



**Columbia Heights Public Schools  
Semi-Annual Discipline Report  
October 1, 2019**

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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 January 1 to June 30, 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.

<b>Strategy</b>	<b>Progress</b>
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: <b>Revise District Student Behavior Handbook on Rights and Responsibilities</b>		
Intended Outcome	Steps	Metrics January 1 to June 30, 2019
<p>To have a comprehensive, E-12 Student Behavior Handbook to be used across all Columbia Heights Public Schools.</p> <p><b>Outcome met.</b></p>	<ul style="list-style-type: none"> <li>● A revision committee was formed and met on June 11, 2018 and June 21, 2018.</li> <li>● A draft of the handbook was shared with the School Board on 8/8/18</li> <li>● The input was used to make final revisions and the final draft was approved on 8/21/18.</li> <li>● Training was provided to all district and school level administration on 8/15/2018.</li> <li>● Train staff on handbook during the week of 8/27/2018.</li> <li>● Handbook distribution to families took place in Fall 2018 and 2019 and the handbook was posted to the district website.</li> </ul>	<ul style="list-style-type: none"> <li>● Columbia Heights Public Schools Handbook found online at <a href="https://bit.ly/2n2clUi">https://bit.ly/2n2clUi</a></li> <li>● Printed copy can be found in Appendix A</li> </ul>

Strategy 2: <b>Establish a District Discipline Assessment Team</b>		
Intended Outcome	Steps	Metrics January 1 to June 30, 2019
<p>To understand and reduce disproportionalities of student suspensions in order to maintain a safe and orderly educational environment.</p> <p><b>Outcome met.</b></p>	<ul style="list-style-type: none"> <li>● Establish a District-wide Admin Discipline Assessment Team to work in conjunction with school School Leadership Teams</li> <li>● The District-wide Admin Discipline Assessment Team will <ul style="list-style-type: none"> <li>○ review and analyze monthly suspension data</li> <li>○ review reports from school Leadership Teams</li> <li>○ engage in PLC discussions around suspension data disaggregated by race, ethnicity and disability</li> <li>○ 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.</li> <li>○ be responsible for the semi-annual reports to MDHR</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● District-wide Admin Discipline Assessment Team membership list</li> <li>● Monthly suspension data</li> <li>● Semi-annual reports</li> </ul>

Strategy 3: <b>Explore possibilities of and funding for a District Discipline Supervisor</b>		
Intended Outcome	Steps	Metrics January 1 to June 30, 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><b>Outcome Met.</b></p>	<ul style="list-style-type: none"> <li>● Review district budget constraints for Fiscal Year 2019.</li> <li>● Study the future sustainability of the position of Discipline Supervisor.</li> <li>● Explore a possible job description for the position of Discipline Supervisor.</li> <li>● Explore already existing job descriptions within the district in which these responsibilities may be embedded.</li> </ul>	<ul style="list-style-type: none"> <li>● Employment letter of verification</li> </ul>

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

Intended Outcome	Steps	Metrics January 1 to June 30, 2019
<p>Deepen staff understanding for applying culturally relevant and developmentally appropriate strategies.</p> <p><b>Outcome Ongoing.</b></p>	<ul style="list-style-type: none"> <li>● Explore and/or extend collaborative partnerships with MDE and other outside agencies to provide professional development</li> <li>● 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</li> <li>● Provide professional development on the Social Emotional Competencies as prescribed by the MN Department of Education</li> <li>● Provide targeted professional development for remedial measures</li> </ul>	<p>See list of and presentations from Professional Development offerings January 1, 2019 to June 30, 2019 in Metrics Section.</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><b>Outcome in Progress.</b></p>	<ul style="list-style-type: none"> <li>● School climate surveys for parents, students and staff</li> <li>● Timely communication and input from families regarding discipline</li> <li>● 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</li> <li>● Obtain input from Peer Reviewers on targeted remediation</li> </ul>	<p>Climate Survey Data was presented to the CHPS school board on May 14, 2019.</p> <p>On-going 2018-19:</p> <ul style="list-style-type: none"> <li>● Presentation from Special Education Advisory Council meeting.</li> <li>● American Indian Parent Advisory Committee - cancelled due to snow day</li> </ul>

## 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  
October 1, 2019





**Parking and Drop-Off/Pick-Up**  
The safety of all our students and staff is one of the highest priorities at CHPS. This start and end of the school day are very high traffic times at our schools and below is a list of some key safety items:

- Slow down and obey all traffic laws and speed limits, both in school zones and in neighborhoods surrounding our schools. This includes not making U-turns in any school zone.
- Always comply with your school drop-off and pick-up procedures. Do not double park or stop on crosswalks to let children out of the car. Do not load or unload children in locations across the street from the school. This forces students to unnecessarily cross busy streets – often midblock rather than at a crosswalk, which they should always use.
- Prepare to stop for a school bus when overhead yellow lights are flashing.
- Always stop for a school bus with red overhead lights flashing regardless of the direction from which the driver is approaching. Only proceed after the red lights stop flashing and no students are in traffic.
- Know and apply that pedestrians always have the right of way. Do not drive, park or stop, even momentarily, in bus stop-off-drop areas.
- Always follow the directions of our safety patrol or police officers.
- Watch for children walking or bicycling (both on the road and the sidewalk) in areas near our schools.
- Watch for children playing and gathering near bus stops.
- Watch for children arriving late to the bus, who may draw into the street without looking for traffic.
- Watch for children walking or biking to school when backing up (out of a driveway or leaving a garage).

**Withdrawal or Transfer from School**  
Students planning to move from the school district must obtain a withdrawal form from your child's attendance office. This form must be completed and returned before student records can be forwarded to the new school.

**General Information**  
Through the school year, Columbia Heights Public Schools may wish to use video or audio recordings of your child or student work for professional and educational reasons, such as in publications, posters, brochures, newsletters and videos, on District and school Websites, on local cable television channels and more. There also may be times through the school year that the media may wish your child's school to cover special events. We ask that you please sign and return the Media Release form whenever the District or the media have permission to use video or audio recordings of your child or student for professional and educational purposes. The request form will be kept on file at your child's school.

**Technology Use and Guidelines**  
Each student at Columbia Heights Public Schools will be issued a username and password for logging on to the school's technology systems. The school computer system and its network enable students to access a variety of educational resources. Students can use computers and software to access, organize and communicate information. All students must sign the District Technology and Internet Acceptable Use Policy before they will be given access to the network. Computer access is for limited educational purposes only and students are not allowed to load any software on the school's network. The school does not change any settings on the computers or other networked equipment.

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals and objectives.

- Educational information research skills are essential for success in school and life.
- The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.
- The district will provide student and staff access to technology for educational purposes.
- Access to district technology devices and district Internet is a privilege, not right.
- Use of any district technology device is subject to district disciplinary action.
- Refer to Policy 524-Technology and Internet Acceptable Use and Safety Policy for details regarding unacceptable use and potential repercussions by administrators.
- Each user is responsible for monitoring the use of the school district computer assigned to or designated for that user.
- District users use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MSA Model Policy 314).

**Personalized Learning**  
In Columbia Heights Public Schools, we believe that technology is a critical tool for excellence by engaging all students, families and staff in collaboration and innovation. We know that learning is that is equitable, effective and effective. With personalized learning in our district we focus on:

- Self-paced, differentiated instruction use of technology to individualize instruction Student engagement through relevant, exciting learning
- Equity by challenging and supporting all students with flexible tasks and differentiated content.
- Increase rigor leading to college and career readiness for all students.

A personal device is issued to each student at a grade level involved in the personalized learning initiative. As with text books, the students are fully responsible for any damage to the devices they are issued or if it is lost or stolen. We highly recommend getting insurance on the device for a low yearly fee. Information for insurance is provided at the start of each school year. The personalized learning initiative has expanded to grades 4-12A and all CHPS that are in one of these grade levels are issued a personalized device at the start of the school year. Note: before a student can receive this personal device, parents must sign a Technology and Internet Acceptable Use Form.

**General Information Continued...**  
**Health Services**  
If a student should become ill or need medical attention during the school day, they should report to the Health Service Office. Except for emergency situations, students are expected to keep to school at all times and keep the combined at all times. All lockers are issued in a clean condition. You must remove all stickers, posters, etc. before visiting your locker. Remember the locker is the property of the school, and may be inspected at any time with reasonable cause. Any damage to the locker is your responsibility and should be reported to the Attendance Office immediately. A separate locker and padlock is issued for physical education. It is extremely important that you never leave personal belongings unattended in the gym area. The school is not responsible for lost or stolen items from any locker. The school reserves the right to remove illegal, dangerous and unapproved items from all lockers.

**Pledge of Allegiance**  
In compliance with Independent School District #13 Board Policy, the Pledge of Allegiance will be recited every week that students are enrolled in public schools. Students are expected to participate in the Pledge of Allegiance. However, any student who chooses not to participate in reciting the Pledge of Allegiance for any reason may elect not to do so. Students must respect another person's right to make that choice.

**Permission to Leave the Building**  
Students are not permitted to leave the building during the school day without permission from an administrator. Passes to leave the building are issued through the school's main office. If a student must leave school during school hours, the student must have a note from a parent/guardian requesting permission to leave and present it to the office in the morning.

**Security Doors**  
Students are to enter the school through the main front doors upon being called to school in the morning. During the school day, any student leaving the building must also check out at the front door, unless supervised by a staff member. Exiting through secured doors without proper authorization may result in disciplinary action. The district reserves the right to monitor the security of the school building, and is strictly prohibited. Consequences for such behavior may include suspension and/or recommendation for expulsion.

**Academic Standards and Assessments**  
The Minnesota K-12 Academic Standards are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards. What is the relationship between academic standards, assessments and the academic standards? The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. Also a classroom how the standards are being met is along with their curriculum and teaching the standards.

**Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)**

- Based on the Minnesota Academic Standards, given annually in grades 3-8 and high school in reading and mathematics, given annually in grades 4, 8, and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

**ACCESS and Alternate ACCESS for English learners**

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K-12 in reading, writing, listening, and speaking.
- Majority of English learners take ACCESS ELL.
- Alternate ACCESS for ELL is an option for English learners with the most significant cognitive disabilities.

**Unified Meal Charges**  
Minnesota has a special account and will always be allowed to charge meals. Families may bring in lunches or cash to school or use the district web site to deposit money into their student's food service account. The school district will make reasonable efforts to collect unpaid meal charges when they become overdue. Any negative balances of more than \$50 not paid by the end of the school year will be turned over to the Director of Finance & Operations or designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court or any other legal method permitted by the Phase Six Consent Unified Meal Charges Policy.

**Equal Opportunity Policy**  
It is the policy of Columbia Heights School District #13, not to discriminate against any person on the grounds of race, color, creed, religion, national origin, sex, marital status, with regard to public assistance, age, disability sexual orientation, gender identity or expression, or status as a victim of domestic violence, in its programs, activities or employment policies as required by Title of the 1972 Education Amendments.

**Field Trips**  
Field trips may be offered to supplement student learning. There will be a specific field trip approval form sent home to parents for any field trip their child may be attending during the school year. Field trips may be optional and if a student who participates may be charged. Parents will be notified in advance of all field trips.

**Fire/Tornado (Severe Weather) and Lockdown Drills**  
Columbia Heights Public Schools has developed a crisis plan in the event of a director or building emergency. During an emergency staff and administration will instruct students on the procedures.

