

Columbia Heights Public Schools
Semi-Annual Discipline Report
March 1, 2020

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Summary of Settlement Agreement

Columbia Heights Public School District entered into a settlement agreement with the Minnesota Department of Human Rights on May 22, 2018. This report consists of two sections:

- Progress toward Intended Outcomes as defined in the five strategies
- Appendices
 - Appendix A: Provides additional information and evidence for the Metrics listed in each strategy
 - Appendix B: Suspension data for January 1, 2019 through June 30, 2019

Once Columbia Heights Public Schools entered into the agreement, the work on the strategies began. To date, some of the outcomes have been met, and others are in progress.

This report includes data and metrics from July 1 to December 31, 2019.

Section One: Strategies

- Intended outcomes
- Specific steps the district took to implement the strategy
- Metrics the District developed to measure the effectiveness of the strategy
- Any changes implemented in light of results in the reporting period.

Columbia Heights Public Schools Strategic Discipline Plan

Goal: To reduce disproportionalities of student suspensions.

Strategy	Progress
Revise District Student Behavior Handbook on Rights and Responsibilities	Outcome met
Establish a District Discipline Assessment Team	Outcome met
Explore possibilities of and funding for a District Discipline Supervisor	Outcome met
Provide and/or Expand Professional Development Opportunities for School Personnel in the Area of Cultural Competency.	Ongoing
Obtain Qualitative Engagement Data and Input from Parents, Students and Teachers on issues Related to Discipline	Outcome in progress

Strategy 1: Revise District Student Behavior Handbook on Rights and Responsibilities		
Intended Outcome	Steps	Metrics July to December 2019
<p>To have a comprehensive, E-12 Student Behavior Handbook to be used across all Columbia Heights Public Schools.</p> <p>Outcome met.</p>	<ul style="list-style-type: none"> ● A revision committee was formed and met on June 11, 2018 and June 21, 2018. ● A draft of the handbook was shared with the School Board on 8/8/18 ● The input was used to make final revisions and the final draft was approved on 8/21/18. ● Training was provided to all district and school level administration on 8/15/2018. ● Train staff on handbook during the week of 8/27/2018. ● Handbook distribution to families took place in Fall 2018 and 2019 and the handbook was posted to the district website. 	<ul style="list-style-type: none"> ● Columbia Heights Public Schools Handbook found online at https://bit.ly/2n2clUi

Strategy 2: Establish a District Discipline Assessment Team		
Intended Outcome	Steps	Metrics July to December 2019
<p>To understand and reduce disproportionalities of student suspensions in order to maintain a safe and orderly educational environment.</p> <p>Outcome met.</p>	<ul style="list-style-type: none"> ● Establish a District-wide Admin Discipline Assessment Team to work in conjunction with school School Leadership Teams ● The District-wide Admin Discipline Assessment Team will <ul style="list-style-type: none"> ○ review and analyze monthly suspension data ○ review reports from school Leadership Teams ○ engage in PLC discussions around suspension data disaggregated by race, ethnicity and disability ○ review DIRS reporting process and discuss subjectivity/objectivity of DIRS categories that lead to suspension such as bullying, harassment, disruptive/disorderly conduct/insubordination and other. ○ be responsible for the semi-annual reports to MDHR 	<ul style="list-style-type: none"> ● District-wide Admin Discipline Assessment Team membership list & presentations ● Monthly suspension data ● Semi-annual reports

Strategy 3: Explore possibilities of and funding for a District Discipline Supervisor		
Intended Outcome	Steps	Metrics July to December 2019
<p>Determine if the position of Discipline Supervisor is financially feasible and sustainable for the district, or if the oversight of this position can be embedded within the job descriptions of existing positions in the district.</p> <p>Outcome Met.</p>	<ul style="list-style-type: none"> ● Review district budget constraints for Fiscal Year 2019. ● Study the future sustainability of the position of Discipline Supervisor. ● Explore a possible job description for the position of Discipline Supervisor. ● Explore already existing job descriptions within the district in which these responsibilities may be embedded. 	<ul style="list-style-type: none"> ● See previous reports for employment letter of verification

Strategy 4: Provide and/or Expand Professional Development Opportunities for School Personnel in the Area of Cultural Competency.

Intended Outcome	Steps	Metrics July to December 2019
<p>Deepen staff understanding for applying culturally relevant and developmentally appropriate strategies.</p> <p>Outcome Ongoing.</p>	<ul style="list-style-type: none"> ● Explore and/or extend collaborative partnerships with MDE and other outside agencies to provide professional development ● Provide professional development on Restorative Practices that may include, but are not limited to, age appropriate responses to behavior, de-escalation techniques, trauma-informed practices, equitable learning environment and implicit bias ● Provide professional development on the Social Emotional Competencies as prescribed by the MN Department of Education ● Provide targeted professional development for remedial measures 	<p>See appendix A for presentations and attendance from various professional development offered in the district from July 2019 to December 2019</p>

Strategy 5: Obtain Qualitative Engagement Data and Input from Parents, Students and Teachers on issues Related to Discipline

Intended Outcome	Steps	Metrics January 1 to June 30, 2019
<p>To obtain and consider information from stakeholders involving discipline to refine discipline practices.</p> <p>Outcome in Progress.</p>	<ul style="list-style-type: none"> ● School climate surveys for parents, students and staff ● Timely communication and input from families regarding discipline ● Obtain input from district committees and focus groups including, but not limited to, World’s Best Workforce, American Indian Parent Advisory Committee, Community Education Advisory Committee, the Special Education Parent Advisory Committee, Responsive Classroom Leadership Team, Student Assistance Team, Student WEB and Link Crew Leaders ● Obtain input from Peer Reviewers on targeted remediation 	<p>On-going</p>

Summary of Progress

Over the past three years Columbia Heights Public Schools has seen more than a sixty-five percent decrease in the number of total out-of-school suspensions. Multiple factors are in part responsible for this decrease. New practices and the metrics used to help measure their success can be seen in previous reports submitted to the Minnesota Department of Human Rights, and include,

- Monthly District Discipline Assessment Team meetings to analyze data and problem solve on a district level
- Employment of a Discipline Supervisor to help track suspensions and data
- Publication of a common PreK-12 student handbook to help align practices district wide
- Professional development on culturally relevant practices and restorative practices.

While we are, and will continuously be, focused on further reducing the number of suspensions across the district, our District Discipline Assessment Team, comprised of stakeholders from all buildings and departments, has largely turned our focus to continuing to reduce the disproportionalities of suspensions among racial and ethnic groups and different educational settings. We are working to accomplish the goal of erasing our disproportionalities by following the steps outlined in our settlement agreement with the Minnesota Department of Human Rights. There are a few strategies that we have thus far found to be very useful, both anecdotally and as supported by our behavior data. A few of these strategies are,

- Implementation of the Innocent Classrooms curriculum at Highland Elementary with the hopes to expand the program to more buildings in the future.
- Working with the Director of Special Education to find therapists who speak the home language of some of our most vulnerable students.
- Strengthening our partnership with Lee Carlson Center for Mental Health & Well Being to provide mental health services directly to students in their school building.
- A strong focus on providing professional development on trauma informed practices to best support all students and to better understand that each student comes to us with a lifetime of their own lived experiences that we must honor and recognize.
- Professional Development on the prevalence of racial bias in schools and how it impacts students of color.

Although we have seen some success in reducing the number of out of school suspensions however, we know that we have work to do to reduce the disproportionalities of our suspensions. This is work that we are committed to seeing through until we have solved the problem and fully achieved our mission of creating worlds of opportunity for each and every learner.

