Improvement Plan (SCIP). The overall focus of the PBIS Team workshops for the school year 2018-19 was on disaggregating discipline data by race/ethnicity and interrupting disproportionality.

Further, the District is in receipt of the Social and Emotional Learning Readiness and Engagement Analysis that was prepared for the District by the Collaborative for Academic, Social, and Emotional Learning (“CASEL”). In furtherance of its commitment to include SEL within the District’s multi-tiered framework of support, the District continues to review this report and consider implementation of the recommendations.

Finally, the District has consistently participated in the statewide Diversion Committee.

Please reach out to me with any questions or concerns.

Sincerely,



Jamie Jonassen
Assistant General Counsel
Attachments

² This includes the Office of Teaching and Learning, the Department of Multilingual Learning, the Title 1 Office, the Office of Early Learning, the Office of Specialized Services, and the Office of College and Career Readiness.

QUARTER 3

Event Name	Dismissal, less than one half day	Dismissal, more than one half day	In School Suspension (4 hours or more)	Suspension
Absence, Chronic Truancy	*	89		27
Absence, Tardiness	*	*		*
Absence, Unexcused	*	*		*
ALCOHOL	*	*		
Assault		*		*
Assault on Staff		*		*
Bullying		*	*	*
Bullying Using Technology		*		*
Criminal Act				*
Criminal Sexual Conduct				*
Damage to Property of Others	*			*
Damage to School Property	*	*		*
Damage to Technology Resources, Intentional	*			
Defiance of Authority	33	118	*	31
Disruptive Behavior	35	120	*	34
Disruptive Behavior to/from School		*		*
Disruptive Behavior, Severe	22	83	*	65
DRUGS OR CONTROLLED SUBSTANCES	*	*	*	24
Fighting	*	86	*	256
Fires and False Fire Alarms				*
Gambling		*		
Gang Activity		*		*
HARASSMENT BASED ON PROTECTED STATUS	*	*	*	*
Hazing		*		
Incapacitation Device, Possession, with use or intent to use				*
Incapacitation Device, Possession, without use or intent to use				*
Interference/Obstruction	*			*
Language, Abusive	*	30	*	*
Language, Inappropriate	*	*	*	*
Leaving School Grounds	*	*		*
Physical Aggression to Staff	21	74	*	71
Physical Aggression, Bodily Harm	*	41	*	48
Physical Aggression, Sub Bodily Harm	*	*	*	*

Physical Contact, No Bodily Harm	23	70	*	51
Poss Dangerous Weapon, not Firearm	*	*		*
Poss Other Weapon, no intent, not Dangerous	*	*		*
Poss Other Weapon, with intent, not Dangerous				*
Possession, Other Prohibited Items	*	*		*
Pyrotechnic Devices				*
Racial or Religious Violence				*
Sexual Behavior		*	*	*
Sexual Harassment	*	*	*	*
Sexual Violence				*
Teasing and Name Calling				*
Technology - Unauthorized, Inappropriate Use	*	*		*
Technology Misuse/Violation		*		*
Theft, Major			*	*
Theft, Minor		*	*	*
Threats	*	22	*	36
Threats, Aggravated		*		*
Tobacco and Tobacco Related Devices		*	*	*
Trespassing		*	*	*
Unauthorized Use of School Property	*	*		*

School	Dismissal, less than one half day	Dismissal, more than one half day	In School Suspension (4 hours or more)	Suspension
18-19 006 Agape S				*
18-19 210 Central Sr S	*	24		24
18-19 211 Creative Arts S	*	*		27
18-19 212 Como Park Sr S	*	47		38
18-19 215 Harding Sr S	*	35	*	32
18-19 220 Highland Park Sr S	*	50	*	*
18-19 225 Humboldt Secondary S	*	55	*	42
18-19 230 Johnson Sr S	*	49		33
18-19 250 Open World Sec S	*	*	*	*
18-19 252 Washington Sec S	50	140		74
18-19 310 Battle Creek Mid S	*	27		36
18-19 315 Farnsworth Up 5-8 SE	*	*		25
18-19 330 Highland Park Mid S	*	38		*
18-19 342 Murray Middle S	*	*		87
18-19 344 Parkway Middle S	*	25	*	56
18-19 345 Ramsey Middle S		23		25
18-19 410 Adams Elem E	*	*	*	*
18-19 415 John A Johnson El E	*	*		*
18-19 422 Battle Creek Elem E		*		
18-19 424 Benjamin Mays Elem E	*	21		*
18-19 425 Chelsea Hts Elem E	*	*		
18-19 428 Cherokee Hts Elem E	*	*	*	*
18-19 431 Como Park Elem E	*	*	*	*
18-19 433 Daytons Bluff Elem E	*	25		*
18-19 435 Expo Elem E		*	*	*
18-19 449 Bruce Vento Elem E	*	*	*	*
18-19 452 Eastern Hts Elem E	*	*		*
18-19 458 Farnsworth Lwr Ele E		*		
18-19 460 Four Seasons Elem E	*	*	*	*
18-19 462 LEtoile DuNord Up E		*	*	
18-19 463 LEtoile DuNord Lwr E	*			
18-19 464 Frost Lake Elem E	*	*	*	*
18-19 465 Crossroads Mont E		*	*	*
18-19 466 Crossroads Science E		*	*	*
18-19 467 Galtier Elem E		*		