**Fire drills** are required by law and are important to all students' safety. When an alarm is sounded, students are to clear the building immediately and proceed to the designated safe area in a quiet, orderly manner using the route indicated in the appropriate fire drill plan. All "all clear" signals before leaving the designated safe area and returning to the classroom. Students are not to stand in the fire lanes or in the street.

**Tornado drills** are also important for student safety. When a tornado alarm sounds, students should immediately report to the area of the building designated on the map in the emergency and quickly follow the directions by staff members.

**Lockdown drills** are designed to prepare students and staff to remove themselves from the hallway and into the closest sheltered room as quickly as possible. Situations causing a lockdown may include an armed intruder or hazardous material located outside the building or any other reason raising concern for the safety of both students and staff within the high school.

**Parent/Guardian Guide and Refusal to Student Participation in Statewide Testing**  
This information will help parent/guardians make informed decisions that benefit their children, schools, and communities.

**Why statewide testing?**  
Minnesota values its educational system and the professionalization of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

**Why does participation matter?**  
A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the student at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the National Early Student Success Act, a student who participates in the statewide assessment will not receive an individual score for the purpose of school and district accountability calculations (including opportunities for reward and recognition, will not be considered "proficient").
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to send their children to school.
- School performance results are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELL will not receive a score to meet English learner program testing criteria.

**Academic Standards and Assessments**  
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**2019-2020 Meal Prices**

	Breakfast	Lunch
Free & Reduced	FREE	FREE
Elementary	FREE	\$2.55
Secondary	FREE	\$2.80
Adult or Second Meals	\$1.95	\$3.80

**2019-2020 Field Trip Approvals (For Field Trips Only)**

Field trips may be offered to supplement student learning. There will be a specific field trip approval form sent home to parents for any field trip their child may be attending during the school year. Field trips may be optional and if a student who participates may be charged. Parents will be notified in advance of all field trips.

**2019-2020 Equal Opportunity Policy**

It is the policy of Columbia Heights School District #13, not to discriminate against any person on the grounds of race, color, creed, religion, national origin, sex, marital status, with regard to public assistance, age, disability sexual orientation, gender identity or expression, or status as a victim of domestic violence, in its programs, activities or employment policies as required by Title of the 1972 Education Amendments.

**Parent/Guardian Refusal for Student Participation in Statewide Assessments**

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support student choice planning, please submit this form to the student's school no later than January 5th of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new referral is required every year for parents/guardians who opt the student out of statewide assessments.

Date: \_\_\_\_\_ (This form is only valid for participation for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name: \_\_\_\_\_ Student's Legal Middle Initial: \_\_\_\_\_  
Student's Legal Last Name: \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_  
Student's District/School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Please indicate you have received and reviewed information about statewide testing.**

I received information on statewide assessments and chose to opt my student out. MCE provides the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing on the [MCE website](#) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

**Reason for refusal:** \_\_\_\_\_

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading \_\_\_\_\_ MCA/MTAS Science  
\_\_\_\_\_ MCA/MTAS Mathematics \_\_\_\_\_ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of all assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is performing academically. As a result, my student will not be able to participate in statewide testing or participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning. For the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university in the corresponding subject area.

Parent/Guardian Name (print): \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_  
To be completed by school or district staff only: \_\_\_\_\_ Student ID or MARSS Number: \_\_\_\_\_  
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	Breakfast	Lunch
Free & Reduced	FREE	FREE
Elementary	FREE	\$2.55
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**Academic Standards and Assessments**  
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**When do students take the assessments?**  
Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- All MCA and Mathematics MCA are adaptive, which means the answer a student provides determine the next question the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

**When do we receive the results?**  
Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

**How much time is spent on testing?**  
Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is less than 1 percent of instructional time in a school year. The assessments are not timed and students can continue working as long as they need.

**Why does it seem like my student is taking more tests?**  
The statewide requirement puts a limit to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

**Where do I get more information?**  
Students and families can find out more on our [Statewide Testing](#) page (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

**Excused Absences**  
In accordance to Minnesota state policy 503, excused absences include but are not limited to the following categories:

1. School related absences in sports, field trips, guidance visits
2. Religion-related absences not to exceed three (3) hours per week
3. Bereavement-related absences
4. Court appearances- must have court subpoena or letter from lawyer and parent/guardian
5. Vacation with family pre-approval by administrator
6. Out of school suspension
7. Pre-approved college visits not to exceed three per year
8. Family emergencies approved by school administration

**Medical and Dental Excuses**  
All medical or dental excused absences must be cleared through the Attendance Office. If an appointment is scheduled during the school day, the student must check out and check back in through the Attendance Office.

**Unexcused Absences**  
All unexcused absences are unexcused. These include but are not limited to:

1. Truancy is defined as an absence that is not approved by the parent/guardian and/or the school district.
2. Any absence that the student's parent/guardian fails to report to the Attendance Office within 48 hours.
3. Work at home.
4. Any work at a business, except under a school-sponsored program.

**Consequences for Unexcused Absences**  
In the case of recurrent unexcused absences, the administration will request the county attorney file a truancy petition with the juvenile court pursuant to Minnesota Statutes. Students with unexcused absences shall be subject to interventions that follow: Parents will receive an automated phone call if the student is marked "unexcused" from one or more of their class periods.

**Truancy**  
A child is considered truant if he or she is absent from class without a legal excuse. A child will be considered truant if the child has not lawfully withdrawn from the school with his or her parent/guardian's permission. The school administrator will file truancy with the county in which the child lives after seven (7) days of unexcused absences. A student who has missed 15 consecutive days for any reason must be dropped from enrollment and the parent must re-enroll.

**Medical Excuses**  
Students who are absent more than ten (10) days per year will receive a letter notifying the parent/guardian of the excessive absences and requesting a doctor's verification of any further illness. If the verification is provided as a result of the absence, each absence will be recorded as "unexcused." Except for the fifteen (15) day limit may be made for extended illness or if the student has been sent home ill by the school health care provider.

**Activities & Athletics**  
Athletes and students who function as an integral part of the school curriculum. These programs help students to promote social and healthy interactions similar to those they will encounter later in life. Participation in these types of activities should provide students with the basis for personal values. Co-curricular activities should develop desirable social traits such as loyalty, determination, cooperation and team play. This type of participation also allows young people the opportunity to develop self-discipline and emotional maturity while learning to make decisions in pressure situations. Self-esteem and self-confidence are developed in students through these types of participation in co-curricular programs.

**2019-2020 Meal Prices**

	Breakfast	Lunch
Free & Reduced	FREE	FREE
Elementary	FREE	\$2.55
Secondary	FREE	\$2.80
Adult or Second Meals	\$1.95	\$3.80

**2019-2020 Field Trip Approvals (For Field Trips Only)**

Field trips may be offered to supplement student learning. There will be a specific field trip approval form sent home to parents for any field trip their child may be attending during the school year. Field trips may be optional and if a student who participates may be charged. Parents will be notified in advance of all field trips.

**2019-2020 Equal Opportunity Policy**

It is the policy of Columbia Heights School District #13, not to discriminate against any person on the grounds of race, color, creed, religion, national origin, sex, marital status, with regard to public assistance, age, disability sexual orientation, gender identity or expression, or status as a victim of domestic violence, in its programs, activities or employment policies as required by Title of the 1972 Education Amendments.

**Parent/Guardian Refusal for Student Participation in Statewide Assessments**

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support student choice planning, please submit this form to the student's school no later than January 5th of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new referral is required every year for parents/guardians who opt the student out of statewide assessments.

Date: \_\_\_\_\_ (This form is only valid for participation for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

Student's Legal First Name: \_\_\_\_\_ Student's Legal Middle Initial: \_\_\_\_\_  
Student's Legal Last Name: \_\_\_\_\_ Student's Date of Birth: \_\_\_\_\_  
Student's District/School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Please indicate you have received and reviewed information about statewide testing.**

I received information on statewide assessments and chose to opt my student out. MCE provides the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing on the [MCE website](#) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

**Reason for refusal:** \_\_\_\_\_

Please indicate the statewide assessment(s) you are opting the student out of this school year:

\_\_\_\_\_ MCA/MTAS Reading \_\_\_\_\_ MCA/MTAS Science  
\_\_\_\_\_ MCA/MTAS Mathematics \_\_\_\_\_ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of all assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is performing academically. As a result, my student will not be able to participate in statewide testing or participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning. For the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university in the corresponding subject area.

Parent/Guardian Name (print): \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_  
To be completed by school or district staff only: \_\_\_\_\_ Student ID or MARSS Number: \_\_\_\_\_  
41 \_\_\_\_\_ Paged May 2019

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41 \_\_\_\_\_ Paged May 2019

**COLUMBIA HEIGHTS PUBLIC SCHOOLS**

**OUR MISSION**  
Columbia Heights Public Schools  
Creating worlds of opportunity for each and every learner  
"All Being, All Succeed"

**Find Us Online**

**Administrative Departments**

- Superintendent: 763.528.4015
- Assistant Superintendent: 763.528.4015
- Community Education: 763.528.4038
- Education Services: 763.528.4038
- Finance & Operations: 763.528.4016
- 612 Activities & Athletics: 763.528.4311
- Special Education: 763.528.4040
- Reading & Learning: 763.528.4030
- Technology, Security & Building Department: 763.528.4070

**Website:** [columbiaheights112.mn.gov](http://columbiaheights112.mn.gov)

**Facebook:** [facebook.com/CHPS112](https://www.facebook.com/CHPS112)

**Twitter:** @CHPS112

**Instagram:** @columbiaheights

**Buslin:**  
1460 49th Ave. NE, Minneapolis, MN 55421  
763.528.4000  
President: 763.528.4420 (no public access)

**Highland Elementary School:**  
5570 Highland St NE  
763.528.4000

**North Park Elementary School:**  
800 49th Ave NE  
763.528.4000

**Way View Elementary School:**  
1600 49th Ave NE  
763.528.4000

**Columbia Elementary School:**  
1600 49th Ave NE  
763.528.4000

**Columbia Heights High School:**  
1600 49th Ave NE  
763.528.4000

**Family Center:**  
1460 49th Ave NE  
763.528.4000

**For information on Columbia Heights Public Schools Athletics & Activities, please visit our website [columbiaheights112.mn.gov/activities](http://columbiaheights112.mn.gov/activities) or call 763.528.4111.**

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## District Discipline Assessment Team 2018-2019

### Team Members:

- Leslee Sherk, District Discipline Supervisor/Valley View Elementary
- Mary Beth Higgins, Valley View Elementary
- Nathan Meyer, North Park Elementary
- John Kulick, Highland Elementary
- Rick Otsby, Columbia Academy
- Matt Miller, Columbia Heights High School
- Zena Stenvick, District Office
- Bryan Hennikens, District Office
- John Fry, District Office
- Nicole Geffre, District Office

### Meeting Dates and Topics:

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



# District Discipline Team

June 11, 2019

Creating College and Career-Ready Graduates

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## Reflection

- After reviewing the end-of-year data, what are your take-aways?
- What will you communicate to your administrative team?
- What will you communicate to your staff to set the culture and climate for the school year?
- As far as proactive measures or interventions what worked? What did not?
- What are your wonderings? Questions?