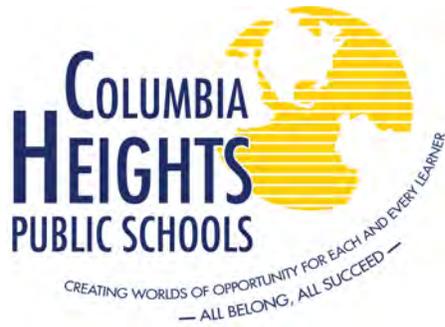
Section 2: Appendices

Appendix A:

- CHPS Report Metrics

Appendix B

- Suspension Data from January 2019 through June 2019 is attached in the Metrics Section and includes the following student information:
 - Date
 - Race, ethnicity, national origin
 - Gender
 - SPED Y/N
 - Reason for suspension
 - Length of suspension



Appendix A:
Columbia Heights Public School
Semi-Annual Discipline Report Metrics
March 1, 2020

District Discipline Assessment Team 2019-2020

Team Members:

- Nathan Meyer, District Discipline Supervisor/North Park Elementary Assistant Principal
- Leslee Sherk, Valley View Elementary Assistant Principal
- John Kulick, Highland Elementary Assistant Principal
- Rick Otsby, Columbia Academy Assistant Principal
- Matt Miller, Columbia Heights High School Assistant Principal
- Zena Stenvik, Executive Director of Educational Services
- John Fry, Director of Special Education
- Disa Fabeck, Assessment and Gifted & Talented Coordinator

Meeting Dates and Topics:

9/26/19	Data Review; Smart Goal Setting
10/22/19	Data review, MDHR Update; school wide discipline interventions
11/21/19	Data review; discussion on disproportionalities and specific work happening in buildings
12/17/19	Data review, update on Innocent Classrooms at Highland; book study, <i>Coaching Conversations</i>

CHPS DDAT Meeting

December 17, 2019

Agenda

1. Welcome
2. Data review
3. Discussion on Disproportionalities
 - a. Where are we as of right now? Where can we be by the end of the year?
4. Reminders
5. Building Update: Highland Elementary
 - a. Innocent Classrooms
6. Book Study: Coaching Conversations
 - a. Homework: Chapter 3

Discussion on Disproportionalities

Homework: What is your building's SMART Goal?

In order to accomplish this goal, _____ (School) staff is currently: (List up to 3 strategies)

What is working? For whom?

What is not working as well? For whom?

List other ideas, strategies, tactics that _____ (school) will try in semester 2.

Discussion on Disproportionalities

_____ (School) will reduce OSS disproportionalities between _____ (Choose 1: Students of color and white students OR students who receive special services and students who do not) from (%) _____ to (%) _____ by May 28, 2020.

Reminder

When to contact the District

- Any unusual discipline incident
- All major discipline incidents
 - Weapon (Police)
 - staff or student injury
 - multiple students involved
- Newsworthy
- Unsure what discipline to assign
- Etc.



Building Update: Highland Elementary

INNOCENT
Classroom

Coaching Conversations



Chapters 1 and 2

- What is something that stuck with you? (Something you underlined, highlighted, can't stop thinking about ...)
- What is a time when you have been a
 - Supervisor
 - Mentor
 - Coach
 - **Homework**: Jot down your 3 examples on Pg. 14

Coaching Conversations Notes

Athletic coaching: U of MN head coach = motivator, got players to believe, use ideas that come from players, played to their strengths, allowed ideas from other coaches, not a dictator, he lets his coaches coach, player led teams are the best teams - translates to teacher leadership

Dr. Rosemary Allen: even 3 and 4 yr olds can solve their own problems,

Difficult conversations: spotlight on PLCs, instruction, practices that work, held accountable, TRUST, listening to needs (takes time),

Trust- relationship is key, high relational change

Sometimes we forget that we need to meet students where they are at

Neurologically wired to resist change

Open and honest conversations/feedback otherwise we are undermining

Pg. 14 Supervising, Mentoring, Coaching (similar to Amplify)

CHPS DDAT Meeting

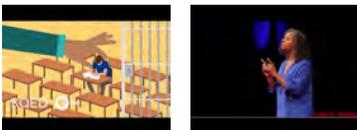
November 21, 2019

Agenda

1. Welcome
2. Data review
 - a. District wide
 - b. Building wide - pull your own data
3. Discussion on Disproportionalities
 - a. Goal setting
 - b. Action steps
 - c. Proactive strategies with Repeaters
4. Book Study: Coaching Conversations
 - a. Homework:

Before we look at SMART Goals -

How do we reduce the number of black, brown, and SPED students being suspended.



Where do we want DDAT to go this year?

Reduce suspensions by 20%

Reduce disproportionalities

(we need to set a SMART goal)

Coaching Conversations

S specific
M measurable
A attainable
R realistic
T timebound

Coaching Conversations



For our next meeting,
read chapters 1 and 2

CHPS DDAT Meeting

October 22, 2019

Agenda

1. Welcome
2. Data review
 - a. District wide
 - b. Building wide - pull your own data
3. Homework Discussion
 - a. Where do we want DDAT to go this year in order to help reduce disproportionalities?
 - b. How are we talking about behavior, consequences, and suspensions in our buildings? What and how are we tracking data?
 - c. Was it useful to have the top suspended kids coming into your building? What plans did you put in place? How did you track those plans?
4. MDHR Diversion Meeting Review
 - a. Review Chapter 9, School Wide Initiatives, in *Shifting Gears*

Pull and analyze the data from your own school

Pull and analyze the data from your school

1. How does your building stack up year over year in total suspensions? Are you on track to reach a 20% reduction? What steps do you need to take to help you meet this goal?
2. How does your building measure up year-over-year in proportionality according to race, educational setting, and gender?
3. How does your building use this data on a regular basis to help reduce disproportionality and overall suspensions?
4. Do you have the data that you need? **What gets entered and what doesn't?**
5. How can your building use this data to better support staff and students? **Is there follow up with administrators for teachers who need more support?**
6. **How/when/ why do teachers and admin review discipline data?**
7. Did your building use last years data to help prepare for this year?

The questions in bold were our homework.

Do we need better data?

Do we need better data?

To think in PLC terms...

- Academic standards → Violations
- Academic interventions → Restorative Dispositions
- Assessments → Punitive Dispositions

What gets entered & tracked brainstorm ...

Where do we want DDAT to go this year?

- Reduce suspensions by 20%
- Reduce disproportionalities
(we need to set a SMART goal)

MDHR Diversion Meeting



Chapter 9 – Schoolwide Initiatives

How do we set students up for success with:

- Physical Environment
- Visuals
- Communication
- Bonding / relationships
- Student voice
- Positive reinforcement
- First weeks/month of school

CHPS DDAT Meeting

September 09, 2019

Agenda

- Welcome (9:00-9:10)
- Log into Synergy - pull up your school's data (9:10 - 9:30)
 - District Data Review: numbers | SPED | By race/ethnicity
- Review last year's data (9:30-9:40)
 - Goal 1 - reduce by 20%
 - Goal 2 - reduce disproportionality - what is our measurable outcome?
- What are you working on in your building this year that supports this work? (9:40-10:00)
- Homework:
 - How/when/why do teachers review their referrals
 - Follow up with administrators for teachers who need more support
 - Referral process
 - Form
 - What "referrals" must be entered into synergy

Welcome



What is your real favorite movie?



What is the movie you tell people is your favorite to sound cultured and smart?



What movie (or genre of movie) best represents the start of your year?

Why we are here

To reduce disproportionality of suspensions

What we are doing

- **Strategy 1:** Revise District Student Behavior Handbook on Rights and Responsibilities
- **Strategy 2:** Establish a District-wide Admin Discipline Assessment Team
- **Strategy 3:** Explore possibilities of and funding for a District Discipline Supervisor
- **Strategy 4:** Provide and/or Expand Professional Development Opportunities for School Personnel in the Area of Cultural Competency.
- **Strategy 5:** Obtain Qualitative Engagement Data and Input from Parents, Students and Teachers on issues Related to Discipline

Data Review - what we did last year

9/20/18	Purpose, Data review, data entry, Handbook distribution, parent comm.
10/29/18	Data review, Diversion meeting update, Restorative Justice at CA
11/27/18	Data review and deeper data dig, Scenarios, Text: <i>Shifting Gears - Recalibrating Schoolwide Discipline and Student Support</i>
01/08/19	Data review, Classroom conditions for learning, Objective referral writing
02/05/19	Data review, Bully/Harassment forms, Social emotional learning, redirect
03/05/19	Data review, Parent engagement, Traumatic stress, Text: Switch
04/05/19	Data review, New reporting requirements, goal setting, long term effects
05/02/19	Data review, Overcoming obstacles through relentless drive and support
06/11/19	Data review, Reflection, goal setting, next steps

