

2008 – 2009 South Saint Paul Public Schools

Integration Plan

South Saint Paul Public Schools Diversity Plan 2008- 2009

Area #1: Staff Development

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Training Activities: <ul style="list-style-type: none"> • Secure Staff Development Time • Hire trainers • Purchase training materials • Follow-up training 	<ul style="list-style-type: none"> • Address Board, Administration and staff development committees to secure staff development times • Set up trainers • Work with district staff development committee • Evaluate trainers 	<ul style="list-style-type: none"> • Staff development time secured • Training delivered • Training materials provided • Evaluations completed 	5/08	Ongoing after each training session
Training Topics <ul style="list-style-type: none"> • Cultural Competencies • ELL Techniques for Inclusion • Inclusive/Multi-cultural Curriculum 	<ul style="list-style-type: none"> • Time and money set aside for training • Training set up • Evaluations completed • Stress Middle Years IB implementation 	<ul style="list-style-type: none"> • Staff trained • Evaluations completed • Strategies implemented • Middle Years IB product 	7/08	5/09
Outside district staff development offerings / conferences <ul style="list-style-type: none"> WMEP Northeast Metro Educators EMID Local conferences and seminars 	<ul style="list-style-type: none"> • Time and money set aside for staff to attend • Administrative and Board approval 	Staff interested and attending	5/08	6/09
Distribute opportunities for staff development to staff	<ul style="list-style-type: none"> • Flyers • E-mails • Principals 	Attendance and feedback	5/08	6/09
Provide speakers on diversity topics	<ul style="list-style-type: none"> • set up dates • recruit speakers • appropriate dollars 	<ul style="list-style-type: none"> • Speakers scheduled • Evaluations 	5/08	6/09
Allocate sufficient reserve teacher funds to allow staff to participate in external staff	<ul style="list-style-type: none"> • Set budget for funding 	<ul style="list-style-type: none"> • Reserve teacher dollars budgeted in plan 	5/08	6/09

development opportunities				
Encourage participation in EMID staff development opportunities REACH Training SEED Training Trunk Training Inclusive Education Training	<ul style="list-style-type: none"> • Flyers • E-mails • Principals 	<ul style="list-style-type: none"> • Staff interested and attending 	5/08	6/09
Diversity representation on District Staff Development Committee	<ul style="list-style-type: none"> • Continued representation 	<ul style="list-style-type: none"> • Representation secured 	6/08	6/09

EMID DESEGREGATION GOALS MET:

1. **Staff Development:** Create a broad base of teachers, administrators and staff who value a diverse society and are committed to providing integrated learning environments that support high expectations for all students.
2. **Staff Diversity/Student Diversity:** Create safe respectful environments for diverse learners of all ages by providing: employee training, enforcement of statutes, responsive classrooms, cross-district community circles, support groups for kids, support for multi-racial students/families, education on hate groups, student and teacher exchanges.
4. **Reduce Barriers:** Create a checklist of issues to address before a program is initiated or partnership developed. These include: transportation, uniform rules and regulations, program meets the mission of EMID; orientation for parents, students, and staff; educate the community about EMID and issues related to integration. Language issues must be addressed.
5. **Communication:** To educate the community about the goals of EMID. Plant seeds and assist the growing awareness of the Importance and need for programs.

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Area #2: Integration / Preparation Programs

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Identify partner Schools <ul style="list-style-type: none"> • Valley Branch Nature Center • High School Leadership • Planetarium 	<ul style="list-style-type: none"> • Work with St. Paul Partnership facilitator to identify partners • Complete necessary partnership paperwork • Negotiate and sign contracts 	<ul style="list-style-type: none"> • Partnerships up and running • Partnership staff evaluations • Partnership student evaluations 	4/08	6/09
Develop additional partnerships <ul style="list-style-type: none"> • Pen pal partnerships • Classroom partnerships 	<ul style="list-style-type: none"> • Identify partnership opportunities • Recruit interested teachers • Work with St Paul Partnership facilitator to identify partners schools 	<ul style="list-style-type: none"> • Partnerships identified and filled 	4/08	6/09
Promote availability of EMID Programs	<ul style="list-style-type: none"> • Updates to staff and community regarding programs 	<ul style="list-style-type: none"> • Increased use of programs 	5/08	6/09
Collaboration with other districts in sharing program and staff development opportunities	<ul style="list-style-type: none"> • Work with EMID member districts to share information, ideas and programs 	<ul style="list-style-type: none"> • Program sharing taking place with So St Paul staff participating 	5/08	6/09