## Reflection Notes

2018-19 learning about systems and logistics, reporting processes  
Have Admin dismissals increased or decreased this year?  
Additional Chem health support time (Mike Weir) would help.  
Vaping devices in school- need parent education, vape oil can contain THC  
If a student is abusing drugs, how can they get treatment rather than suspension?  
Recording incidents: all on one ID number or multiple? Continue to review how schools are recording incidents  
Need further discussion on suspending for "threat and intimidation"  
Cyber/online/ social media- parent education  
Speakers/panel on sextortion  
Risk assessment & support for students who are perpetrators of fights, bullying, etc.  
Anger management counselor  
Alternative to suspension program in school  
PD for teachers and staff- reminders about caring for kids even in the spring when it's tough, power struggles, repair/restore relationship when a student has been sent out  
HALT method

## Ongoing Support

- What support do you need/would you like to help you in your admin role to reduce overall suspensions and close the disparity gap?

## NOTES:

What support do you need/would you like to help you in your admin role to reduce overall suspensions and close the disparity gap?

- CA reviewed discipline data every 2 weeks,
- VV reviewed data monthly with social worker and psychologist
- HL weekly
- CHHS reviewed data informally
- Need to discuss how to support staff too, not only student, parent communication
- Review time of day referrals are happening, which teachers, new teachers, how many substitutes were in building that day

## DIRS Reporting 2019

- All OSS and ISS must be recorded by **June 15, 2019.**
- All DIRS corrections must be completed by **June 15, 2019.**
  - Please contact Nicole with questions.

**Switch: SHAPE the Path**

- **Tweak the Environment** - When the situation changes, the behavior changes. So change the situation.
- **Build Habits** - When behavior is habitual, it's "free" - it doesn't tax the Rider. Look for ways to encourage habits.
- **Rally the Herd** - Behavior is contagious. Help it spread.



**Switch Notes**

Put this into practice with teaching staff next year.  
 Positive staff peer pressure can help with creating a positive climate.  
 Human behavior is fluid, if all three factors are in line, change and productivity can happen  
 Amazon 1-click style tweaks, tweaks can be simple and few to make an impact  
 Dr. Michael Gervais - changing habits (sky diving video)  
 Jerks & Saints- case study (donating food) providing clear details leads to results  
 Be clear and concise with vision and goals, provide a reason why  
 Negative teachers lounge- teacher negativity

Next meeting: September 2019

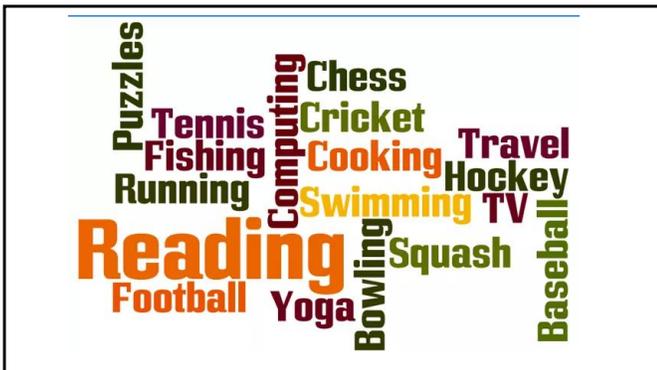
*Thank you!*



**District Discipline Team**  
 May 2, 2019

Creating College and Career-Ready Graduates

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 "All Belong. All Succeed!"



<https://www.youtube.com/watch?v=HIMReQC033M>

## DIRS Reporting 2019

- All OSS and ISS must be recorded by **June 15, 2019.**
- All DIRS corrections must be completed by **June 15, 2019.**
  - Please contact Nicole with questions.

## Year 1 Status:

### Significant Disproportionality in Racial & Ethnic Groups in SPED

- MN is required to establish a threshold (3.0) & determine which districts have significantly disparate rates of **special education identification**, placement in restrictive settings, and/or **discipline, including suspensions and expulsions of students with disabilities.**
- Columbia Heights met the numeric threshold for significant disproportionality for the **2017-2018** school year and are **Year 1** for the following:
  - **Black or African American** students identified as having **Total Disciplinary Actions**
  - **White** students identified as having **Other Health Disabilities (OHD)**

## Year 1 Status:

### Significant Disproportionality in Racial & Ethnic Groups in SPED

*What does this mean for us?*

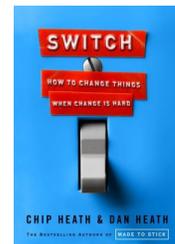
- If this trend continues as we are meeting the numeric criteria for significant disproportionality for **3 Consecutive Years** we will be required to set aside for Coordinated Early Intervening Services (CEIS).
- This would equate to **\$100,000** used for other programs and services than what we currently provide.

*What can you do to help?*

- Be cognizant of disciplinary referrals for Black or African-American and Special Education Students. Refer to Slides 4 & 5 for current data
- Remember that not every student with ADHD/ADD needs an IEP. They may need the accommodations of a 504 Plan.

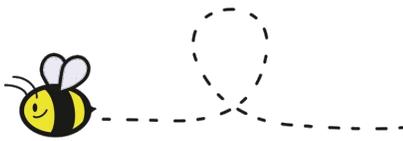
## Switch: SHAPE the Path

- **Tweak the Environment** - When the situation changes, the behavior changes. So change the situation.
- **Build Habits** - When behavior is habitual, it's "free" - it doesn't tax the Rider. Look for ways to encourage habits.
- **Rally the Herd** - Behavior is contagious. Help it spread.



Next meeting June 11, 2019 at 1:00 pm

**Thank  
you!**



## District Discipline Team

April 5, 2019

Creating College and Career-Ready Graduates

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## ISS Reportable for All Students

This is new as of January 1, 2019!



- ISS must be recorded and is state reportable for ALL students
- ISS must have a day amount recorded - even if for one block (.25)
- ISS SPED/Gen. Ed. has to be at least ½ day to be included in DIRS
- No "disruptive/disorderly/insubordinate" unless less than 0.5 day
- No "other" unless less than 0.5
- No "Physical Violation" or "Teacher Referral" unless less than 0.5
- Attendance must reflect ISS and Synergy must match!

## DIRS Reporting

- Look over your Error Report from Nicole
- Corrections should be made by the end of each month
- Train/Inform your admin team how to record incidents correctly in Synergy and/or make corrections
- Call/email Nicole with questions. She wants to help!!



Based on what we know about:

- The crucial role attendance plays in academic achievement
- Restorative practices
- Trauma, mental health/ social emotional wellbeing
- Connectedness, feeling of belonging
- Motivation
- Long term detrimental effects of suspension

How will we make **greater decreases** in OSS and **reduce race based disparities** in suspensions?

## Brainstorm

- School Counselors
- Suspension School/Classroom
  - See Forest Lake Youth Services Bureau/ Partnership for Families
- Cultural navigation by White staff
  - Non-white staff, African & Black
- Support for Staff such as Innocent Classroom
  - Restorative Practices
- Reminders of ACES 2nd semester
- PD for non-licensed staff

## Anti-Bullying Legislation/Tennessee Warning

The Tennessee Warning (Minnesota Statute 13.04, Subd. 2) can be given orally or in writing. It is the position of the Minnesota Department of Administration that the data may only be used in accordance with the notice, or subsequent consent.

Such notice is called a Tennessee warning (named for Robert Tennessee, senate author of the original Data Privacy Act).



## Tennessee Warning Cont.

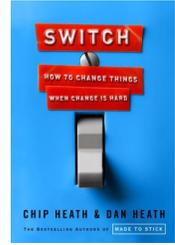
When an individual is asked to supply private or confidential data about himself/herself, the Minnesota Government Data Practices Act requires the individual be informed of:

- Purpose for collecting the data
- Intended use of the data
- Whether the individual possessing the data may refuse or is legally required to supply the requested information
- Any known consequences arising from supplying the data
- Any known consequences arising from refusing to supply the data
- The identity of other persons or entities authorized by state or federal law to receive the data

## Switch: Last month's discussion

### Direct the Rider:

- **Follow the bright spots** - Investigate what's working and clone it.
- **Script the critical moves** - don't think big picture, think in terms of specific behaviors
- **Point to the destination** - Change is easier when you know where you're going and why it's worth it.



## Discussion Time

Let's talk about how to *Motivate the Elephant*.



<https://www.youtube.com/watch?v=JhBzxy7CneM>

Next meeting May 2, 2019

**Thank  
you!**



## Link to article

<http://www.starttribune.com/st-paul-schools-still-show-gaps-in-student-discipline/507381312/>

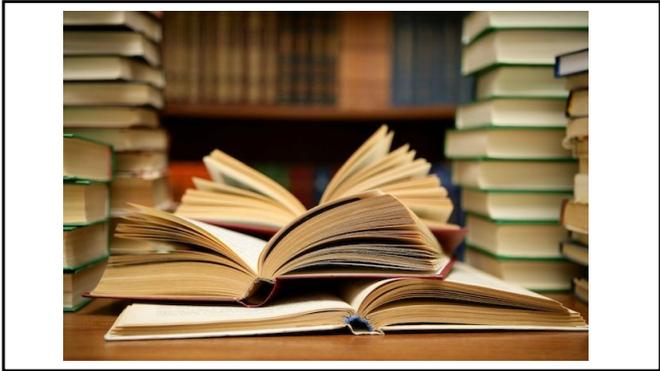


## District Discipline Team

March 5, 2019

Creating College and Career-Ready Graduates

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### Homework Share Out

- ★ Elementary and CA - Share a See Saw success story. (PreK-8)
- ★ CHHS - Share a parent engagement success story.
- ★ How do you support family engagement as a school leader?

### Bright Spots

<https://www.youtube.com/watch?v=zbLNOS7MxFc>

### School Climate Survey Successes



Participants	Highest % Percentage	School	What worked?
Students	89%	VV	- Provide a window of time to complete
	80%	CA	- Having it given in one specific class
Staff	93%	NP	- Gave time at a staff meeting; followed up with absent staff
	83%	CA	- Talked about the importance and the why beforehand - Checked in with staff 1:1
Families	16%	VV	- Sent the link multiple times
	11%	HL	- Sent links through multiple formats (SeeSaw, BlackBoard, weekly letters, etc.) - Sent English and Spanish links together

### Social Emotional Learning and Testing Environment

Many students experience test anxiety. Creating a positive testing environment for our students greatly decreases their stress and helps them perform to the best of their abilities.

- What are you doing at your school to create a fun and successful testing environment?
- How are you addressing test anxiety?
- We encourage you to work with your admin team and teachers to make a plan.

### Secondary Traumatic Stress

"For teachers, who are directly exposed to a large number of young people with trauma in their work, a secondary type of trauma, known as vicarious trauma is a big risk." (Minero, 2017, p. 3)

You may have heard this referred to as "**cost of caring.**"

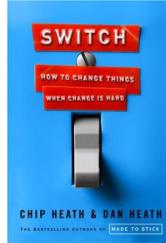
- Are you noticing signs of this on your staff?
- How can you help support?
- Talk with your principal about your concerns.

\*\*\*Handouts from Edutopia

## Switch

### Direct the Rider:

- [Follow the bright spots](#) - Investigate what's working and clone it.
- [Script the critical moves](#) - don't think big picture, think in terms of specific behaviors
- [Point to the destination](#) - Change is easier when you know where you're going and why it's worth it.