Data Review - what we did last year

- Culturally Relevant Teaching
- Using Positive Language (Positive Behavior Intervention)
- Early Onset of Mental Illness
- Teaching for Equity (Cultural Competency)
- Bondo Nyembwe Keynote and Admin session
- Sun Yung Shin (A Good Time for the Truth) Keynote and CHHS session
- Clayton Cook (PhD UMN) Mental Health & MTSS, Keynote and Admin session
- Teaching for Equity (Cultural Competency)
- Latino Family Engagement
- Integrating Social Emotional Games and Language
- De-Escalation Strategies
- Restorative Practices
- Trauma Informed Practices
- Equity book studies
- District Discipline Assessment Team
- Social Emotional Learning Leadership
- Equity & Family Engagement Leadership Team
- Teaching and Learning Leadership

Our Goals This Year

Goal 1: Out of School Suspension reduction: 20%

Goal 2: Reduce Disproportionality

Proactive strategies to help reduce suspensions

- Understand how the situation escalates to the level of suspension
- Discuss and practice methods for de-escalation
- Provide professional development for staff in restorative practices
- Consistency in how, when and why office referrals are written
- Mindset, Pause and think: How will suspension help or change the situation? What are the proactive actions to take? Have we tried alternatives before sending a student home?
- School administrators regularly compiling, reviewing and analyzing their own data
- Reduce disproportionality

What are you working on in your buildings this year that supports this work?

HL: Innocent Classroom, changing behavior specialist room, "HALT" = hungry, angry, lonely, tired, Predictability

NP: SEL collaborative groups at staff meetings, MDE Frameworks

VV: RC First 6 weeks, lessons for problematic areas in the building, indiv supports for those who need it

CA: 30-60-90 day plan, staff connect w/ 3-4 students,

HS: Data analysis with admin team, attendance, truancy

Homework

1. How/when/why do teachers review their referrals
 - a. Is there follow up with administrators for teachers who need more support
2. Review referral process
 - a. How are referrals documented? What form is used?
 - b. What constitutes a referral?
 - c. What referrals/data must be entered into synergy?
3. Where do you want DDAT to go this year?

Teaching & Learning Leadership

September 26, 2019



Front:

NAME and SCHOOL

Back:

What student has inspired you this year thus far?

Norms

A FEW AGREEMENTS FOR OUR WORK TOGETHER:

- **Ask** questions.
- **Engage** fully.
- **Integrate** new information.
- **Open** your mind to diverse views.
- **Utilize** what you learn.



Our Roles: Learner & Leader



Our Goals: Academics & Equity

OUR MISSION

Columbia Heights Public Schools
Creating worlds of opportunity for each and every learner
"All Belong, All Succeed"

Learning Targets

- I can identify my personal "why" for engaging in equity work
- I can name and describe the five levers

Agenda



- 1- Welcome
- 2- School Goals Check In
- 3- Equity
- 4- *Fiver Levers* Introduction



School Goals

15:00



Create an image that depicts your school goals to share with your staff. Hang up when done but take when you leave!

Your image should include...

- ✓ Your 2019-2020 goals
- ✓ Steps towards your goal
- ✓ Check-in times for your goal



Article: Are We Really 250 Years Away from Closing the Achievement Gap?

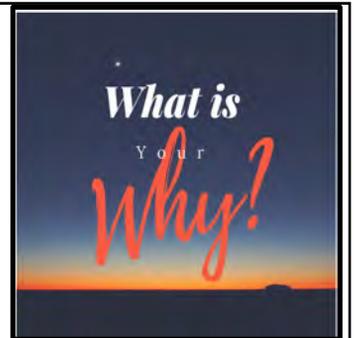
- ✓ Confirm
- ? Wonder
- X Disagree
- ! Surprising
- ★ Important

As you read, use the the indications on the left.



Write your why...

- ⇒ Why do you focus on work in equity?
- ⇒ What outcomes are you hoping to achieve?



Stand - Share - Sit



If...

the biggest impact on student learning is the quality of the teacher

Then...

If...

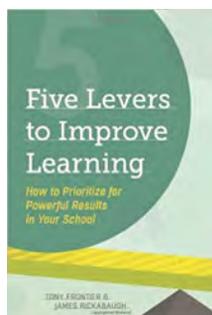
helping schools get better should be our top priority

Then...

If...

all students have the same value and the same worth

Then...



"This book isn't about **engaging in more work**; it is about a simple but powerful framework to ensure that we are **engaged in the right work** to prioritize efforts to develop classrooms, schools, and districts that make the fullest possible use of our collective capacity to improve student learning."

Mark the Text

- Re-read "The Five Levers" and "Prioritizing Efforts and Resources for Change" (pages 19-20)
- Number the paragraphs
- Circle key terms
- Underline definitions, authors' claims, and other relevant information



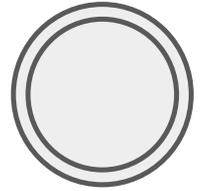
Think-Pair-Share

- What are your big takeaways from the introduction?
- Find your NORTH partner. Decide who will be #1 and who will be #2. Share!



Whole Group Share

- What do you see as the purpose of education?
- Where do you see an example of status quo management? Of transactional change? Of transformational change? (pg. 15)
- How does the introduction to *The Five Levers* connect to our PLC work this year?



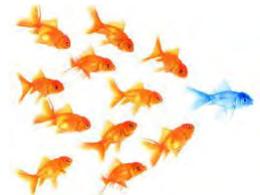
The Five Levers

- Lever 1: Structure (Chapter 1)
 - Duane, Carrie, Billi, Jen B, Jason, Kristen
- Lever 2: Sample (Chapter 2)
 - Rick, Zena, Michele, Jeff, Leslie, Jodi
- Lever 3: Standards (Chapter 3)
 - Nick, Matt, John K, Nathan, Peg, Tiffany
- Lever 4: Strategy (Chapter 4)
 - Alison, Dan R, Cheryl, Carolyn, Danielle, Disa
- Lever 5: Self (Chapter 5)
 - Leslie, Dan W, Dr. Fry, Jen H, Marcia, Emily



5 Minutes: Planning Time

How will you bring back your learnings from today to your building/team?



Teaching and Learning Leadership Meeting Schedule

- ✓ ~~September 26, 2019~~
- ✓ October 21, 2019
- ✓ December 12, 2019
- ✓ February 5, 2020
- ✓ March 12, 2020
- ✓ May 18, 2020

19 | 20

Teaching & Learning Leadership

October 21, 2019



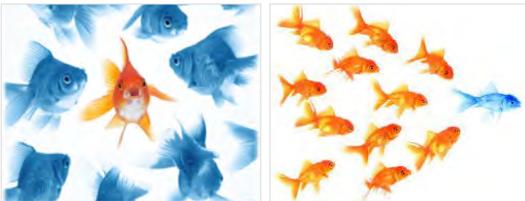
Norms

A FEW AGREEMENTS FOR OUR WORK TOGETHER:

- **Ask** questions.
- **Engage** fully.
- **Integrate** new information.
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Our Roles: Learner & Leader



Our Goals: Academics & Equity

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Learning Targets

- I can define microaggressions and intent/impact and identify strategies for responding in potentially difficult moments
- I can describe the five levers

Agenda



- 1- Welcome
- 2- School Goals Check In
- 3- Equity
- 4- *Five Levers*
- 5- Closing



Phone Activity

Give One/Get One: School Goals Check-In

1. On a Post-It, write down one thing is *moving you towards* a school goal.
2. When the music starts, find a person from another site to *share your strategy with*.



"The world's problems begin with the belief that some human lives are more valuable than others."
-Nelson Mandela

Equity Learning

1. Find your *east* partner
2. Identify the person who has been in the district the longest - s/he is Partner A.
 - **A:** Read "Racial Microaggressions" and "Examples of Microaggressions in the Classroom."
 - **B:** Read "Intention and Effect" and "9 Phrases Allies Can Say..."
3. As you read:
 - Define the topic
 - Highlight one takeaway to share with your partner



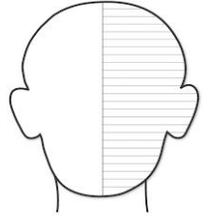
Unconscious

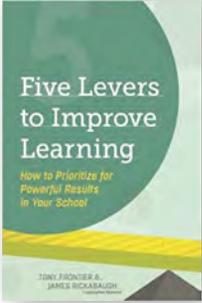





Quick Write/Quick Draw

Using the “Silence Breakers for Whites in Cross-racial Discussions” in your binder, **write** or **draw** about a time you anticipate being able to utilize one or more of the phrases.