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3. **Expanding Existing Programs:** Create a mechanism/structure for linking and expanding EMID programs. Every student in all of the participating districts will have a meaningful integrated multicultural experience at some point in their K-12 experience.
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Area #3: Cultural Awareness Activities

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Multi-Cultural Resource Center (MRC) Utilization <ul style="list-style-type: none"> • Set up meeting with Media Specialists at MRC at Arlington HS • Encourage staff and community meetings at MRC • Encourage teacher use of MRC for classes • Teachers given access to MRC catalogues 	<ul style="list-style-type: none"> • Notify staff of opportunities • Set in-service for media specialists • Get user information out to staff about MRC on-line services • Get MRC flyers out to staff 	Demonstrated use of MRC facilities and materials	8/08	6/09
Develop multi-Cultural displays in each building	<ul style="list-style-type: none"> • Establish site in each building • Work with Diversity Committee in each building • Publish a yearly multi-cultural calendar 	<ul style="list-style-type: none"> • Each school has designated area for multi-cultural displays • Displays updated regularly 	8/08	6/09
Organize a District Diversity Fair	<ul style="list-style-type: none"> • Encourage participation from students, staff, parents and community • Select date • Form a steering committee • Money allocated in budget 	<ul style="list-style-type: none"> • Diversity fair held • Wide community involvement achieved • Funding Budgeted 	8/08	6/09
Establish a Diversity Committee in each building	<ul style="list-style-type: none"> • Work with building administrators to recruit committee members in each building 	<ul style="list-style-type: none"> • Committees are formed and operating 	8/08	6/09
Annual multi-cultural performances and/or assemblies are planned in each building	<ul style="list-style-type: none"> • Money allocated in budget for each building • Identify the needs for each building • Speakers, performers secured 	<ul style="list-style-type: none"> • Programs and assemblies held • Evaluations completed 	8/08	6/09

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Area #4: Materials

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Identify materials in possession	<ul style="list-style-type: none"> • inventory all diversity materials in the each building • Compile a District inventory list • Publish District inventory list 	<ul style="list-style-type: none"> • building inventories complete • District inventory complete • District inventory list published 	8/08	6/09
Identify multi-cultural materials that fill needs of the District	<ul style="list-style-type: none"> • Identify resource centers and web-sites • Identify requisition procedures for purchasing multi-cultural materials 	<ul style="list-style-type: none"> • Ordering and use of materials 	8/08	6/09
Create kits (trunks) for various topics to circulate within the district	<ul style="list-style-type: none"> • Identify topics for the trunks • Identify teacher teams to create the trunks • Allocate money for supplies and materials 	<ul style="list-style-type: none"> • Trunks are developed • Trunks are being used throughout the district 	8/08	6/09
Ensure the Media Centers increase diverse holdings	<ul style="list-style-type: none"> • Identify the material needed by the classroom teachers to support instruction • Materials ordered • Dollars are allocated in the budget for Media Center purchases 	<ul style="list-style-type: none"> • Materials are identified and ordered 	8/08	6/09

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Area #5: Organizational Structure