## Homework

For our meeting on April 5th, please read the next section, *Motivate the Elephant*.



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PROVIDING WORLD-CLASS EDUCATION FOR ALL STUDENTS  
— ALL BELONG, ALL SUCCEED —

# District Discipline Team

February 5, 2019

Creating College and Career-Ready Graduates

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## Purpose

To understand and reduce disproportionalities of student suspensions in order to maintain a safe and orderly educational environment

The District Assessment Team will

- Review and analyze monthly suspension data
- Communicate with site Leadership Teams
- Engage in 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
- Align discipline processes and procedures

## Reminder: Permission Form

- When parents/guardians attend meetings and bring family members/friends without educational rights, they must sign the permission form
- This form gives district staff permission to discuss student data with/in front of all persons present at the meeting
- Staff should know about and have access to this document

**PERMISSION REQUIRED**

## Bullying and Harassment Forms



### Incident Report Form:

- "When a student, staff member or parent reports an incident of bullying, harassment or hazing, the Incident Report Form is used for official documentation. This form can be found in every school office and on the district website. A student can report to a school staff member about an incident, a school staff member may help them to complete the form. The student, or a parent can also choose to complete the form on their own. Once the form is turned in to the a school administration, an investigation of the incident begins." SRR Handbook pg. 12
- Investigations must be started within 24 hours of receiving the form
- Summary of investigation/disposition should be recorded on **separate doc.**
- One copy should be kept on file with school admin
- Second copy should be sent to Director Stenvik

## Gallery Walk

- District SEL Leadership Team met
- Discussed what was working in the area of student discipline/redirection
- Each school completed a chart
- Let's take a gallery walk to view and discuss

### Questions to Consider:

1. What are the take-aways?
2. How can you help support your staff?



## Share and Discuss

Let's discuss your building's referral process and any documentation you'd like to share. (process, referral form, etc.)



## Homework - Let's Read Together!

- ★ Read pages 1-98 by our next meeting on March 5, 2019
- ★ Share a See Saw success story (PreK-8)
- ★ CHHS Share a parent engagement success story



## District Discipline Team

January 8, 2019

Columbia Heights Public Schools create worlds of opportunity for every learner in partnership with supportive small-town communities by challenging all to discover their talents, unleash their potential, and develop tools for lifelong success.



## Celebrate Success

- Student Rights and Responsibilities Handbook
- Established District Discipline Team that meets monthly
- Consistency in recording suspensions
- Less subjectivity in suspension violations
- Decrease in disparities of suspensions (SPED & Black/Non-Hispanic)
- More training for Yoga Calm/Calmng Bins at elementary sites
- Focused PD for behavior/discipline needs and trends
- PLC work focused on behavior and discipline
- Equity book studies



## Homework Discussion

*Shifting Gears - Recalibrating Schoolwide Discipline and Student Support*

~Chapter 10

Questions for discussion:

- Underline practices and conditions you see as strengths in your teachers.
- Highlight areas that need improvement.
- In what ways can we be more intentional in coaching our teachers on classroom practices and conditions to improve student behavior and engagement?

## Classroom Conditions for Learning

- Strong and Caring Teacher Presence
- Personalized Relationships
- Instructional Organization
- Engaging and Rigorous Learning Protocols
- Physical Environment
- Academic and Behavioral Supports and Interventions
- Restorative and Accountable Discipline (RC and RJ Practices)



What areas do you see as strengths? What areas need improvement?

How can we be more intentional about coaching our teachers and staff?

## Objective vs. Subjective Referral Writing

Objective Discipline is based on:

- Facts
- Truth
- Issue
- Action

Subjective Discipline is based on:

- Opinions
- Perspective
- Bias
- Person/Personalities



## Definitions

**Subjective information** or writing is based on personal opinions, interpretations, points of view, emotions and judgment.

**Objective information** or analysis is fact-based, **measurable** and observable.

An **objective** perspective is one that is not influenced by emotions, opinions, or personal feelings - it is a perspective based in fact, in things quantifiable and measurable. A **subjective** perspective is one open to greater interpretation based on personal feeling, emotion, bias and misconceptions, etc.



## Unequal Discipline

Teachers are extremely busy and are balancing multiple classroom tasks and student needs. Often, referrals are written without much thought given to the reasons or words that are chosen. Too often this leads to unequal discipline.

- African-American students are nearly three times as likely to be suspended and 3.5 times as likely to be expelled as white peers.
- Latino students are 1.5 times as likely to be suspended and twice as likely to be expelled as white peers.
- White students are usually disciplined for "objective" offenses: smoking, cutting class, using obscene language, vandalism.
- African-American and Latino students are disciplined for "subjective" offenses: being too loud, being disrespectful, loitering.



Hammond, Z. 2013. *Mindfulness Helps Reduce Unequal Discipline*. Teaching Tolerance.

## How do we make the shift?

- Start with our own mindfulness and help staff in this process
- Coach teachers to improve their quality of attention in the moment
  - Being present in the moment creates space for alternate perspectives
  - Less reactive and premature in our assumptions and judgements
  - Allows opportunities to respond differently
- Apply the simple cognitive process
  - **Description** - An account of the facts of the situation
  - **Interpretation** - the process of inferring what the behavior meant by attributing social significance to it.
  - **Evaluation** - Evaluation is the process of attributing positive or negative social significance to a behavior.

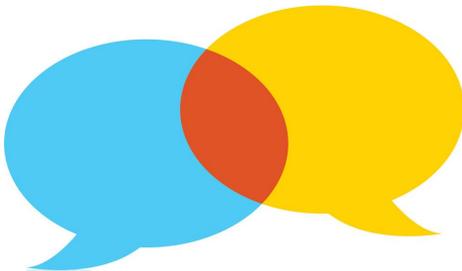
Hammond, Z. 2013. *Mindfulness Helps Reduce Unequal Discipline*. Teaching Tolerance.

## Making the Shift

**Description:** "Enrique was extremely disruptive during class time and continued to disturb others to the point it was difficult to teach." **to** "Enrique raised his hand 10 times during the story read-aloud."

**Interpretation:** Enrique's behavior was disruptive. **to** Enrique enjoyed the story or Enrique wanted attention.

**Evaluation:** I don't like that. Enrique needs to learn better turn-taking skills and how to be respectful. **to** I notice and like that Enrique takes initiative during read-alouds.



## Applying the Cognitive Process

"Interpretation and evaluation are strongly influenced by our cultural lenses and experiences. It is the place where shifts must happen."

Hammond, Z. 2013. *Mindfulness Helps Reduce Unequal Discipline*. Teaching Tolerance.



## Truancy Letters- All Schools

**Unexcused absences and patterns of continual absences** without a significant health problem could lead to truancy. Parents and school officials have the duty (MN Statute 120a.22 and 120a.34) to see to it that each child regularly attends school.

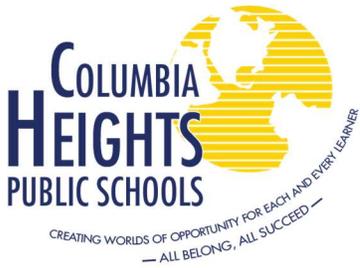
**When a child has three (3) unexcused absences, the school is required by law to mail you this letter and to inform you of the absences. If the absences continue, the school is required to inform the county in the form of a written report.**

**After six (6) unexcused absences, the school is required to file a Truancy Offense Report to the County.** Minnesota Statute 260A.03, Subd. 2a (12) declares a youth who is habitually truant is a child in need of protection or services.

## Next Steps

Homework: Be prepared to discuss your building's referral process and bring any documentation you'd like to share. (process, referral form, etc.)





**Lindsey Bennett**  
Director of Human Resources  
1440 49th Ave. NE • Columbia Heights, MN 55421  
PHONE 763.528.4500 • FAX 763.571.9202  
colheights.k12.mn.us

September 25, 2019

To Whom It May Concern:

This is in regards to the employment of Nathan Meyer. Nathan Meyer is employed by Columbia Heights Public Schools as an Assistant Principal/Discipline Supervisor since July 1, 2019.

If more information is needed, I can be contacted at 763-528-4516.

Sincerely,

Lindsey L. Bennett  
Director of Human Resources

# Teaching & Learning Leadership

January 23, 2019



## Timing

- 3:45 Intro & Norms (Tara)
- 3:50 Graffiti Mats (Jill)
- 4:15 North Star Accountability (Disa)
- 4:35 School Goals (Tara & Zena)
- 5:05 Homework (Tara & Zena)
- 5:15 Adjourn

## Materials

- School Table Tents w/Clips (Tara)
- Sign in (Tara)
- Popcorn, Scoop, Bags (Jill)
- Chart Paper with ?s (Jill)
- Markers (Jill)
- ESSA printouts for each school (Disa)
- School Goal Printouts (Tara)
- Chart Paper for Steps (Tara)

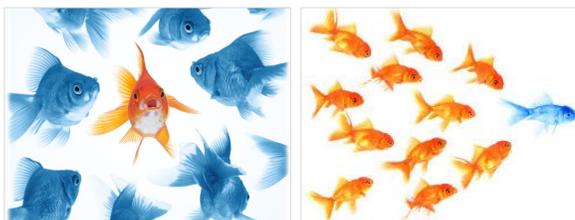
## Norms

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

### Learning Targets

- I can share a takeaway from the "White Privilege" article.
- I can name our school goals.
- I can share components of the North Star Accountability System.

## Agenda



- 1- Welcome
- 2- Graffiti Activity: What is White Privilege, Really?
- 3- North Star Accountability System
- 4- Review of Title Plans and upcoming School Plans
- 5- Homework: Bringing this back to your buildings

## Homework: White Privilege Article For January 23, 2019

Read the article:  
"What is White Privilege, Really?"

Fill out the "Helping Hand" page, so that you are ready for our discussion.



## Graffiti Mats

- You will have 2 minutes at the table with your group...(IN SILENCE)
- Look at the question in the middle of the poster.
- Respond to the question in writing/drawing.
- You may respond to someone else's writing and ask questions, but you may not talk. It must all be in writing.
- We will rotate every 2 minutes to a new table & question .

## Graffiti Mat Gallery Walk

- Return to the posters with your group.
- You may TALK about your noticings from the posters.
- You may ROTATE as your group is ready.

**ESSA**  
Every Student Succeeds Act

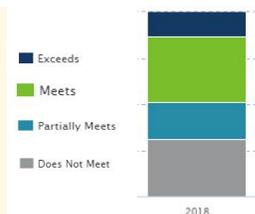


## Three Stages with Five Indicators:

<b>Stage 1</b>	1- Academic Achievement - MCAs (all schools) 2- Progress towards EL Proficiency- ACCESS (all schools)
<b>Stage 2</b>	3- Academic Progress (elementary and middle schools) 4- Four and Seven-year graduation rate (HS)
<b>Stage 3</b>	5- Consistent Attendance (all schools)

## Stage 1: Academic Achievement MCAs (all schools)

For each student, points are given for MCA Proficiency in **math** and **reading** (meets or exceeds only)



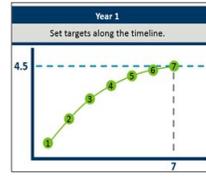
### Stage 1: Academic Achievement (all schools)

Which students receive points?