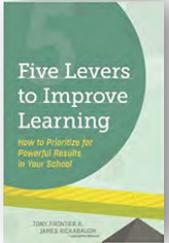


Five Levers to Improve Learning

Intention: Understand the five levers and lay common vocabulary to prepare for Jim Rickabaugh's visit!

The Five Levers Expert Groups

- **Lever 1: Structure (Chapter 1)**
 - Duane, Carrie, Billi, Jen B, Jason, Kristen
- **Lever 2: Sample (Chapter 2)**
 - Rick, Zena, Michele, Jeff, Leslie, Jodi
- **Lever 3: Standards (Chapter 3)**
 - Nick, Matt, John K, Nathan, Peg, Tiffany
- **Lever 4: Strategy (Chapter 4)**
 - Alison, Dan R, Cheryl, Carolyn, Danielle, Disa
- **Lever 5: Self (Chapter 5)**
 - Leslie, Tara, Dr. Fry, Jen H, Marcia, Emily



Expert Groups: “3 Things to Know”

In your expert groups, discuss thoughts, epiphanies, lingering questions, favorite quotes about your lever.

Record the following on your own puzzle piece:

- Name of the lever
- “3 things to know” (including a definition)

Stuck? Use the discussion questions on your table!




Grab one piece of your school's puzzle and head to your expert group!

School Groups: Share
your puzzle piece!



For next time ...

Choose another chapter at your
school table



5 Minutes: Planning Time

How will you bring
back your learnings
from today to your
building/team?



Teaching and Learning Leadership
Meeting Schedule

- ✓ ~~September 26, 2019~~
- ✓ ~~October 21, 2019~~
- ✓ December 12, 2019
- ✓ February 5, 2020
- ✓ March 12, 2020
- ✓ May 18, 2020

19 | 20

Welcome, Teaching & Learning Leadership

Please review your homework chapter and complete the Two-Dollar Summary at your table.



TWO-DOLLAR SUMMARY
You have \$2 to spend and each word has a value of 10 cents.
Write a brief summary of your learning today without going into detail.

Calculate how much of your money you spent: \$ _____

Name: _____ Date: _____ Class: _____

Teaching & Learning Leadership

December 12, 2019



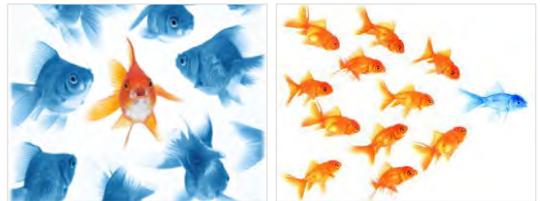
Norms

A FEW AGREEMENTS FOR OUR WORK TOGETHER:

- **Ask** questions.
- **Engage** fully.
- **Integrate** new information.
- **Open** your mind to diverse views.
- **Utilize** what you learn.



Our Roles: Learner & Leader



Our Goals: Academics & Equity

OUR MISSION

Columbia Heights Public Schools
Creating worlds of opportunity for each and every learner
"All Belong, All Succeed"

Agenda



- 1- Welcome
- 2- *Five Levers*
- 3- School Goals Check In
- 4- Equity
- 5- Closing

Learning Targets

- I can commit to one action step from my work with PLCs and Five Levers.
- I can define microaggression and micro affirmation.

Debrief Five Levers Chapter

TWO-DOLLAR SUMMARY

You have \$2 to spend and each word has a value of 10 cents. Write a brief summary of your learning today without going into debt.

Calculate how much of your money you spent: \$ _____

Name: _____ Date: _____ Class: _____

*PLC Work
and
Five Levers*

Intersection Point: Standards

Structure
Sample
Standards
Strategy
Self

PLCs + Traffic Flow

Where are other connections between our work with PLCs and our work with the Five Levers?

Turn & Talk

- ∴ One thing you learned that you'll take back as an **action step**
- ∴ One thing you're changing your mind on or **re-thinking**

School Goals Check-In

- Look at each of your school goals. As a team, rate your progress on this goal on a scale of 1-10.
- Write your goal on a Post-It and place it on the continuum.

HL	NP	VV
CA	CHHS	FC/DO

ON A SCALE OF ONE TO TEN...

School Goals Check-In

- What are you doing to move towards progress on those goals that are lower on the continuum?
- How are you celebrating progress on those goals that are higher on the continuum?

HL	NP	VV
CA	CHHS	FC/DO



Microaggressions in our classrooms, schools/district & educational system

Our Classrooms

Our Schools/District

Our Educational System

Reading

- Read the article, "Confronting Inequality / Unconscious Bias Hurts" by Dr. Milner
- Write down 3-5 takeaways under the "Finders" column

Sharing

- Share your 3-5 takeaways with your **NORTH** partner
- Write down 2-3 takeaways from your partner under the "Keepers" column

Microaggressions

Micro affirmations

THE YEAR I WILL DO...

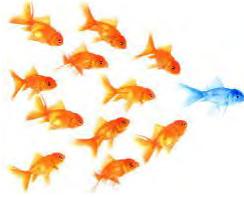
MORE & LESS

Think about...

- Microaggressions
- Micro affirmations
- School Goals
- Five Levers
- School PLC
- Trauma
- Collaborative Teams

5 Minutes: Planning Time

How will you bring
back your learnings
from today to your
building/team?



Teaching and Learning Leadership Meeting Schedule

- ✓ ~~September 26, 2019~~
- ✓ ~~October 21, 2019~~
- ✓ ~~December 12, 2019~~
- ✓ February 5, 2020
- ✓ March 12, 2020
- ✓ May 18, 2020

19 | 20

E12 Administrative Team Meetings

January - June 2019

Team Members:

- Kathy Kelly, Superintendent
- Bryan Hennekens, Director of Security, Technology, and Buildings Operations
- Zena Stenvik, Executive Director of Educational Services
- Denise Sundstrom, Director of Finance and Operations
- Lindsey Bennett, Director of Human Resources
- Kristen Stuenkel, Director of Community Education and Communications
- John Fry, Director of Special Education
- Jeff Cacek, North Park Elementary Principal
- Jason Khulman, Valley View Elementary Principal
- Michelle DeWitt, Highland Elementary Principal
- Duane Berkas, Columbia Academy Principal
- Dan Wroblewski, Columbia Heights High School Principal

Meeting Dates when Discipline Supervisor Presented:

- September 12, 2019
- October 29, 2019
- November 14, 2019
- December 5, 2019

Innocent Classrooms Training



Attendees:

- All licensed staff from Highland Elementary

Dates:

- August 26, 2019
- October 8, 2019
- November 4, 2019

Description:

From the Innocent Classrooms Website, “Constructing the Innocent Classroom is a professional development experience for educators. Our intensive workshop series changes how teachers think about and engage their students, especially students of color. Through conversations and real-world examples, we deliver context and practical strategies for building relationships with every child.”

Equity and Family Engagement 2019-2020

December 3rd, 2019

Think and be ready to share...

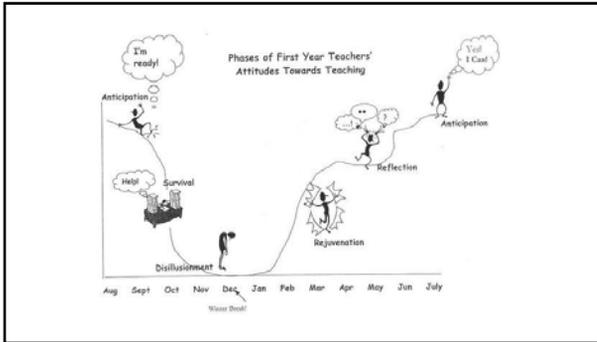
My name is ___ and I am from _____. One thing you cannot tell just by looking at me is _____. This is important for me to tell you because _____.