18-19 476 Groveland Park El E	*	*	*	
18-19 482 Hamline Elem E	*		*	*
18-19 483 Jie Ming Elem E	*			*
18-19 488 Heights Elem E	*	*		*
18-19 489 Hazel Park PrepAc E	*	22		23
18-19 489 Hazel Park PrepAc SE	*	25		31
18-19 491 Highland Park Elem E	*	*		
18-19 493 JJ Hill Montessori E		*	*	*
18-19 494 Capitol Hill Mag E		*		*
18-19 494 Capitol Hill Mag SE		*		*
18-19 496 Highwood Hills El E	*	*		*
18-19 500 Jackson Elem E				*
18-19 510 Linwood Low PK-4 E		*		
18-19 518 Horace Mann Elem E	*			
18-19 524 Maxfield Elem E	*	*		*
18-19 527 Mississippi Elem E	*	*		*
18-19 528 Linwood Upper 5 E	*	*	*	*
18-19 528 Linwood Upper 6-8 SE		*	*	*
18-19 533 Nokomis North E		*	*	*
18-19 541 Phalen Lake Elem E			*	
18-19 545 Randolph Hts Elem E		*		*
18-19 551 Riverview Elem E	*	*		*
18-19 552 Wellstone Elem E	*	*	*	*
18-19 557 St Anthony Park El E	*	*		
18-19 558 St Paul Music Elem E	*	*		*
18-19 578 Obama Elem E	*	*		*
18-19 579 American Indian M E	*	*	*	*
18-19 579 American Indian M SE	*			*
18-19 607 River East E		*		25
18-19 695 Journeys Secon S				*
18-19 710 Gordon Parks HS S	*	*		*

Resolution	Student Group	Percentage		
Dismissal, less than one half day	American Indian	3.81%		
	Asian	6.78%		
	Hispanic	9.32%		
	Black	66.10%		
	White	13.98%		
	not SPED	68.64%		
	SPED	31.36%		
Dismissal, more than one half day	American Indian	2.83%		
	Asian	4.08%		
	Hispanic	13.15%		
	Black	70.63%		
	White	9.30%		
	not SPED	66.33%		
	SPED	33.67%		
In School Suspension (4 hours or more)	Asian	8.20%		
	Hispanic	19.67%		
	Black	60.66%		
	White	11.48%		
	not SPED	72.13%		
	SPED	27.87%		
Suspension	American Indian	3.16%		
	Asian	6.20%		
	Hispanic	9.61%		
	Black	75.18%		
	White	5.84%		
	not SPED	61.80%		
	SPED	38.20%		

QUARTER 4

Event Name	Dismissal, less than one half day	Dismissal, more than one half day	In School Suspension (4 hours or more)	Suspension
Absence, Chronic Truancy	*	109	*	*
Absence, Tardiness		*		*
Absence, Unexcused	*	*	*	*
ALCOHOL		*		*
Assault	*			*
Assault on Staff				*
Assault on Staff, Aggravated (substantial or great bodily harm)				*
Bullying	*	*	*	*
Bullying Using Technology			*	*
Cheating or Plagiarizing		*		
Damage to Property of Others	*	*		*
Damage to School Property	*	*		*
Damage to Technology Resources, Intentional				*
Defiance of Authority	*	126	*	29
Disruptive Behavior	34	150	*	62
Disruptive Behavior to/from School		*		*
Disruptive Behavior, Severe	21	95	*	105
DRUGS OR CONTROLLED SUBSTANCES	*	*		32
Fighting	32	135	*	271
Firearm				*
Gambling		*		*
HARASSMENT BASED ON PROTECTED STATUS		*		*
Hazing				*
Incapacitation Device, Possession, with use or intent to use		*		*