- ✓ Continuously enrolled on or before **Dec 15th**
- ✓ Non-RAELs (new to country)
- ✓ Students that **do not participate** are counted against the proficiency



### Stage 1: Progress Towards EL Prof (all schools)



Example of a seven year timeline to reach 4.5 composite score proficiency

- Progress points are given to each EL student based on **how close** s/he gets to the set ACCESS score yearly target.
- School's scores are based on **average number of progress points** its EL students receive.

Stage 1: Is the school in the lowest 25% of the Title I schools for any of the following?

- Math Achievement
- Reading Achievement
- Progress towards ELP

Yes.  
Move on to stage 2

No.  
No support needed

### Three Stages with Five Indicators:

**Stage 1**

- 1- Academic Achievement - MCAs (all schools)
- 2- Progress towards EL Proficiency- ACCESS (all schools)

**Stage 2**

- 3- Academic Progress (elementary and middle schools)
- 4- Four and Seven-year graduation rate (HS)

**Stage 3**

- 5- Consistent Attendance (all schools)

### Stage 2: Academic Progress (Elementary & Middle)

For both MCA Math and Reading:

0-15 points given if a student:

- **Increases** proficiency level
- **Maintains** at the partially proficient or higher

Overall school points are **averaged**.



### Stage 2: Academic Progress (Elementary & Middle)

		2017-18			
		Does Not Meet Standards	Partially Meets Standards	Meets Standards	Exceeds Standards
This Year →	Last Year ↓				
Exceeds Standards	2016-17	0	0	0	3
Meets Standards	2016-17	0	0	2	5
Partially Meets Standards	2016-17	0	2	6	9
Does Not Meet Standards	2016-17	0	8	12	15

## Stage 2: Graduation Rate (HS)

High school graduation rates are looked at for *each student group*:

- Students count at the HS they were enrolled the longest
- The three year average is reviewed for both 4 and 7-year rate



High schools with a graduation rate **below 67% overall** or for any student group are identified as needing **comprehensive support**

Stage 2: Is the school in the lowest 25% of the remaining schools for either:

- Math Progress
- Reading Progress

**Yes.**  
Move on to stage 3

**No.**  
General support from MDE (due to low MCAs)

If graduation rate is below 67% for any group - **Comprehensive Support**

## Three Stages with Five Indicators:

<b>Stage 1</b>	1- Academic Achievement - MCAs (all schools) 2- Progress towards EL Proficiency- ACCESS (all schools)
<b>Stage 2</b>	3- Academic Progress (elementary and middle schools) 4- Four and Seven-year graduation rate (HS)
<b>Stage 3</b>	5- Consistent Attendance (all schools)

## Stage 3: Consistent Attendance

- The percent of grades 1-12 students who are **not** chronically absent (attending 91%+ of school days)

$$\frac{\text{Total \# of consistently attending}}{\text{Total \# of students}}$$

- Calculated for each demographic group as well as the entire school

## What is considered in attendance?

### YES:

- ✓ Field trips
- ✓ Extracurricular activities
- ✓ In-school suspensions
- ✓ Direct homebound instruction

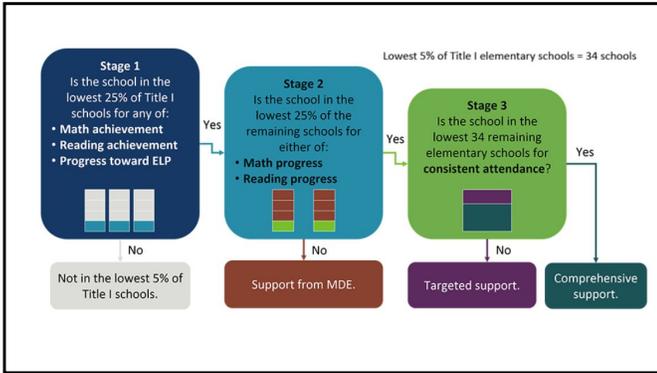
### NO:

- ✗ Excused absence
- ✗ Unexcused absence
- ✗ Most out-of-school suspensions

Stage 3: Is the school in the lowest 5% of the remaining schools for **consistent attendance**?

**Yes.**  
Comprehensive Support from MDE

**No.**  
Targeted Support from MDE

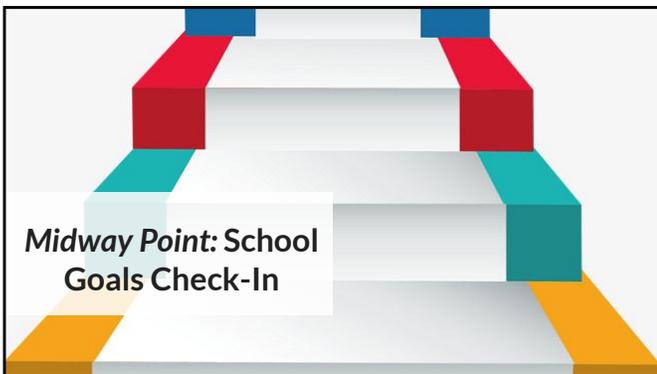


### Printouts for Schools

The reason(s) for identification:

Student Group	Stage 1			Stage 2			Stage 3		Level of Support Identified
	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rates)	Consistent Attendance		
All Students	X	X		X	X		X		comprehensive
Hispanic/Latino									
American Indian/Alaska Native									
Asian									
Native Hawaiian/Pacific Islander									
Black/African American									
White									
Two or more races	X	X					X		Targeted
Free/Reduced-Priced meal									
SpEd	X	X		X	X		X		Targeted
ELL			X						

The level of support is based on a consistent attendance threshold set by MDE



#### Title Plans/AVID Plans

- All Schools
- Goals around literacy, math, equity, and technology
- Focused on this school year
- Title funding used to support these plans (staffing, PD, resources)

#### MDE SIP

- VV, NP, CHHS turn in by March 1st; HL needs to create one
- Goals around literacy, math, and a third area (attendance, graduation, EL, SpEd..)
- Multi-year Plan (2+)
- Supported by MDE & RC

### School/Program Goal Check-In

- Each goal will be on a **separate** piece of paper
- Draw** a staircase on your paper with at least three steps.
- Write steps** you have taken or plan to take to achieve your goal. The steps should be in order.
- Be very **detailed** with your steps--due dates, metrics, who is responsible, resources...

# SHARE

Before the next T&L Leadership Meeting (3/28)

- Share the North Star Accountability System with your staff
- Share your school goals with your staff
- Continue working on your steps--record your progress



# Teaching & Learning Leadership

May 22, 2019

**OUR MISSION**  
Columbia Heights Public Schools  
Creating worlds of opportunity for each and every learner.  
"All Belong. All Succeed."

## Timing

- 3:45 Intro & Norms (Tara)
- 3:50 Reflection of 2018-2019
- 4:10 Continuing (Refining) Goals into 2019-2020
- 4:30 Reflection (Tara & Zena)
- 4:50 Adjourn (BOSAs)

## Materials

- Printout of pics of Goals
- Reflection sheet and into planning
- Plants
- Books
- BOSAs
- Popcorn
- Sign-In Sheet
- 

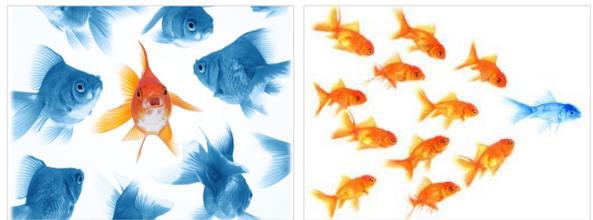
## Norms

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

### Learning Targets

- I can reflect on our school goals.
- I can name our next steps for working towards the goals into 2019-2020.

## Agenda

- 1- Welcome
- 2- Reflecting on 2018-2019
- 3- Planning for 2019-2020
- 4- Growing as an educator and leader
- 5- Adjourn



**What can we learn from a cactus?**

- Read the quick article
- Reflect on lessons learned



**Title Plans/AVID Plans**

- All Schools
- Goals around literacy, math, equity, and technology
- Focused on this school year
- Title funding used to support these plans (staffing, PD, resources)

**MDE SIP**

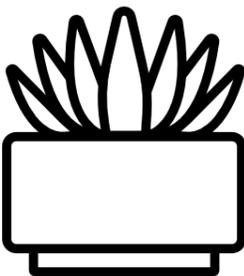
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- Multi-year Plan (2+)
- Supported by MDE & RC

**School/Program Goal Check-In**

- Each goal will be on a **separate** piece of paper
- **Draw** a staircase on your paper with at least three steps.
- **Write steps** you have taken or plan to take to achieve your goal. The steps should be in order.
- Be very **detailed** with your steps--due dates, metrics, who is responsible, resources...



**Reflection of the 2018-19 School Year**



- ← Write 7 Words that describe your growth toward goals.
- ← Write 1 Summary describing your accomplishments.



**AT YOUR TABLE SHARE YOUR SEVEN WORDS AND SUMMARY**

### MDE Reflection



Goal #1:

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into the next year?	

### 2019-2020 Action Plan (using same goals)

Plan for Strategy #1

Strategy #1:

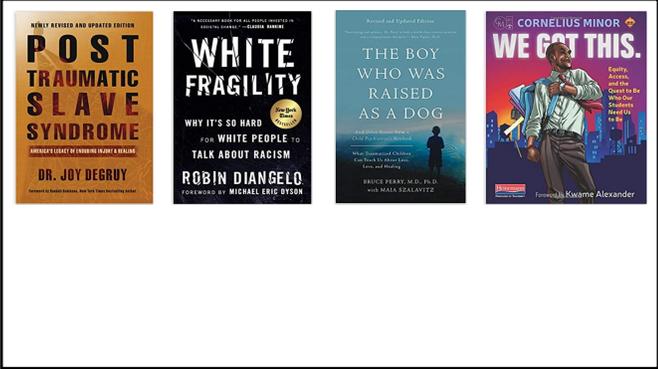
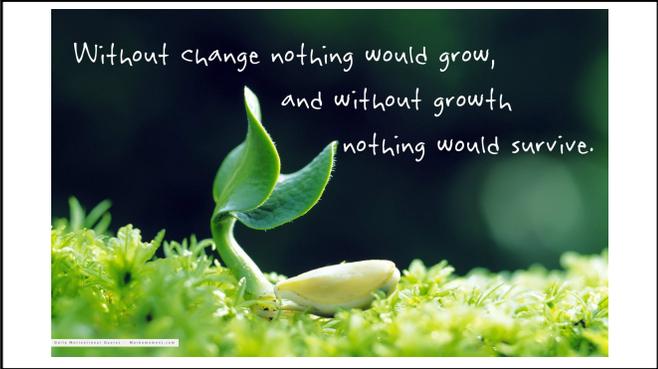
Root-Cause:

Goal:

Use the following table to identify actions that need to take place in order to implement this strategy. The records are intended to display a timeline for when each action step needs to begin and culminate in order to meet the goal. Use as many rows as needed.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	Timeline												Due Date
				July	August	September	October	November	December	January	February	March	April	May	June	
				<input type="checkbox"/>												
				<input type="checkbox"/>												
				<input type="checkbox"/>												
				<input type="checkbox"/>												

To add additional action steps, place cursor to the right of the last row and click "Enter."