- ### Agenda
- Welcome Activity
 - Updates
 - Revisiting Guiding Documents
 - School Group Discussions
 - Very Next Steps
 - Closing

Share at tables

My name is ___ and I am from _____. One thing you cannot tell just by looking at me is _____. This is important for me to tell you because _____.

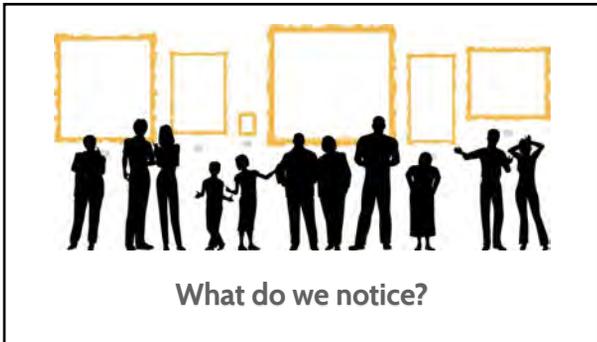
- ### Other Updates
- Conference: "Developing Your Human Capital Strategy"
 - Changes to A&I requirements
 - PELSB Grant Application





Revisiting Guiding Documents

- We asked your team to think about things you thought should:
 - ✓ Stay
 - ☒ Go
 - + Be added or changed
- Write each thing you thought should
 - ☒ Go
 - + Be added or changed
 on a sticky note and place it on the corresponding chart

Fist to Five

No way! I'll block this.	I see MAJOR issues we need to resolve.	I see MINOR issues we need to resolve now.	I see minor issues we can resolve later.	I'm fine with this as it is.	I love this! I will champion it.
Lack of Consensus			Consensus		

School Group Discussions

- Thinking of your school group's self-assessment using the guiding documents, in what areas were you beginning or developing?
- What are your next steps in these areas?
- Be ready to share one or two next steps with the whole group.

Very Next Steps

- Family Engagement Funds
- Your next steps

Meeting Dates: 3:45 - 4:45 pm

October 1	February 4
December 3	May 5

Equity and Family Engagement 2019-2020

October 1, 2019

Welcome, Please Do Now...

NAME and School/Program

On the BACK
In 10 words or less: What motivates you to be part of this team?



This is not a safe space

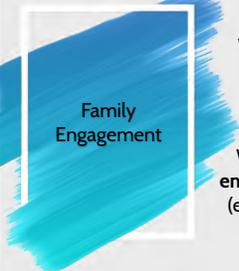
*Invitation
Brave Space*
by Dr. Gwendolyn Lewis

Together we will create brave space
Because there is too much things in a "safe" space"
We exist in the real world.
We all carry scars and we have all caused wounds.
In this space
We seek to learn about the pain of the outside world.
We amplify voices that fight to be heard elsewhere.
We call each other to more truth and love
We have the right to start somewhere and continue to grow.
We have the responsibility to register what we think we know.
We welcome the perfect.
This space will not be perfect.
It will not always be what we wish it to be
but
I'll stand for our dream, across disciplines,
and...
We will stand up to each other.

- ### Agenda
- Introductions
 - Family Engagement
 - Equity
 - Self-Assessment and Reflection
 - Very Next Steps
 - Closing
-
- Two overlapping circles, one light blue and one pink, with white arrows pointing towards each other from the center of each circle.

Theme for the Year

Family Voices and Experiences in Columbia Heights



Family Engagement

What distinguishes **family engagement** from **family involvement**?

What's one of the most effective **family engagement** strategies you've experienced? (either in your role or as a family member)

Partnering with Families- Core Beliefs

Excerpted from Beyond the Bake Sale- The Essential Guide to School-Family Partnerships

Core Belief 1
All parents have dreams for their children and want the best for them.

Core Belief 2
All parents have the capacity to support their children's learning.

Core Belief 3
Parents and school staff should be equal partners in children's learning.

Core Belief 4
The responsibility for building partnerships between schools and home rests primarily with school staff, especially school leaders.



What updates would we like to make?



Diversity **Cultural Competency** **Racial Equity**



Adapted from the work of Heather Hackman, Hackman Consulting Group

Strategy: Diversity



- Goal of Diversity is Awareness of/ appreciation of difference
- Why is focusing on diversity a problem?
 1. Diversity is a vague term so its application can be vague and reduces efficacy.
 2. Often used as a euphemism for race/racism and therefore does not allow for these issues to be addressed clearly and openly.
 3. Diversity is NOT about issues of **power, privilege or access to resources**. And since these are the core elements of every form of oppression a "diversity" approach is doomed to never effectively end racism.

Adapted from the work of Heather Hackman, Hackman Consulting Group

Strategy: Cultural Competence



- The goal of Cultural Competence is skill development to be able to reach across cultural lines.
- Positive! We all need to learn to communicate cross-culturally.
- Why is solely focusing on Cultural Competence a problem?

Adapted from the work of Heather Hackman, Hackman Consulting Group

When the dominant culture does not also analyze its own culture (values, beliefs, assumptions, ways of being, and power), it tends to **reinforce the “otherness”** of the cultures being studied, and as a result ends up being a euphemism for the **assimilation of “those other” groups of people** to the dominant culture at the expense of their own.

Adapted from the work of Heather Hackman, Hackman Consulting Group

Cultural Competency is NOT about issues of **power, privilege or access to resources**. And since these are the core elements of every form of oppression a “cultural competency” approach is doomed to never effectively end racism.

Adapted from the work of Heather Hackman, Hackman Consulting Group

Racial equity is the condition that would be achieved if one’s racial identity no longer predicted, in a statistical sense, how one fares. Includes work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

Diversity



Cultural Competency



Racial Equity



Adapted from the work of Heather Hackman, Hackman Consulting Group

Need to **Learn, Integrate, Implement** all three:

Diversity
Cultural Competence
Racial Equity



Write at least one example of how each category presents itself in your life.

Diversity	Cultural Competency	Racial Equity
		



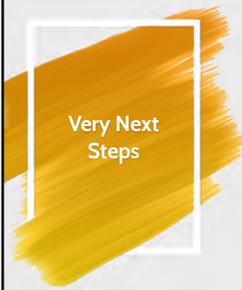
Self-Assessment and Reflection

Use the guiding documents that were created in past years.

Complete a self-assessment of your school building/program. In what areas are you currently Beginning, Developing, Implementing, and High Performing?

As you use the document, also mark things you think should:

- ✓ Stay
- ☒ Go
- + Be added or changed



Very Next Steps

Homework:

1. Review CHPS Equity and Family Engagement Guiding Documents with your team
2. Determine process for input from your school stakeholders

Meeting Dates:

3:45 - 4:45 pm
October 4 February 4
December 3 May 5

PreK-12 Social Emotional Leadership Team

December 10, 2019

"For these are all our children. We will profit by, or pay for, whatever they become."
James Baldwin

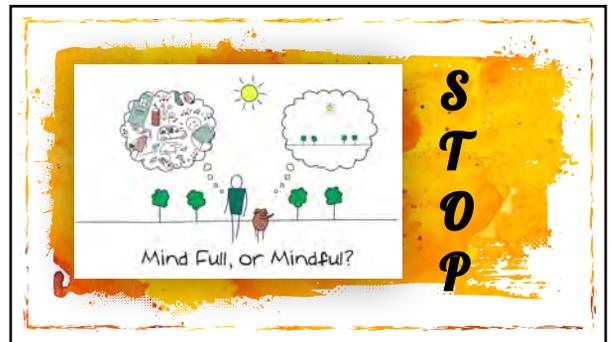
Goals for 2019-2020

- **Inform** staff & stakeholders of the MDE Social Emotional Competencies
- **Assess** what resources are needed PreK-12 to support SEL work
- **Recommend** PD, resources, programs, etc... to support SEL in Columbia Heights



Agenda (3:45-4:45 pm)

- ✗ Introductory Activity
- ✗ Review of last time and resources update (PD day, 1/20)
- ✗ Behaviors
- ✗ Hot Buttons
- ✗ Cultural Disconnects



Last Meeting...