Incapacitation Device, Possession, without use or intent to use				*
Interference/Obstruction		*		*
Language, Abusive	*	33	*	*
Language, Inappropriate	*	20	*	*
Leaving School Grounds	*	*		*
Medication Policy Violation		*		
Physical Aggression to Staff	*	67	*	96
Physical Aggression, Bodily Harm	21	59	*	49
Physical Aggression, Sub Bodily Harm	*	*	*	*
Physical Contact, No Bodily Harm	32	91	23	49
Poss Dangerous Weapon, not Firearm		*		*
Poss Other Weapon, no intent, not Dangerous		*		*
Poss Other Weapon, with intent, not Dangerous				*
Possession, Other Prohibited Items		*		*
Reckless or Careless Driving				*
Sexual Behavior	*	*	*	*
Sexual Harassment	*	*	*	*
Sexual Violence	*			
Teasing and Name Calling	*			*
Technology - Unauthorized, Inappropriate Use		*		*
Technology Misuse/Violation		*		*
Theft, Major		*	*	*
Theft, Minor	*	*	*	*
Threats	*	33	*	42
Threats, Aggravated		*		*
Tobacco and Tobacco Related Devices	*	*	*	*
Trespassing		*		*

Unauthorized Use of School Property		*		

School	Dismissal, less than one half day	Dismissal, more than one half day	In School Suspension (4 hours or more)	Suspension
18-19 006 Agape S				*
18-19 210 Central Sr S	*	35		34
18-19 211 Creative Arts S	*	25		32
18-19 212 Como Park Sr S	*	30		*
18-19 215 Harding Sr S	*	41		29
18-19 220 Highland Park Sr S	*	49	*	34
18-19 225 Humboldt Secondary S	*	55	*	88
18-19 230 Johnson Sr S	22	38		*
18-19 250 Open World Sec S	*	*		*
18-19 252 Washington Sec S	*	165		90
18-19 310 Battle Creek Mid S	*	58		46
18-19 315 Farnsworth Up 5-8 E	*	*		*
18-19 315 Farnsworth Up 5-8 SE		21		33
18-19 330 Highland Park Mid S	*	36	*	20
18-19 342 Murray Middle S	28	*		75
18-19 344 Parkway Middle S	*	24	*	38
18-19 345 Ramsey Middle S		*		44
18-19 410 Adams Elem E	*	21	*	*
18-19 415 John A Johnson El E	*	*		*
18-19 422 Battle Creek Elem E		*		*
18-19 424 Benjamin Mays Elem E		23		*
18-19 425 Chelsea Hts Elem E	*	*	*	
18-19 428 Cherokee Hts Elem E	*	*		*
18-19 431 Como Park Elem E	*	*	*	*
18-19 433 Daytons Bluff Elem E	*	47		*
18-19 434 Rondo PreK P	*			*
18-19 435 Expo Elem E	*	*	*	*
18-19 449 Bruce Vento Elem E	*	33	*	*
18-19 452 Eastern Hts Elem E		*	*	*

18-19 458 Farnsworth Lwr Ele E		*		
18-19 460 Four Seasons Elem E	*	*		*
18-19 462 LEtoile DuNord Up E	*	*	*	
18-19 463 LEtoile DuNord Lwr E		*		
18-19 464 Frost Lake Elem E	*	*	*	*
18-19 465 Crossroads Mont E	*	*	*	*
18-19 466 Crossroads Science E	*	*	*	*
18-19 467 Galtier Elem E	*	*		
18-19 476 Groveland Park El E	*	*	*	*
18-19 482 Hamline Elem E		*	*	20
18-19 483 Jie Ming Elem E	*			*
18-19 488 Heights Elem E	*	31		*
18-19 489 Hazel Park PrepAc E	*	*		*
18-19 489 Hazel Park PrepAc SE	*	52		28
18-19 491 Highland Park Elem E	*	*		*
18-19 493 JJ Hill Montessori E		*		*
18-19 494 Capitol Hill Mag E	*	*		*
18-19 494 Capitol Hill Mag SE	*	*		*
18-19 496 Highwood Hills El E	*	*		*
18-19 500 Jackson Elem E				*
18-19 518 Horace Mann Elem E	*	*	*	*
18-19 524 Maxfield Elem E	*	*		*
18-19 527 Mississippi Elem E	*	*	*	*
18-19 528 Linwood Upper 5 E		*	*	*
18-19 528 Linwood Upper 6-8 SE		*	*	*
18-19 533 Nokomis North E	*	*		*
18-19 541 Phalen Lake Elem E	*	*	*	
18-19 545 Randolph Hts Elem E	*	*		
18-19 551 Riverview Elem E	*	*		*
18-19 552 Wellstone Elem E	*	23	*	*
18-19 557 St Anthony Park El E	*	*		
18-19 558 St Paul Music Elem E	*	*		*