## **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
- Ed Fellows, 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:**

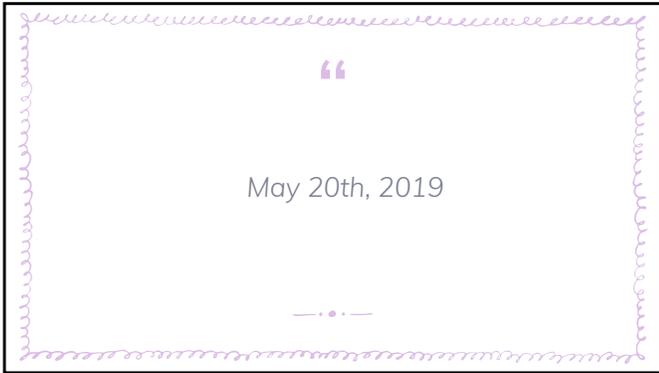
- January 3, 2019
- February 7, 2019
- March 7, 2019
- May 2, 2019

**Columbia Heights Public Schools  
Professional Development Offerings  
February 8, 2010**

**February 8, 2019** - District Professional Development Day (cancelled due to weather)

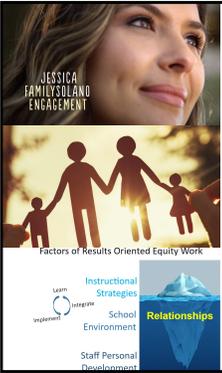
<b>Time</b>	<b>Attendees</b>	<b>Presenter</b>	<b>Topic</b>
8:15 - 9:00	All CHPS Staff	Dr. Clayton Cook	How to support the social emotional needs of our students.
9:15 - 12:00	EA and support staff	Marcia Walker	The principles and techniques taught in this session will enable you to: build on your skills and confidence working with noncompliant, resistive individuals, build skills with learning to recognize and avoid power struggles, and strengthen your strategies for setting clear and enforceable limits.
	EAs and support staff	Tracy Templeton	Social Emotional Strategies
	ECFE Parent Education and Teachers	Lee Carlson	Mental Health
	ECSE (Brith - 2)	Lee Carlson	Mental Health
	K-5 Art and PE Teachers	1,000 Petals	Integrating Social Emotional Learning in Physical Education & Arts
	K-12 Administration	Dr. Clayton Cook	Leading Social Emotional practices in educational settings.
12:45 - 2:00	PreK - 12 teachers	Nathan Meyer and Jill Ashley - Gronowsky	Culturally Relevant Teaching: Combating Our Own Bias
		Marcia Walker	Effective Limit Setting
		Disa Fabeck and Cassiy	Increasing Engagement of Students Through Effective Questioning
		Alison Berkas and Maren W.	Responding to Students with Teacher Language

		Val Larson and Kristen Sinicariello	Supporting American Indian Students
12:45 - 3:30	PreK - 12 Teachers	Origins	Understanding Trauma and Creating Classroom Practices to Support Students
2:15 - 3:15	PreK - 12 Teachers	Mary Beth Higgins	De-Escalation: Ideas ideas for language and de-escalation strategies when supporting students struggling with self-control
		Zena Stenvik	Hola! مرحبا Bonjour 你好 Nyob zoo: Meeting the Needs of English Learners, an Overview.
		Stephanie K	Increasing Latino/Hispanic Family Engagement
		Kim Wicker & Erin	Mental Health
		Dan Greene and Disa Fabeck	Restorative Practices



### Agenda

- 3:45-3:50 Building Strong Relationships (Oct 29)
- 3:50-4:00 Engaging in the 4 Essential Core Beliefs
- 4:00-4:25 Implicit Bias
- 4:25-4:40 Family Engagement and Bias
- 4:40-4:45 Homework & Closing



#### BUILDING STRONGER RELATIONSHIPS: A LOOK BACK AT OCTOBER 29TH

- Family Engagement vs Family Involvement (Video)
- Family Engagement Funding
- Equity Work using the Iceberg
- Student and Parent Voices

### FOUR CORNERS ACTIVITY

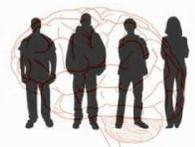
1. Which of the Four Core Beliefs are most reflected in the work you do with families?
2. Which of the Core Beliefs might you embrace more closely?



### FOUR ESSENTIAL CORE BELIEFS

1. All families have dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Families and school staff are equal partners.
4. The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially school leaders.

### Implicit Bias 101



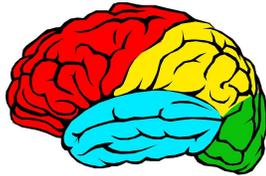
"the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner"

This means we all hold unconscious associations and evaluations about: PEOPLE


The Kirwan Institute | www.kirwaninstitute.osu.edu

## How does Implicit Bias affect our interactions with our Students of Color?

We invite you to consider that the way our brain is designed stops us from truly making a difference with our students of color... *even if we're not conscious of it.*



**It's bias we don't even know we have.**

## BLACK MALE STUDENT

What **words**, **thoughts**, and/or **images** come to your mind when you hear these words?

Please write them down.

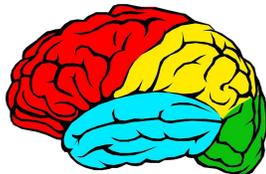


Look at your list.

What **words**, **thoughts**, and/or **images** came to mind that you **didn't** write down?

What made you censor those thoughts?

## Bias...It's in your BRAIN! So what will we do about it?



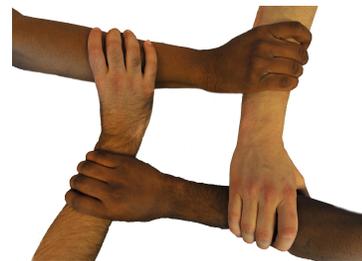
### 3 Conditions to De-Bias:

- **Intention:** Acknowledge that you harbor unconscious biases and are motivated to change.
- **Attention:** Pay attention to your triggers and know when stereotypical responses or assumptions are activated.
- **Time:** Make time to practice new strategies designed to "break" your automatic associations that link a negative judgment to behavior that is culturally different from yours.

### Challenging Bias- What Can Educators Do?

- 1) Clarify your motivation.
- 2) Increase your self-awareness.
- 3) Create new thought patterns.
- 4) Engage in reflective practice.
- 5) Be a change agent in your school and profession.
- 6) Take care of yourself.

## Making space for student voice!



## Educational Equity Definition:

“Educational equity is when **educational policies, practices, interactions, and resources** are **representative** of, constructed by, and **responsive to all people** so that each **individual** has **access to, meaningfully participates in,** and has **positive outcomes** from high-quality learning **experiences**, regardless of individual characteristics and group memberships.

(Fraser, 2008; Great Lakes Equity Center, 2012).

## IMPLICIT BIAS AND FAMILY ENGAGEMENT

[Dr. Karen Mapp \(3:10\)](#)



## A,B,C READING

- Read the section in your article that correlates to the letter on the top of your paper
  - Underline key phrases
  - Mark any **\*\*AHAs\*\*** you want to share
- When time is called (about 2 minutes) you will find the other two letters you are missing from A,B,C
- As a trio, share your key phrases and AHAs



## Homework: How Discrimination Shapes Parent Teacher Communication

1. Read the article
2. Fill out the “Helping Hand” page, so that you are ready for our discussion



*Thank You*

for not making us learn the way you wanted to teach,  
but teaching us the way we wanted to learn.



## BLACK MALE STUDENT



## Ideas for next meeting

Ideas for building relationships 4 column Bingo sheet. Instead of give one get one- mingle around the room and fill up your sheet. (4 columns - students, parents, staff, Community)

**Restorative Justice Training - CHPS Attendance**  
Forest Elementary School - Crystal, MN  
June 17-21, 2019

**First Steps: Exploring the Restorative Impulses**

June 17, 2019

- John Kulick, Highland Elementary
- Dan Greene, Columbia Academy
- Ricky Ostby, Columbia Academy

**Administrators Circle**

June 18-19, 2019

- Rick Otsby, Columbia Academy
- Dan Green, Columbia Academy

**Restorative Language and Chats**

June 18-20, 2019

- John Kulick, Highland Elementary

**Conferencing to Repair Harm**

June 18-19, 2019

- Leslee Sherk, Valley View Elementary

**Repairing Harm Practicum**

June 21, 2019

- John Kulick, Highland Elementary



## Continuous Improvement Feedback Session

### Special Education Advisory Council

Zena Stenvik, Executive Director of Ed Services  
Leslee Sherk, Discipline Supervisor

March 4, 2019

Creating College and Career Ready Graduates

**OUR MISSION**  
Columbia Heights Public Schools  
Creating worlds of opportunity for each and every learner.  
"All Belong. All Succeed."

## Purpose

To gather input from parents on the desired daily experiences of students and families in Columbia Heights Public Schools.



## Process

- Gather input from various stakeholder groups
- Compile responses and determine common themes
- Utilize information as part of improvement plans




**The Iceberg Illusion**

**Success is an iceberg**

**WHAT PEOPLE SEE** (above water): SUCCESS!

**WHAT PEOPLE DON'T SEE** (below water):

- Persistence
- Failure
- Sacrifice
- Accommodations & Support
- Disappointment
- Dedication
- Hard work
- Good habits

@sylvia duckworth

## FEEDBACK AND INPUT

<p>While presenting on the work of continuous improvement:</p> <ul style="list-style-type: none"> <li>• Take notes on graphic organizer</li> <li>• Write feedback (comment, question, ideas)</li> </ul>	<p>After sharing our current practices:</p> <p>Write your desired daily experiences for your student and your family regarding social emotional learning, behavior or discipline in Columbia Heights Public Schools</p>
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## Continuous Improvement

<p><b>Academics</b></p> <ul style="list-style-type: none"> <li>• World's Best Workforce</li> <li>• Teaching &amp; Learning Leadership</li> <li>• Literacy Leadership</li> <li>• Math Leadership</li> <li>• Heighten the Arts Committee</li> <li>• Lead and Learn</li> <li>• English Learners Leadership</li> <li>• AVID Vertical Team</li> <li>• Professional Learning Communities</li> </ul>	<p><b>Social &amp; Emotional</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Leadership</li> <li>• Equity &amp; Family Engagement Leadership</li> <li>• American Indian Advisory Council</li> <li>• Special Education Advisory Council</li> <li>• District Discipline and Assessment Team</li> </ul>
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Appendix B:  
Columbia Heights Public Schools Suspension Data  
January 2019 - June 2019