- ✓ Teacher mindsets (reading)
- ✓ SEL resource needs
- ✓ PD Days



What do our students do when they get upset?



What do adults do when they get upset?



We can expect kids to be kids...



...as adults, what's our excuse?



What if we shift our focus from children's behaviors to the behavior of adults?

"The key to managing the difficult behaviors of young children is to shift our thinking to manage our own behaviors and responses to behaviors."
- Rosemarie Allen

This requires us to develop awareness of:

- Our behavior and response to the behavior of others
- Our body language
- Our own "hot buttons" and when they are pushed
- Which children we are responding to and why
 - Implicit biases
 - Cultural disconnects



Hot Buttons

—
Behavior is defined by the person most annoyed by it.



Cultural Disconnects

- Most children don't come to school knowing what teachers expect them to do
- Most teachers are not aware of the cultural expectations of the child at home.
- This could be the child's first experience outside of home and family.
- There may be differences in families' and teachers' expectations of children's behavior.



Personal & Cultural Beliefs Shape Attitudes About Challenging Behaviors

- Look at your "Hot Buttons"
- Where might there be disconnects?



Jayde

- What are the potential cultural disconnects that could exist between Jayde and her teachers?



Mateo

- What are the potential cultural disconnects that could exist between Mateo and his teachers?

How do we honor who our students are in our classrooms, without breaking their spirits?

Because who they are isn't wrong

Personal & Cultural Beliefs Shape Attitudes About Challenging Behaviors

- Look at your "Hot Buttons"
- Where might there be disconnects?



Thank you!

October 22

December 10

March 10

PreK-12 Social
Emotional Leadership
Team

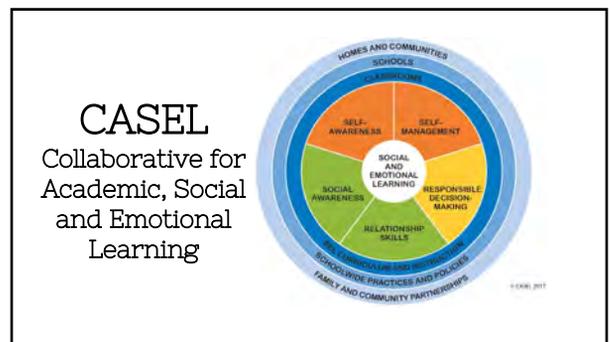
10.22.2019

Goals for 2019-2020

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- **Assess** what resources are needed PreK-12 to support SEL work
- **Recommend** PD, resources, programs, etc... to support SEL in Columbia Heights

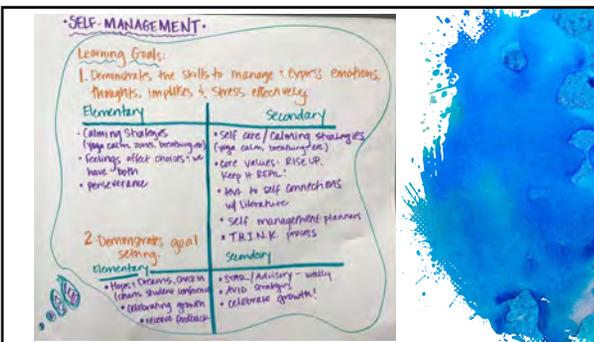
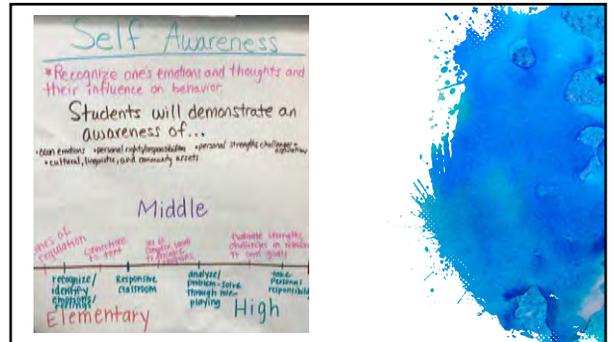
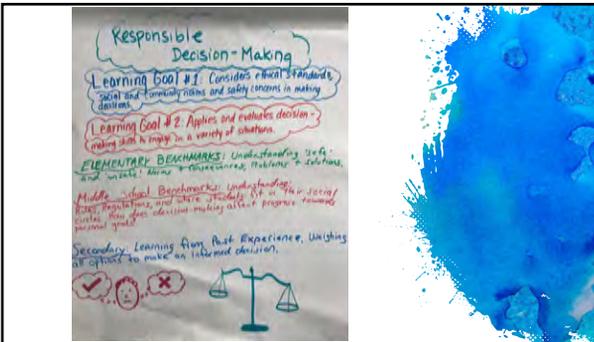
Agenda (3:45-4:45 pm)

- Introductory Activity
- Review CASEL, MDE's comp., & Needs Assessments
- Teacher Language and Mindsets
- Resource Needs
- Next Steps - PD session ideas
- Closing



MDE SEL Competencies

- Used CASEL's 5 domains
- Identified learning goals by grade level bands for each



CHPS Needs Assessment*

Identified two areas as highest need:

1. Relationship Skills
2. Self Awareness

"Teaching, like any truly human activity, emerges from one's inwardness, for better or for worse."

Parker Palmer, "The Heart of a Teacher"

Strengthening
Adult
SEL

What is the language we hear **about** our students?



Teacher Mindsets

- Form a group of three and count off
- **Person 1:**
 - Page 20, "Growth Mindset"
 - Pages 21-22, "Growth-minded teachers"
 - Pages 22-23 "Teacher self-assessment"
- **Person 2:**
 - Page 23, "Action Mindset"
 - Pages 24-25, "Courage and commitment in teaching"

Teacher Mindsets

- What are characteristics of each mindset?
 - Growth Mindset
 - Action Mindset
 - Objective Mindset
- How do we foster these mindsets in ourselves and in others?

CHPS SEL Resources Taking Action

This year we have funds for supporting SEL
(Title IV - Safe & Healthy Schools)

- Using our [needs assessment](#), what are the priorities for resources that can make the most impact?
- Working PreK-5 and 6-12, [indicate what resources would be most helpful](#)
- Recommendation to WBWF

Looking Ahead at *Dec 23*

- Wellness Theme
- Half day Trauma Training for all
- Three breakout sessions for all
- Sessions:
 - Responsive Classroom
 - *Angst* documentary viewing
- Google form coming your way!

Thank you!

October 22

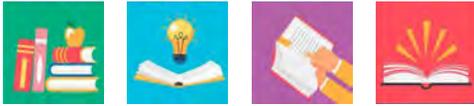
December 10

March 10

November 4 & 5, 2019 Professional Development Offerings

Course Title	Instructor(s)
Nurtured Heart Training	Dr. John Fry
Trauma Sensitive Schools	Jit Kundan
Using Literature to Build Empathy in a Culturally Responsive Classroom	Alyssa Isaacs & Nathan Meyer
Connecting With Families Through Communication	Lauryn Grimes
Engaging Families Around Academics	Teresa Fenske
Crisis Prevention Intervention Training	Marcia Walker

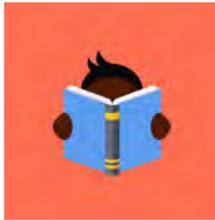
Using literature to build empathy in a culturally responsive classroom



"For these are all our children.
We will profit by, or pay for,
whatever they become."
-James Baldwin

Today's Agenda

1. Why reading a diversity of books matters
2. Examples of using books in class to build empathy and create a culturally responsive environment
3. Responding to white parents
4. The Undeclared



Why: Books as windows, mirrors, and sliding glass doors



Rudine Sims Bishop

- Professor emerita of education at The Ohio State University
- "Mother" of multicultural children's literature
- Advocate for diversity in literature for children and young adults - window, mirrors, sliding glass doors

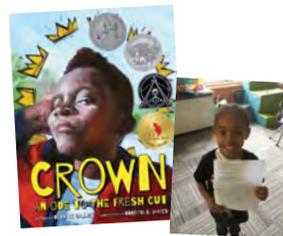
Complete the following sentences



A book that is a window for me is ...