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Support District Diversity Office <ul style="list-style-type: none"> • Diversity Coordinator • Cultural Liaisons 	<ul style="list-style-type: none"> • In order to support plan and implement district initiatives funds need to be allocated for these positions 	Funds secured and positions are in operation	5/08	6/09
Establish District Diversity Advisory Committee <ul style="list-style-type: none"> • Students representatives • Staff representatives • Parents representatives • community representatives 	<ul style="list-style-type: none"> • Representatives are recruited from the various groups 	<ul style="list-style-type: none"> • Representatives are selected and participate 	8/08	6/09
Establish a diversity committee in each building	<ul style="list-style-type: none"> • Work with building principal to recruit committee members • Create and define role for the committee 	<ul style="list-style-type: none"> • representatives are selected and participating 	8/08	6/09
Establish an administrative review committee	<ul style="list-style-type: none"> • Meeting with administrative team to create the committee • Define the committee role 	<ul style="list-style-type: none"> • committee established and operating 	8/08	6/09
Establish quarterly meeting schedules for all groups	<ul style="list-style-type: none"> • Each group sets quarterly meeting schedules • Schedules coordinated 	<ul style="list-style-type: none"> • schedules are set and coordinated 	8/08	6/09

EMID DESEGREGATION GOALS MET:

3. **Expanding Existing Programs:** Create a mechanism/structure for linking and expanding EMID programs. Every student in all of the participating districts will have a meaningful integrated multicultural experience at some point in their K-12 experience.
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Area #6: Extra-Curricular Offerings

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Offer Peace Club in each elementary building	<ul style="list-style-type: none"> • Identify an advisor • Recruit students • Allocate budget for programs 	<ul style="list-style-type: none"> • Advisor selected • Program is in operation 	8/08	6/09
Offer a Social Justice Club in the High School	<ul style="list-style-type: none"> • Identify an advisor • Recruit students • Allocate budget for programs 	<ul style="list-style-type: none"> • Advisor selected • Program is in operation 	8/08	6/09
Offer Peace Jam Club in the High School	<ul style="list-style-type: none"> • Identify an advisor • Recruit students • Allocate budget for programs 	<ul style="list-style-type: none"> • Advisor selected • Program is in operation 	8/08	6/09
Future Educators of America Program	<ul style="list-style-type: none"> • Secure budget funding • Recruit an advisor • Train advisor • Develop program goals, activities and expectations. 	<ul style="list-style-type: none"> • Funding secured • Advisor selected and trained • Program developed • Students recruited to start program 	8/08	6/09

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Area #7: Analyze Disaggregated Data

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Disaggregate data by gender and race in <ul style="list-style-type: none"> • Gifted and talented • Special Education • Academic performance • Discipline referrals 	<ul style="list-style-type: none"> • Gather statistical data in tested areas • Analyze racial and gender numbers in tested areas and find the significance • Share information with administration for validity 	<ul style="list-style-type: none"> • Information is gathered, analyzed and shared. • Plan developed to address areas of concern 	6/08	6/09
Disaggregate data on MCA and BST achievement by race and gender	<ul style="list-style-type: none"> • Gather statistical data in tested areas • Analyze racial and gender numbers in tested areas and find the significance • Share information with administration for validity 	<ul style="list-style-type: none"> • Information is gathered, analyzed and shared. • Plan developed to address areas of concern 	6/08	6/09

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Area #8: Inclusive Education Programs

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Institute all day everyday kindergarten for all students in the district	<ul style="list-style-type: none"> • Secure Board Approval • Secure district funding • Secure additional staffing 	Program implemented for all students.	8/08	ongoing
Promote kindergarten readiness throughout the community	<ul style="list-style-type: none"> • Create written expectations for what we want children to know and be able to do when they enter school • Create a committee to communicate these expectations to: Parents Preschool programs Day care providers 	Students come to school more prepared	8/08	ongoing
Move to an inclusive model for ELL in the district	<ul style="list-style-type: none"> • Survey staff • Share survey results • In-service staff • Devise ELL service model 	ELL inclusive model is in place and working for students and staff.	8/08	ongoing
Review current programs in other districts	<ul style="list-style-type: none"> • use successful parts of other programs to cerate our own • Visits to Harombe, Crosswinds and other EMID schools 	<ul style="list-style-type: none"> • new programs created or refined • Visits completed 	8/08	ongoing
Implement the International Baccalaureate elementary and middle level programs in the district	<ul style="list-style-type: none"> • Board approval • Applications completed • Funding secured • Training planned 	<ul style="list-style-type: none"> • Funding secured • Applications accepted • Training completed • Programs are implemented 	8/08	ongoing
Provide bi-lingual community/cultural liaisons in each building	<ul style="list-style-type: none"> • Board approval • Secure funding • Hire candidates 	<ul style="list-style-type: none"> • Liaisons are hired and working in the buildings 	8/08	6/09