Student	Grade	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	Instructional Setting
Student 1	26	01/11/2019	Assault	OSS	01/11/2019	01/11/2019	4 Black, not Hispanic	0
Student 2	6	05/08/2019	Threat/Intimidation	OSS	05/09/2019	05/10/2019	4 Black, not Hispanic	0
Student 3	1	03/06/2019	Harassment	OSS	03/07/2019	03/08/2019	4 Black, not Hispanic	0
Student 4	4	02/12/2019	Assault	OSS	02/13/2019	02/13/2019	4 Black, not Hispanic	3
Student 5	10	04/03/2019	Illegal Drugs	OSS	04/03/2019	04/08/2019	2 Asian/Pacific Islander	0
Student 6	10	03/06/2019	Illegal Drugs	OSS	03/07/2019	03/11/2019	Two or More	0
Student 7	2	01/07/2019	Assault	OSS	01/08/2019	01/09/2019	Two or More	3
Student 8	2	01/17/2019	Fighting	OSS	01/18/2019	01/21/2019	Two or More	3
Student 9	6	02/04/2019	Bullying	OSS	02/05/2019	02/05/2019	4 Black, not Hispanic	0
Student 10	6	02/04/2019	Fighting	OSS	02/05/2019	02/08/2019	Hispanic	0
Student 11	7	01/15/2019	Assault	OSS	01/16/2019	01/18/2019	4 Black, not Hispanic	0
Student 12	5	05/16/2019	Fighting	OSS	05/17/2019	05/17/2019	5 White, not Hispanic	0
Student 13	1	01/16/2019	Vandalism/Property Related	OSS	01/17/2019	01/18/2019	4 Black, not Hispanic	1
Student 13	1	05/29/2019	Assault	OSS	05/29/2019	05/30/2019	4 Black, not Hispanic	1
Student 14	7	04/23/2019	Fighting	OSS	04/24/2019	04/26/2019	4 Black, not Hispanic	0
Student 15	8	03/08/2019	Fighting	OSS	03/11/2019	03/15/2019	4 Black, not Hispanic	0
Student 16	1	03/15/2019	Assault	OSS	03/15/2019	03/15/2019	4 Black, not Hispanic	0
Student 16	1	05/30/2019	Fighting	OSS	05/31/2019	06/03/2019	4 Black, not Hispanic	0
Student 17	3	01/22/2019	Assault	OSS	01/23/2019	01/23/2019	4 Black, not Hispanic	0
Student 17	3	05/15/2019	Fighting	OSS	05/16/2019	05/16/2019	4 Black, not Hispanic	0
Student 18	5	01/03/2019	Weapon	OSS	01/04/2019	01/04/2019	Hispanic	0
Student 19	7	04/30/2019	Fighting	OSS	04/30/2019	04/30/2019	4 Black, not Hispanic	0
Student 20	4	01/15/2019	Threat/Intimidation	OSS	01/15/2019	01/16/2019	4 Black, not Hispanic	1
Student 20	4	03/08/2019	Threat/Intimidation	OSS	03/11/2019	03/12/2019	4 Black, not Hispanic	1
Student 20	4	05/16/2019	Assault	OSS	05/20/2019	05/20/2019	4 Black, not Hispanic	1
Student 21	6	06/03/2019	Fighting	OSS	06/04/2019	06/06/2019	4 Black, not Hispanic	0
Student 22	3	03/13/2019	Fighting	OSS	03/14/2019	03/14/2019	4 Black, not Hispanic	2
Student 23	7	04/04/2019	Fighting	OSS	04/08/2019	04/10/2019	4 Black, not Hispanic	0
Student 24	6	05/10/2019	Attendance	OSS	05/13/2019	05/13/2019	4 Black, not Hispanic	0
Student 25	6	05/23/2019	Fighting	OSS	05/24/2019	05/24/2019	Hispanic	0
Student 26	1	03/06/2019	Harassment	OSS	03/07/2019	03/08/2019	Hispanic	2
Student 27	6	05/06/2019	Fighting	OSS	05/07/2019	05/08/2019	4 Black, not Hispanic	2
Student 28	3	01/09/2019	Fighting	OSS	01/10/2019	01/11/2019	Two or More	0
Student 28	3	02/21/2019	Assault	OSS	02/22/2019	02/22/2019	Two or More	0
Student 29	3	02/25/2019	Assault	OSS	02/22/2019	02/25/2019	Two or More	0
Student 30	3	02/28/2019	Fighting	OSS	03/01/2019	03/04/2019	Two or More	0
Student 31	7	04/23/2019	Fighting	OSS	04/24/2019	04/26/2019	4 Black, not Hispanic	0
Student 32	1	03/12/2019	Assault	OSS	03/13/2019	03/13/2019	4 Black, not Hispanic	0
Student 33	6	01/17/2019	Fighting	OSS	01/18/2019	01/18/2019	5 White, not Hispanic	1
Student 33	6	03/26/2019	Harassment	OSS	03/27/2019	03/28/2019	5 White, not Hispanic	1
Student 34	7	04/02/2019	Fighting	OSS	04/02/2019	04/04/2019	4 Black, not Hispanic	0
Student 34	7	05/03/2019	Fighting	OSS	05/06/2019	05/08/2019	4 Black, not Hispanic	0
Student 35	5	03/25/2019	Assault	OSS	03/26/2019	03/26/2019	4 Black, not Hispanic	3
Student 35	5	04/01/2019	Vandalism/Property Related	OSS	04/01/2019	04/08/2019	4 Black, not Hispanic	3
Student 35	5	05/13/2019	Assault	OSS	05/14/2019	05/15/2019	4 Black, not Hispanic	3
Student 35	5	05/20/2019	Threat/Intimidation	OSS	05/21/2019	05/22/2019	4 Black, not Hispanic	3
Student 36	8	03/15/2019	Illegal Drugs	OSS	03/15/2019	03/26/2019	Two or More	2
Student 37	8	02/14/2019	Other	OSS	02/20/2019	03/05/2019	4 Black, not Hispanic	0
Student 38	7	02/06/2019	Tobacco	OSS	02/06/2019	02/06/2019	5 White, not Hispanic	0
Student 38	7	05/07/2019	Tobacco	OSS	05/08/2019	05/08/2019	5 White, not Hispanic	0
Student 39	9	03/06/2019	Illegal Drugs	OSS	03/07/2019	03/11/2019	Hispanic	0
Student 40	3	02/28/2019	Fighting	OSS	03/01/2019	03/04/2019	Two or More	0

Student	Grade	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	Instructional Setting
Student 41	11	03/06/2019	Illegal Drugs	OSS	03/07/2019	03/14/2019	5 White, not Hispanic	2
Student 42	7	02/19/2019	Fighting	OSS	02/20/2019	02/21/2019	Hispanic	0
Student 43	1	01/10/2019	Threat/Intimidation	OSS	01/11/2019	01/11/2019	4 Black, not Hispanic	2
Student 43	1	05/01/2019	Terroristic Threats	OSS	05/02/2019	05/02/2019	4 Black, not Hispanic	2
Student 44	5	05/08/2019	Harassment	OSS	05/09/2019	05/09/2019	4 Black, not Hispanic	0
Student 45	2	01/17/2019	Assault	OSS	01/18/2019	01/18/2019	Hispanic	0
Student 46	8	05/03/2019	Fighting	OSS	05/06/2019	05/08/2019	4 Black, not Hispanic	0
Student 47	11	05/23/2019	Illegal Drugs	OSS	05/24/2019	05/30/2019	4 Black, not Hispanic	0
Student 48	11	01/17/2019	Illegal Drugs	OSS	01/18/2019	01/23/2019	4 Black, not Hispanic	0
Student 49	7	01/11/2019	Weapon	OSS	01/11/2019	01/11/2019	5 White, not Hispanic	0
Student 49	7	05/07/2019	Tobacco	OSS	05/08/2019	05/08/2019	5 White, not Hispanic	0
Student 50	3	03/06/2019	Assault	OSS	03/08/2019	03/08/2019	5 White, not Hispanic	2
Student 51	6	02/04/2019	Fighting	OSS	02/05/2019	02/18/2019	5 White, not Hispanic	0
Student 51	6	02/04/2019	Assault	OSS	02/05/2019	02/18/2019	5 White, not Hispanic	0
Student 51	6	05/08/2019	Threat/Intimidation	OSS	05/09/2019	05/10/2019	5 White, not Hispanic	0
Student 51	6	05/23/2019	Fighting	OSS	05/24/2019	05/24/2019	5 White, not Hispanic	0
Student 52	4	04/16/2019	Assault	OSS	04/17/2019	04/19/2019	4 Black, not Hispanic	3
Student 52	4	05/02/2019	Assault	OSS	05/03/2019	05/03/2019	4 Black, not Hispanic	3
Student 52	4	05/10/2019	Vandalism/Property Related	OSS	05/13/2019	05/13/2019	4 Black, not Hispanic	3
Student 52	4	05/29/2019	Vandalism/Property Related	OSS	05/29/2019	05/31/2019	4 Black, not Hispanic	3
Student 53	8	03/04/2019	Fighting	OSS	03/05/2019	03/05/2019	4 Black, not Hispanic	0
Student 54	5	05/03/2019	Fighting	OSS	05/06/2019	05/06/2019	4 Black, not Hispanic	1
Student 55	5	06/04/2019	Fighting	OSS	06/05/2019	06/06/2019	Hispanic	0
Student 56	1	01/10/2019	Assault	OSS	01/11/2019	01/14/2019	Hispanic	0
Student 57	1	05/03/2019	Assault	OSS	05/06/2019	05/06/2019	Two or More	0
Student 58	7	03/08/2019	Fighting	OSS	03/11/2019	03/15/2019	Two or More	0
Student 59	1	05/13/2019	Terroristic Threats	OSS	05/14/2019	05/14/2019	4 Black, not Hispanic	2
Student 60	12	02/14/2019	Cyber Bullying	OSS	02/15/2019	02/20/2019	4 Black, not Hispanic	0
Student 61	9	04/03/2019	Illegal Drugs	OSS	04/03/2019	04/08/2019	Hispanic	3
Student 62	5	03/07/2019	Assault	OSS	03/08/2019	03/08/2019	4 Black, not Hispanic	0
Student 63	EC	02/27/2019	Assault	OSS	02/28/2019	02/28/2019	4 Black, not Hispanic	34
Student 64	6	06/03/2019	Fighting	OSS	06/04/2019	06/06/2019	4 Black, not Hispanic	0
Student 65	5	04/02/2019	Assault	OSS	04/03/2019	04/03/2019	Two or More	0
Student 66	26	01/10/2019	Assault	OSS	01/11/2019	01/12/2019	4 Black, not Hispanic	0
Student 66	26	02/28/2019	Vandalism/Property Related	OSS	03/04/2019	03/04/2019	4 Black, not Hispanic	0
Student 66	26	04/18/2019	Assault	OSS	04/22/2019	04/22/2019	4 Black, not Hispanic	0
Student 67	10	05/31/2019	Threat/Intimidation	OSS	06/04/2019	06/06/2019	4 Black, not Hispanic	0
Student 67	5	01/15/2019	Assault	OSS	01/16/2019	01/16/2019	4 Black, not Hispanic	2
Student 67	5	04/18/2019	Fighting	OSS	04/22/2019	04/22/2019	4 Black, not Hispanic	2
Student 68	1	01/16/2019	Assault	OSS	01/17/2019	01/18/2019	4 Black, not Hispanic	8
Student 68	1	02/27/2019	Assault	OSS	02/27/2019	02/28/2019	4 Black, not Hispanic	8
Student 68	1	03/29/2019	Assault	OSS	04/01/2019	04/02/2019	4 Black, not Hispanic	8
Student 69	7	03/08/2019	Assault	OSS	03/12/2019	03/15/2019	4 Black, not Hispanic	0
Student 70	4	06/05/2019	Fighting	OSS	06/05/2019	06/06/2019	4 Black, not Hispanic	0
Student 71	8	03/08/2019	Threat/Intimidation	OSS	03/11/2019	03/11/2019	Hispanic	0
Student 71	8	04/03/2019	Fighting	OSS	04/04/2019	04/04/2019	Hispanic	0
Student 72	9	04/30/2019	Theft	OSS	05/01/2019	05/02/2019	5 White, not Hispanic	0
Student 73	1	03/29/2019	Assault	OSS	04/01/2019	04/01/2019	4 Black, not Hispanic	1
Student 74	5	01/03/2019	Harassment	OSS	01/04/2019	01/04/2019	5 White, not Hispanic	0
Student 75	8	02/06/2019	Harassment	OSS	02/08/2019	02/08/2019	Hispanic	0