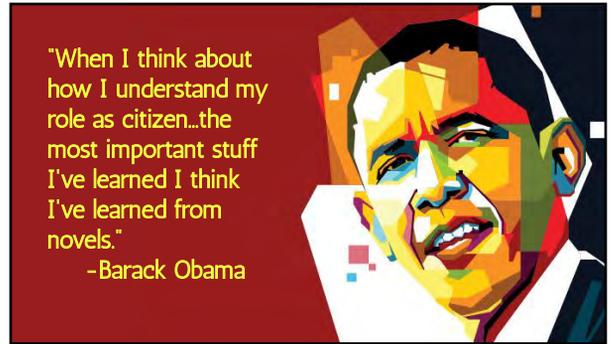
A book that is a mirror for me is ...



Why: Books as windows help build empathy

Reading fiction has a positive impact on social cognition.

(Dodell-Feder & Tamir 2018)



This Reminds Me Of...

Text, Self, or World?

EMMANUEL'S DREAM

Rescue & Jessica

I can compare and contrast stories with similar themes.

ME US YOU

Feathers and Fools

I can describe the characters in a story and explain how their choices change the story.

A Different Pond

JACKLI

I can make connections between texts with similar themes.

I can make inferences using background knowledge and clues in the text.

I can distinguish my point of view from that of the author.

What is in the text?	What I already know	What inference can I make?

The Case for Loving

I can ask and answer questions about a text, using the text to find clues or answers.

Wonder Question

Wonder Question

Wonder Question

I can describe the characters in a story and explain how their choices change the story.

I can describe the relationship between a series of historical events in a text using cause and effect language.

1. Finish reading and annotating
Find at least one example from the beginning, middle, and end of the story that shows what kind of person Cash is.
Highlight each example.
Add a note that explains what the example tells us about Cash.

My days on earth activity

Walter Dean Myers

Are you guilty?
guilty not guilty

Are you guilty?
guilty not guilty

Stepping Stones
A Refugee Family Story
by Margriet Ruurs and Nazie Ali Badr

Short Stories

- [The Distance](#) by Jacqueline Woodson
- [Pirate](#) by Walter Dean Myers
- [How to Transform and Ordinary Everyday Hoop Court Into a Place of Higher Learning and You at the Podium](#) by Matt de la Pena
- [Sol Painting](#) by Meg Medina
- [A Pack of Brothers](#) by Thanhha Lai
- [If I Ever Get Out of Here](#) by Eric Gansworth
- [Sam & Aaron \(PDF\)](#) by Gary Hanson
- [Sam & Aaron \(online\)](#)

December 23, 2019 Professional Development Offerings

Course Title	Instructor(s)
Foundations for Trauma Responsive Schools	Danielle Theis
Growing Adult Communities Through Empowering Adult Language	Carolyn Rottman

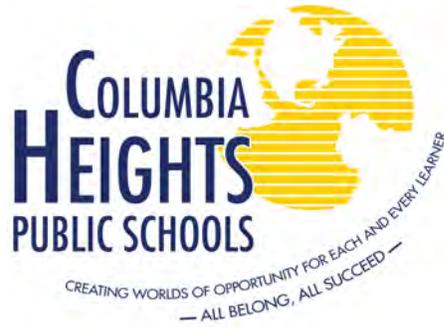
Looking Forward: Strategy Five

Strategy 5: Obtain Qualitative Engagement Data and Input from Parents, Students, and Teachers on Issues Related to Discipline

This year our District Discipline Assessment Team has been reading and discussing the book *Coaching Conversations: Transforming Your School One Conversation at a Time* by Linda M. Cross Cheliotos and Marceta F. Reilly. We have used the *Coaching Conversations* framework as a lens to analyze our conversations about discipline with students, staff, and parents.

In the second half of the school year we will work to meet this goal by working to have productive conversations with stakeholders in the following ways:

- Meeting with the American Indian Parent Advisory Committee
- Meeting with the Special Education Advisory Committee
- Hosting meetings in individual buildings to obtain parent and teacher feedback
- Analyzing the results of our District Climate Survey



Appendix B:
Columbia Heights Public Schools Suspension Data
July 2019 - December 2019