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Resolution	Student Group	Percentage		
Dismissal, less than one half day	American Indian	1.18%		
	Asian	6.30%		
	Hispanic	16.54%		
	Black	66.54%		
	White	9.45%		
	not SPED	64.17%		
	SPED	35.83%		
Dismissal, more than one half day	American Indian	2.83%		
	Asian	4.47%		
	Hispanic	13.41%		
	Black	70.07%		
	White	9.22%		
	not SPED	68.07%		
	SPED	31.93%		
In School Suspension (4 hours or more)	American Indian	1.18%		
	Asian	7.06%		
	Hispanic	4.71%		
	Black	68.24%		
	White	18.82%		
	not SPED	68.24%		
	SPED	31.76%		
Suspension	American Indian	3.11%		
	Asian	3.92%		
	Hispanic	12.65%		
	Black	71.39%		
	White	8.94%		
	not SPED	63.45%		
	SPED	36.55%		



Positive School and District Culture

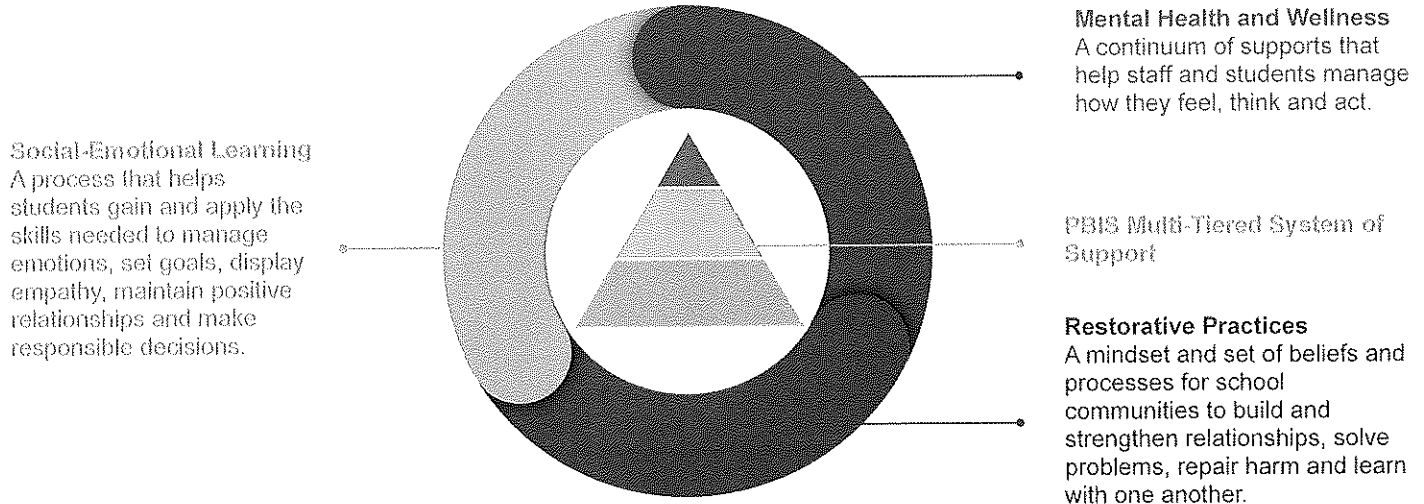
Initiative 1A: Implement culturally relevant Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

Saint Paul Public Schools (SPPS) recognizes that we must use culturally relevant practices to meet the social-emotional needs of all learners.

The SPPS Achieves Strategic Plan prioritizes positive school culture through authentic and **positive relationships**, a sense of **belonging** and physical and emotional **safety** for academic and social success.