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Area #9: Welcoming Environment

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Multi-cultural displays areas are designated in each building	<ul style="list-style-type: none"> • Each building will designate an appropriate site for diversity displays • Identify available materials and resources • Designate individuals or groups to create displays 	<ul style="list-style-type: none"> • Display areas designated • Person or persons designated for displays • Displays completed 	8/08	6/089
Materials are secured for multi-cultural displays	<ul style="list-style-type: none"> • Resource lists are distributed • Budget for materials is provided 	<ul style="list-style-type: none"> • Materials are secured for displays • Displays are present in each building 	8/08	6/09
Classroom displays and visuals, which represent a variety of cultures and student work are present in most classrooms.	<ul style="list-style-type: none"> • Each teacher or grade level determines themes and cultures • Resource lists are distributed 	<ul style="list-style-type: none"> • Displays in classrooms 	8/08	6/09
Welcome signs, newsletters, forms and web sites are translated to other languages as needed.	<ul style="list-style-type: none"> • Determine needs at each site • Determine district needs • Secure bi-lingual staffing 	<ul style="list-style-type: none"> • Multi-lingual signs are in each building • Multi-lingual documents are available throughout the district 	8/08	6/09
Translators are provided for registration, conferences, staffings, and other building functions as needed.	<ul style="list-style-type: none"> • secure bi-lingual staff to serve as translators • Develop a list of translators to use 	<ul style="list-style-type: none"> • Bi-lingual staff is available in the buildings • Lists of translators or agency contact numbers are available. 	8/08	6/09
Diversity information will be included on the website, in district and building newsletters and community newspapers.	<ul style="list-style-type: none"> • Website developed • Articles written • Contact lists and timelines developed 	<ul style="list-style-type: none"> • Diversity website available • Diversity articles included in publications 	8/08	6/09
Lunch menus should include ethnic food choices	<ul style="list-style-type: none"> • Food service identifies available choices • Ethnic food choices added to menu 	<ul style="list-style-type: none"> • Ethnic food choices appear on the menu 	8/08	6/09

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Area #10: Human Resources

Strategy to be addressed	Steps for Implementation	Implementation Success Indicators	Initial Start Date	Projected Review Date
Establish relationships with local colleges and universities to place student teachers	Active phone calls and letters to education and student teaching departments	<ul style="list-style-type: none"> Increased placement of student teachers of color Increased number of applicants of color for vacant positions 	8/08	6/09
Actively recruit a diverse staff that reflects the community	Develop district strategies to recruit staff of color	<ul style="list-style-type: none"> Increased number of applicants of color for vacant positions Increased number of staff of color 	5/08	6/09
Work with EMID to develop a support network for staff of color	<ul style="list-style-type: none"> Design a support system through EMID to support staff of color Secure EMID Funding Implement support program 	Support program for staff of color has been created and is operating	8/08	6/09
Develop Human Resource practices to help identify staff of color	<ul style="list-style-type: none"> Survey other districts Adopt forms that allow for the optional declaration of ethnic status 	More candidates of color are interviewed for positions.	5/08	6/09
Work with EMID and the U of Minnesota to establish Future Educators of America chapters in each high school	<ul style="list-style-type: none"> Funding is secured Advisor is hired Training is completed Students are recruited 	Program is designed and students are recruited as members	8/08	6/09
Work with EMID districts to develop strategies to actively recruit staff of color	<ul style="list-style-type: none"> Shared recruiting efforts with St Paul and other EMID Districts developed 	<ul style="list-style-type: none"> More candidates of color are identified and apply More staff of color are hired 	5/08	6/09

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