Student Name	Gender	Grade	Incident Role	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Race	Instructional Setting
Student 1	Male	8	Offender	12/04/2019	Terroristic Threat	OSS	12/05/2019	12/11/2019	Hispanic	0
Student 2	Female	8	Offender	10/28/2019	Over-the-Counter	OSS	10/29/2019	11/06/2019	Two or More	0
Student 3	Female	9	Offender	12/13/2019	Illegal Drugs	OSS	12/16/2019	12/19/2019	Hispanic	0
Student 4	Male	26	Offender	10/04/2019	Harassment	OSS	10/07/2019	10/07/2019	Black or African American	0
Student 4	Male	26	Offender	11/19/2019	Assault	OSS	11/20/2019	11/21/2019	Black or African American	0
Student 5	Male	6	Offender	10/10/2019	Threat/Intimidatic	OSS	10/11/2019	10/15/2019	Black or African American	8
Student 5	Male	6	Offender	10/24/2019	Assault	OSS	10/24/2019	10/25/2019	Black or African American	8
Student 5	Male	6	Offender	10/30/2019	Fighting	OSS	10/31/2019	11/01/2019	Black or African American	8
Student 5	Male	6	Offender	11/11/2019	Threat/Intimidatic	OSS	11/12/2019	11/12/2019	Black or African American	8
Student 5	Male	6	Offender	12/05/2019	Fighting	OSS	12/09/2019	12/13/2019	Black or African American	8
Student 5	Male	6	Offender	12/16/2019	Verbal Abuse	OSS	12/17/2019	12/17/2019	Black or African American	8
Student 6	Male	26	Offender	09/11/2019	Weapon	OSS	09/12/2019	09/16/2019	Black or African American	0
Student 6	Male	26	Offender	09/30/2019	Assault	OSS	10/01/2019	10/07/2019	Black or African American	0
Student 7	Male	9	Offender	11/13/2019	Threat/Intimidatic	OSS	11/13/2019	11/16/2019	Black or African American	8
Student 8	Female	6	Offender	10/08/2019	Assault	OSS	10/09/2019	10/16/2019	Black or African American	3
Student 8	Female	6	Offender	10/25/2019	Fighting	OSS	10/28/2019	10/28/2019	Black or African American	3
Student 8	Female	6	Offender	12/12/2019	Fighting	OSS	12/13/2019	12/13/2019	Black or African American	3
Student 9	Male	1	Offender	10/08/2019	Assault	OSS	10/09/2019	10/10/2019	Black or African American	0
Student 9	Male	1	Offender	11/20/2019	Assault	OSS	11/21/2019	11/27/2019	Black or African American	0
Student 10	Male	9	Offender	10/02/2019	Fighting	OSS	10/04/2019	10/08/2019	Black or African American	0
Student 11	Female	6	Offender	12/18/2019	Fighting	OSS	12/19/2019	12/20/2019	Black or African American	0
Student 12	Male	12	Offender	09/13/2019	Harassment	OSS	09/18/2019	09/23/2019	White	8
Student 12	Male	12	Offender	09/27/2019	Harassment	OSS	09/30/2019	10/04/2019	White	8
Student 13	Male	12	Offender	11/14/2019	Threat/Intimidatic	OSS	10/23/2019	10/25/2019	White	0
Student 13	Male	12	Offender	11/14/2019	Illegal Drugs	OSS	10/23/2019	10/25/2019	White	0
Student 14	Male	2	Offender	09/13/2019	Assault	OSS	09/13/2019	09/13/2019	Black or African American	2
Student 15	Male	5	Offender	10/14/2019	Assault	OSS	10/14/2019	10/14/2019	Black or African American	1
Student 15	Male	5	Offender	10/24/2019	Fighting	OSS	10/25/2019	10/25/2019	Black or African American	1
Student 16	Male	7	Offender	12/17/2019	Threat/Intimidatic	OSS	12/19/2019	12/20/2019	Black or African American	1
Student 17	Female	8	Offender	11/06/2019	Fighting	OSS	11/06/2019	11/08/2019	Black or African American	0
Student 18	Female	5	Offender	10/29/2019	Verbal Abuse	OSS	10/30/2019	10/30/2019	Black or African American	1
Student 18	Female	5	Offender	12/05/2019	Assault	OSS	12/06/2019	12/09/2019	Black or African American	1
Student 19	Male	5	Offender	09/12/2019	Weapon	OSS	09/13/2019	09/17/2019	Black or African American	2
Student 20	Male	9	Offender	11/21/2019	Fighting	OSS	11/26/2019	12/02/2019	White	0
Student 21	Female	11	Offender	09/06/2019	Illegal Drugs	OSS	09/09/2019	09/11/2019	Native Hawaiian or Other Pac	0
Student 22	Male	5	Offender	12/13/2019	Assault	OSS	12/13/2019	12/13/2019	Black or African American	2
Student 23	Male	4	Offender	11/06/2019	Assault	OSS	11/07/2019	11/07/2019	White	1
Student 24	Male	3	Offender	09/24/2019	Weapon	OSS	09/25/2019	09/27/2019	White	0
Student 25	Male	7	Offender	11/14/2019	Fighting	OSS	11/15/2019	11/15/2019	Hispanic	1
Student 26	Male	12	Offender	11/21/2019	Fighting	OSS	11/26/2019	12/02/2019	White	0
Student 27	Male	11	Offender	10/10/2019	Illegal Drugs	OSS	10/11/2019	10/15/2019	White	0
Student 28	Female	7	Offender	12/03/2019	Fighting	OSS	12/04/2019	12/06/2019	Black or African American	1
Student 29	Male	9	Offender	10/03/2019	Fighting	OSS	10/04/2019	10/07/2019	Black or African American	0
Student 30	Male	7	Offender	09/13/2019	Fighting	OSS	09/16/2019	09/18/2019	Black or African American	0
Student 30	Male	7	Offender	12/02/2019	Fighting	OSS	12/03/2019	12/03/2019	Black or African American	0
Student 31	Male	1	Offender	09/24/2019	Weapon	OSS	10/25/2019	10/29/2019	White	0
Student 32	Male	6	Offender	10/25/2019	Fighting	OSS	10/28/2019	10/28/2019	Black or African American	3
Student 33	Female	8	Offender	12/05/2019	Cyber Bullying	OSS	12/06/2019	12/06/2019	White	0
Student 34	Male	9	Offender	09/13/2019	Illegal Drugs	OSS	09/16/2019	09/18/2019	Black or African American	2
Student 35	Male	2	Offender	10/09/2019	Assault	OSS	10/09/2019	10/11/2019	Hispanic	3
Student 35	Male	2	Offender	12/12/2019	Assault	OSS	12/13/2019	12/16/2019	Hispanic	3
Student 36	Male	2	Offender	11/25/2019	Assault	OSS	11/26/2019	11/26/2019	Two or More	0
Student 37	Male	10	Offender	10/11/2019	Illegal Drugs	OSS	10/14/2019	10/16/2019	Two or More	3
Student 38	Male	8	Offender	11/13/2019	Threat/Intimidatic	OSS	11/14/2019	11/20/2019	Black or African American	0
Student 39	Female	10	Offender	09/06/2019	Illegal Drugs	OSS	09/09/2019	09/11/2019	Hispanic	0
Student 40	Male	8	Offender	12/06/2019	Fighting	OSS	12/09/2019	12/13/2019	Hispanic	0
Student 41	Female	8	Offender	11/06/2019	Fighting	OSS	11/06/2019	11/08/2019	Black or African American	1
Student 42	Male	6	Offender	09/12/2019	Threat/Intimidatic	OSS	09/13/2019	09/17/2019	Two or More	3
Student 42	Male	6	Offender	10/30/2019	Fighting	OSS	10/31/2019	11/01/2019	Two or More	3
Student 43	Male	6	Offender	10/04/2019	Threat/Intimidatic	OSS	10/07/2019	10/09/2019	Black or African American	1
Student 43	Male	6	Offender	10/28/2019	Assault	OSS	10/29/2019	11/01/2019	Black or African American	1
Student 43	Male	6	Offender	12/12/2019	Fighting	OSS	12/13/2019	12/13/2019	Black or African American	1
Student 43	Male	6	Offender	12/17/2019	Threat/Intimidatic	OSS	12/18/2019	01/03/2020	Black or African American	1
Student 44	Male	11	Offender	09/13/2019	Illegal Drugs	OSS	09/16/2019	09/18/2019	Black or African American	1
Student 44	Male	11	Offender	10/10/2019	Illegal Drugs	OSS	10/11/2019	10/15/2019	Black or African American	1
Student 45	Male	8	Offender	11/14/2019	Threat/Intimidatic	OSS	11/14/2019	11/14/2019	Black or African American	3

Student Name	Gender	Grade	Incident Role	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Race	Instructional Setting
Student 46	Female	4	Offender	10/22/2019	Threat/Intimidatic	OSS	10/22/2019	10/22/2019	Two or More	0
Student 47	Male	5	Offender	10/14/2019	Assault	OSS	10/14/2019	10/14/2019	White	1
Student 48	Male	7	Offender	11/14/2019	Fighting	OSS	11/15/2019	11/19/2019	Two or More	0
Student 49	Male	26	Offender	12/17/2019	Assault	OSS	12/18/2019	12/18/2019	Two or More	0
Student 50	Male	7	Offender	11/07/2019	Illegal Drugs	OSS	11/08/2019	11/12/2019	Black or African American	1
Student 51	Male	2	Offender	11/12/2019	Assault	OSS	11/18/2019	11/22/2019	Two or More	0
Student 52	Male	8	Offender	10/30/2019	Assault	OSS	10/31/2019	11/01/2019	Two or More	1
Student 53	Male	26	Offender	11/25/2019	Assault	OSS	11/26/2019	11/26/2019	Black or African American	0
Student 54	Male	7	Offender	10/21/2019	Fighting	OSS	10/22/2019	10/25/2019	Black or African American	0
Student 54	Male	7	Offender	11/11/2019	Fighting	OSS	11/13/2019	11/15/2019	Black or African American	0
Student 55	Female	6	Offender	12/18/2019	Fighting	OSS	12/19/2019	12/20/2019	Black or African American	0
Student 56	Male	7	Offender	10/21/2019	Fighting	OSS	10/22/2019	10/25/2019	White	0
Student 57	Female	9	Offender	09/13/2019	Threat/Intimidatic	OSS	09/16/2019	09/20/2019	Black or African American	3
Student 58	Male	8	Offender	10/10/2019	Fighting	OSS	10/11/2019	10/15/2019	Black or African American	0
Student 59	Female	7	Offender	12/02/2019	Fighting	OSS	12/03/2019	12/05/2019	Black or African American	0
Student 60	Male	5	Offender	12/09/2019	Assault	OSS	12/09/2019	12/09/2019	Black or African American	3
Student 61	Male	1	Offender	10/03/2019	Assault	OSS	10/04/2019	10/07/2019	American Indian or Alaska Na	3
Student 62	Male	8	Offender	10/10/2019	Fighting	OSS	10/11/2019	10/15/2019	Black or African American	3
Student 63	Female	6	Offender	12/03/2019	Fighting	OSS	12/04/2019	12/06/2019	Black or African American	0
Student 63	Female	6	Offender	12/03/2019	Fighting	OSS	12/04/2019	12/06/2019	Black or African American	0
Student 64	Female	7	Offender	11/11/2019	Assault	OSS	11/13/2019	11/19/2019	Black or African American	2
Student 65	Female	7	Offender	12/17/2019	Fighting	OSS	12/18/2019	12/20/2019	Black or African American	0
Student 66	Male	5	Offender	09/13/2019	Assault	OSS	09/13/2019	09/13/2019	Black or African American	2
Student 67	Male	9	Offender	10/11/2019	Illegal Drugs	OSS	10/14/2019	10/16/2019	Two or More	0
Student 68	Male	1	Offender	10/08/2019	Assault	OSS	10/09/2019	10/09/2019	Black or African American	0
Student 68	Male	1	Offender	10/31/2019	Harassment	OSS	11/01/2019	11/01/2019	Black or African American	0
Student 68	Male	1	Offender	11/25/2019	Fighting	OSS	11/26/2019	11/26/2019	Black or African American	0