Area of Focus

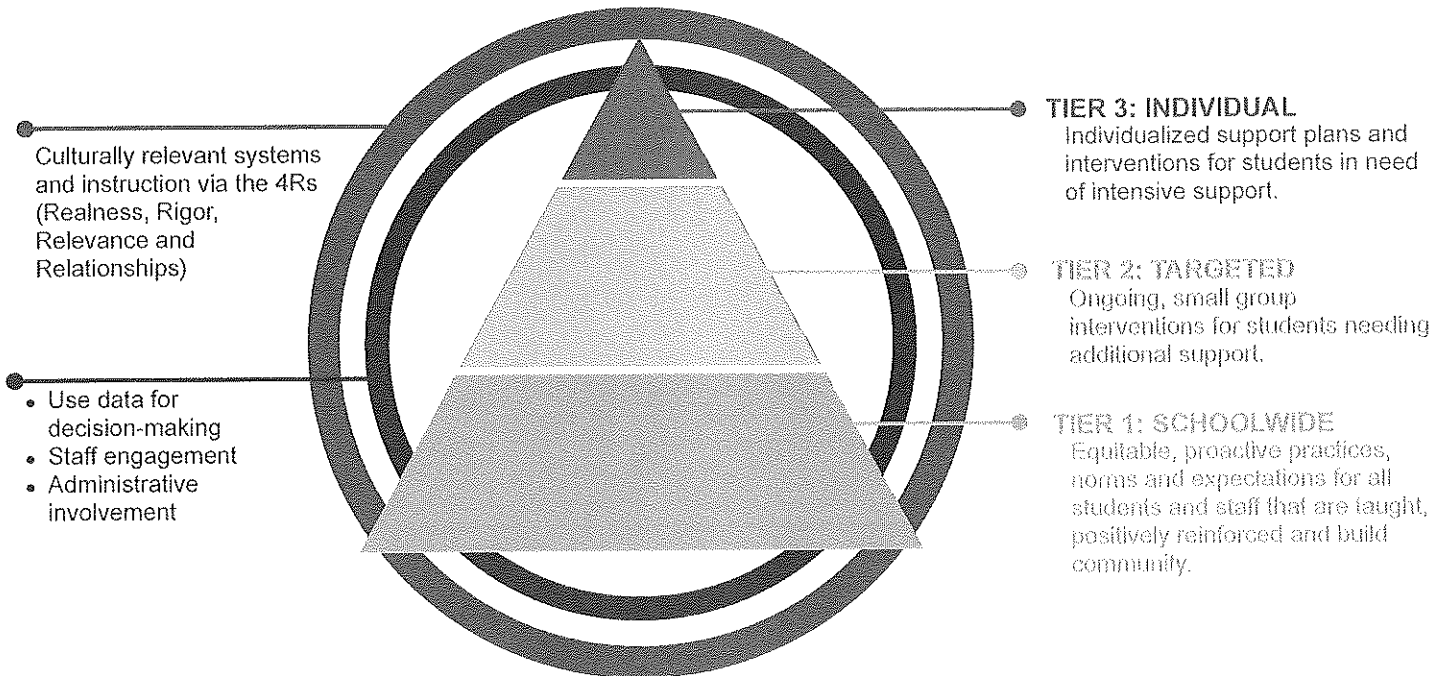
SPPS uses a **model of school support** that integrates social-emotional learning programs, restorative practices, and mental health and wellness and Positive Behavioral Intervention and Supports (PBIS) framework. PBIS is a set of ideas and tools used to set schoolwide expectations that create a predictable and safe environment where every student can learn.



We believe that social-emotional skills should be modeled, taught and practiced just like academics. SPPS will utilize an educational, preventive and restorative approach to behavior by:

- Developing a comprehensive and differentiated professional development plan
- Identifying district-supported social-emotional learning programs and interventions
- Creating clear expectations and accountability for the requirements at Tier 1, 2 and 3 at every school
- Supporting schools to implement specific practices that reflect the culture and unique needs of their school community
- Providing coaching and technical assistance to school teams

PBIS Multi-Tiered System of Support



For a consistent experience, school leaders are required to ensure the following practices:

Tier 1: Schoolwide Systems	Tier 2: Targeted Interventions	Tier 3: Individual Interventions
Required at Every School: <ul style="list-style-type: none"> Establish a PBIS Team and PBIS Representative Utilize the standard data collection system consistently Use School-Wide Intervention System (SWIS) data to refine school systems that ensure equitable discipline practices Create Schoolwide Discipline Plan Create a Matrix of Behavior Expectations at school Introduce and review expected behaviors through a teaching schedule Require that the school support team meet regularly 	Required at Every School: <ul style="list-style-type: none"> Utilize data-based decision making to identify students in need of Tier 2 support and to refine schoolwide systems Identify the evidence-based interventions and social emotional programming utilized at the school Match students to effective interventions Evaluate the effectiveness of interventions 	Required at Every School: <ul style="list-style-type: none"> Establish Student Assistance Team (SAT Team) Identify a SAT chair Document SAT referrals and interventions on student record Develop individualized positive interventions to support academic and behavior needs Monitor student progress

Action Steps for 2019-20

- Review report provided by Collaborative for Academic, Social and Emotional Learning (CASEL) summarizing their analysis of district SEL programming; develop a SEL implementation plan.
- Align and integrate social-emotional learning, restorative practices and the PBIS framework.
- Implement *Second Step*, an evidence-based social-emotional learning program, at 12 middle schools in Foundations Class as a Tier 1 support.