Student	Grade	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	Instructional Setting
Student 75	8	05/03/2019	Other	OSS	05/07/2019	05/07/2019	Hispanic	0
Student 76	9	03/06/2019	Illegal Drugs	OSS	03/07/2019	03/11/2019	Hispanic	0
Student 77	5	05/01/2019	Assault	OSS	05/02/2019	05/06/2019	4 Black, not Hispanic	0
Student 78	5	04/02/2019	Assault	OSS	04/03/2019	04/08/2019	4 Black, not Hispanic	1
Student 78	5	05/20/2019	Fighting	OSS	05/21/2019	05/23/2019	4 Black, not Hispanic	1
Student 78	5	05/31/2019	Assault	OSS	06/03/2019	06/06/2019	4 Black, not Hispanic	1
Student 79	6	04/01/2019	Fighting	OSS	04/02/2019	04/02/2019	Two or More	3
Student 80	9	01/14/2019	Illegal Drugs	OSS	01/15/2019	01/17/2019	Hispanic	0
Student 80	9	04/03/2019	Illegal Drugs	OSS	04/03/2019	04/09/2019	Hispanic	0
Student 81	7	03/08/2019	Fighting	OSS	03/11/2019	03/15/2019	4 Black, not Hispanic	3
Student 81	7	05/28/2019	Harassment	OSS	05/30/2019	06/05/2019	4 Black, not Hispanic	3
Student 82	3	02/28/2019	Fighting	OSS	03/01/2019	03/04/2019	4 Black, not Hispanic	0
Student 82	5	03/05/2019	Fighting	OSS	03/06/2019	03/06/2019	4 Black, not Hispanic	0
Student 83	11	05/03/2019	Illegal Drugs	OSS	05/06/2019	05/08/2019	Hispanic	0
Student 84	7	04/09/2019	Fighting	OSS	04/09/2019	04/11/2019	4 Black, not Hispanic	0
Student 85	12	04/03/2019	Illegal Drugs	OSS	04/03/2019	04/08/2019	Hispanic	0
Student 86	6	05/24/2019	Fighting	OSS	05/28/2019	05/31/2019	4 Black, not Hispanic	0
Student 87	5	03/08/2019	Assault	OSS	03/11/2019	03/11/2019	4 Black, not Hispanic	0
Student 88	1	04/29/2019	Harassment	OSS	04/30/2019	05/02/2019	5 White, not Hispanic	0
Student 89	6	04/17/2019	Illegal Drugs	OSS	04/18/2019	04/23/2019	Two or More	0
Student 90	3	03/12/2019	Assault	OSS	03/13/2019	03/13/2019	4 Black, not Hispanic	2
Student 91	6	04/24/2019	Fighting	OSS	04/25/2019	04/26/2019	4 Black, not Hispanic	3
Student 92	3	03/14/2019	Assault	OSS	03/14/2019	03/15/2019	4 Black, not Hispanic	0
Student 93	8	05/09/2019	Fighting	OSS	05/10/2019	05/13/2019	4 Black, not Hispanic	1
Student 94	6	03/15/2019	Alcohol	OSS	03/28/2019	03/28/2019	4 Black, not Hispanic	1
Student 94	6	05/23/2019	Assault	OSS	05/24/2019	05/31/2019	4 Black, not Hispanic	1
Student 95	1	05/30/2019	Fighting	OSS	05/31/2019	06/03/2019	Two or More	0
Student 96	4	05/08/2019	Verbal Abuse	OSS	05/09/2019	05/09/2019	Two or More	0
Student 97	7	04/09/2019	Fighting	OSS	04/09/2019	04/11/2019	Two or More	3
Student 98	6	02/01/2019	Fighting	OSS	02/01/2019	02/01/2019	4 Black, not Hispanic	2
Student 98	6	02/12/2019	Fighting	OSS	02/13/2019	02/14/2019	4 Black, not Hispanic	2
Student 98	6	05/10/2019	Fighting	OSS	05/13/2019	05/13/2019	4 Black, not Hispanic	2
Student 99	8	02/14/2019	Other	OSS	02/19/2019	03/04/2019	4 Black, not Hispanic	0
Student 100	25	04/15/2019	Assault	OSS	04/15/2019	04/15/2019	Two or More	3
Student 100	25	05/23/2019	Assault	OSS	05/23/2019	05/28/2019	Two or More	3
Student 101	7	05/21/2019	Assault	OSS	05/22/2019	05/29/2019	4 Black, not Hispanic	1
Student 102	5	03/12/2019	Threat/ Intimidation	OSS	03/13/2019	03/13/2019	Two or More	0
Student 102	5	03/28/2019	Verbal Abuse	OSS	03/29/2019	04/01/2019	Two or More	0
Student 102	5	05/21/2019	Vandalism/ Property Related	OSS	05/22/2019	05/22/2019	Two or More	0
Student 103	5	05/29/2019	Assault	OSS	05/30/2019	05/31/2019	1 Am Indian/Alaskan	0
Student 104	4	04/22/2019	Assault	OSS	04/23/2019	04/29/2019	4 Black, not Hispanic	0
Student 105	5	01/14/2019	Threat/ Intimidation	OSS	01/15/2019	01/16/2019	4 Black, not Hispanic	1
Student 105	5	05/01/2019	Harassment	OSS	05/02/2019	05/03/2019	4 Black, not Hispanic	1
Student 105	5	05/01/2019	Harassment	OSS	05/02/2019	05/03/2019	4 Black, not Hispanic	1
Student 106	5	03/13/2019	Verbal Abuse	OSS	03/14/2019	03/14/2019	1 Am Indian/Alaskan	2
Student 107	8	05/09/2019	Fighting	OSS	05/10/2019	05/16/2019	4 Black, not Hispanic	1
Student 108	7	04/04/2019	Fighting	OSS	04/08/2019	04/10/2019	4 Black, not Hispanic	0
Student 109	8	02/14/2019	Threat/ Intimidation	OSS	02/15/2019	02/15/2019	Two or More	0
Student 110	8	03/15/2019	Weapon	OSS	03/25/2019	03/29/2019	5 White, not Hispanic	0
Student 111	8	02/05/2019	Fighting	OSS	02/06/2019	02/08/2019	4 Black, not Hispanic	0
Student 112	1	04/15/2019	Threat/ Intimidation	OSS	04/16/2019	04/16/2019	Two or More	0
Student 112	1	05/14/2019	Threat/ Intimidation	OSS	05/15/2019	05/16/2019	Two or More	0

Student	Grade	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	Instructional Setting
Student 113	12	01/23/2019	Illegal Drugs	OSS	01/24/2019	01/28/2019	4 Black, not Hispanic	2
Student 113	12	03/27/2019	Threat/ Intimidation	OSS	03/27/2019	03/28/2019	4 Black, not Hispanic	2
Student 114	3	06/03/2019	Assault	OSS	06/04/2019	06/04/2019	Two or More	0
Student 114	3	06/05/2019	Fighting	OSS	06/05/2019	06/06/2019	Two or More	0
Student 115	2	03/01/2019	Threat/ Intimidation	OSS	03/04/2019	03/04/2019	4 Black, not Hispanic	0
Student 116	7	04/02/2019	Fighting	OSS	04/02/2019	04/04/2019	4 Black, not Hispanic	3
Student 117	12	04/16/2019	Terroristic Threats	OSS	04/16/2019	04/18/2019	5 White, not Hispanic	1
Student 118	8	05/02/2019	Verbal Abuse	OSS	05/03/2019	05/03/2019	Two or More	3
Student 119	8	05/28/2019	Harassment	OSS	05/30/2019	06/05/2019	Two or More	3
Student 120	5	01/10/2019	Threat/ Intimidation	OSS	01/11/2019	01/11/2019	4 Black, not Hispanic	0
Student 120	5	04/18/2019	Fighting	OSS	04/22/2019	04/22/2019	4 Black, not Hispanic	0
Student 120	5	04/26/2019	Fighting	OSS	04/29/2019	05/01/2019	4 Black, not Hispanic	0
Student 120	5	05/16/2019	Assault	OSS	05/17/2019	05/22/2019	4 Black, not Hispanic	0
Student 121	5	01/03/2019	Assault	OSS	01/04/2019	01/04/2019	4 Black, not Hispanic	0
Student 122	8	03/08/2019	Fighting	OSS	03/11/2019	03/15/2019	4 Black, not Hispanic	0
Student 122	8	05/28/2019	Harassment	OSS	05/30/2019	06/05/2019	4 Black, not Hispanic	0
Student 123	6	01/17/2019	Fighting	OSS	01/18/2019	01/18/2019	5 White, not Hispanic	2
Student 124	3	02/28/2019	Fighting	OSS	03/01/2019	03/04/2019	1 Am Indian/Alaskan	0
Student 125	7	04/29/2019	Assault	OSS	04/30/2019	05/03/2019	4 Black, not Hispanic	0
Student 126	4	01/07/2019	Assault	OSS	01/08/2019	01/08/2019	4 Black, not Hispanic	0
Student 126	4	02/12/2019	Bullying	OSS	02/13/2019	02/13/2019	4 Black, not Hispanic	0
Student 126	4	04/10/2019	Fighting	OSS	04/11/2019	04/12/2019	4 Black, not Hispanic	0
Student 127	6	02/12/2019	Fighting	OSS	02/13/2019	02/14/2019	4 Black, not Hispanic	0
Student 128	11	04/03/2019	Computer	OSS	04/03/2019	04/09/2019	5 White, not Hispanic	1
Student 129	7	02/19/2019	Fighting	OSS	02/20/2019	02/21/2019	4 Black, not Hispanic	0
Student 130	7	03/05/2019	Fighting	OSS	02/28/2019	03/01/2019	4 Black, not Hispanic	0
Student 131	4	01/07/2019	Fighting	OSS	01/08/2019	01/08/2019	4 Black, not Hispanic	0
Student 131	4	01/10/2019	Fighting	OSS	01/11/2019	01/11/2019	4 Black, not Hispanic	0
Student 131	4	02/07/2019	Fighting	OSS	02/08/2019	02/11/2019	4 Black, not Hispanic	0
Student 131	4	04/16/2019	Assault	OSS	04/17/2019	04/17/2019	4 Black, not Hispanic	0
Student 132	7	04/04/2019	Other	OSS	04/08/2019	04/08/2019	5 White, not Hispanic	0
Student 133	3	01/10/2019	Fighting	OSS	01/10/2019	01/11/2019	Hispanic	2
Student 133	3	03/29/2019	Vandalism/ Property Related	OSS	04/05/2019	04/05/2019	Hispanic	2
Student 134	8	01/10/2019	Cyber Bullying	OSS	01/11/2019	01/15/2019	4 Black, not Hispanic	1
Student 135	6	02/04/2019	Bullying	OSS	02/05/2019	02/05/2019	Two or More	0
Student 136	26	01/08/2019	Assault	OSS	01/09/2019	01/09/2019	4 Black, not Hispanic	0
Student 136	26	04/23/2019	Assault	OSS	04/24/2019	04/24/2019	4 Black, not Hispanic	0