Columbia Heights Public Schools Semi-Annual Discipline Report
October 1, 2018

Section 1

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

1. Progress toward Intended Outcomes as defined in the five strategies
2. Suspension data for January through June 2018.
3. Appendix: Provides additional information and evidence for the Metrics listed in each strategy

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.

Dates of Report: January 2018-June 2018

Section 1 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.

Strategies and Progress at a Glance

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

Strategy 1: **Revise District Student Behavior Handbook on Rights and Responsibilities**		
Intended Outcome	**Steps**	Metrics
To have a comprehensive, E-12 Student Behavior Handbook to be used across all Columbia Heights Public Schools. **Outcome met.**	• A revision committee was formed and met on June 11, 2018 and June 21, 2018. • A draft of the handbook was shared with the School Board on 8/8/18 • The input was used to make final revisions and the final draft was approved on 8/21/18. • Training was provided to all district and school level administration on 8/15/2018. • Train staff on handbook during the week of 8/27/2018. • Handbook distribution to families took place in September 2018 and the handbook was posted to the district website.	• Committee membership list • Committee attendance and minutes • Attendance from administrative training on handbook • Staff attendance for presentations on revised handbook, Fall 2018

Strategy 2: **Establish a District Discipline Assessment Team**		
Intended Outcome	**Steps**	**Metrics**

To understand and reduce disproportionalities of student suspensions in order to maintain a safe and orderly educational environment.
 	
Outcome met.
	• Establish a District-wide Admin Discipline Assessment Team to work in conjunction with school School Leadership Teams
	• The District-wide Admin Discipline Assessment Team will
	  ○ review and analyze monthly suspension data
	  ○ review reports from school Leadership Teams
	  ○ engage in PLC discussions around suspension data disaggregated by race, ethnicity and disability
	  ○ review DIRS reporting process and discuss subjectivity/objectivity of DIRS categories that lead to suspension such as bullying, harassment, disruptive/disorderly conduct/insubordination and other.
	  ○ be responsible for the semi-annual reports to MDHR
		• District-wide Admin Discipline Assessment Team membership list
		• School Leadership Teams membership list and dates
		• Monthly suspension data
		• Semi-annual reports

Strategy 3: **Explore possibilities of and funding for a District Discipline Supervisor**		
Intended Outcome	**Steps**	**Metrics**
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. **Outcome Met.**	• Review district budget constraints for Fiscal Year 2019. • Study the future sustainability of the position of Discipline Supervisor. • Explore a possible job description for the position of Discipline Supervisor. • Explore already existing job descriptions within the district in which these responsibilities may be embedded.	• Employment verification from Human Resources • Job description

Strategy 4: **Provide and/or Expand Professional Development Opportunities for School Personnel in the Area of Cultural Competency.**		
Intended Outcome	Steps	Metrics
Deepen staff understanding for applying culturally relevant and developmentally appropriate strategies. **Outcome in Progress.**	• Explore and/or extend collaborative partnerships with MDE and other outside agencies to provide professional development • Provide professional development on Restorative Practices that may include, but are not limited to, age appropriate responses to behavior, de-escalation techniques, trauma-informed practices, equitable learning environment and implicit bias • Provide professional development on the Social Emotional Competencies as prescribed by the MN Department of Education • Provide targeted professional development for remedial measures	See list of Professional Development offerings January through June 2018 in Metrics Section. On-going 2018-19: • Attendance and participation records • Measure the effectiveness of training consistent with district measures • Measurable outcomes from School professional development plans in conjunction with the district World's Best Workforce Plan

Strategy 5: **Obtain Qualitative Engagement Data and Input from Parents, Students and Teachers on issues Related to Discipline**		
Intended Outcome	**Steps**	**Metrics**
To obtain and consider information from stakeholders involving discipline to refine discipline practices. **Outcome in Progress.**	• School climate surveys for parents, students and staff • Timely communication and input from families regarding discipline • Obtain input from district committees and focus groups including, but not limited to, World's Best Workforce, American Indian Parent Advisory Committee, Community Education Advisory Committee, the Special Education Parent Advisory Committee, Responsive Classroom Leadership Team, Student Assistance Team, Student WEB and Link Crew Leaders • Obtain input from Peer Reviewers on targeted remediation	See Climate Survey information January through June 2018. On-going 2018-19: • Data from surveys • Agenda and minutes from district committee focus groups • District Discipline Supervisor will attend these meetings throughout the 18-19 school year to gather input about discipline from stakeholder groups.

Section 2

Columbia Heights Public School Suspension Data
January 2018 – June 2018

Columbia Heights Public Schools Suspension Data
January 2018 - June 2018

Student	Grade	Incident Role	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	SPED	Gender
1	10	Offender	11/29/2017	Assault	Out-of-school Suspension	11/30/2017	12/6/2017	4 Black, not Hispanic	Y	Male
1	10	Offender	4/4/2018	Assault	Out-of-school Suspension	4/5/2018	4/6/2018	4 Black, not Hispanic	Y	Male
2	5	Offender	3/1/2018	Weapon	Out-of-school Suspension	3/5/2018	3/7/2018	5 White, not Hispanic	N	Male
3	3	Offender	3/13/2018	Fighting	Out-of-school Suspension	3/14/2018	3/14/2018	4 Black, not Hispanic	N	Male
4	25	Offender	1/24/2018	Assault	Out-of-school Suspension	1/25/2018	1/25/2018	4 Black, not Hispanic	Y	Male
4	25	Offender	3/9/2018	Threat/Intimidation	Out-of-school Suspension	3/12/2018	3/12/2018	4 Black, not Hispanic	Y	Male
5	1	Offender	3/22/2018	Assault	Out-of-school Suspension	3/23/2018	3/23/2018	4 Black, not Hispanic	N	Male
6	9	Offender	10/14/2017	Fighting	Out-of-school Suspension	10/16/2017	10/18/2017	Hispanic	54	Male
6	9	Offender	1/5/2018	Illegal Drugs	Out-of-school Suspension	1/8/2018	1/10/2018	Hispanic	54	Male
7	8	Offender	3/14/2018	Terroristic Threats	Out-of-school Suspension	3/19/2018	3/21/2018	Hispanic	N	Male
8	7	Offender	1/9/2018	Fighting	Out-of-school Suspension	1/10/2018	1/12/2018	4 Black, not Hispanic	N	Female
9	9	Offender	3/7/2018	Threat/Intimidation	Out-of-school Suspension	2/23/2018	3/27/2018	4 Black, not Hispanic	N	Female
10	4	Offender	3/8/2018	Assault	Out-of-school Suspension	3/12/2018	3/16/2018	4 Black, not Hispanic	N	Male
11	1	Offender	1/12/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	1/16/2018	1/16/2018	4 Black, not Hispanic	N	Male
12	7	Offender	10/10/2017	Fighting	Out-of-school Suspension	10/10/2017	10/11/2017	4 Black, not Hispanic	Y	Female
12	7	Offender	11/27/2017	Cyber Bullying	Out-of-school Suspension	11/28/2017	11/28/2017	4 Black, not Hispanic	Y	Female
12	7	Offender	3/6/2018	Assault	Out-of-school Suspension	3/7/2018	3/13/2018	4 Black, not Hispanic	Y	Female
13	2	Offender	1/12/2018	Fighting	Out-of-school Suspension	1/16/2018	1/16/2018	4 Black, not Hispanic	N	Male
13	2	Offender	2/12/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	2/13/2018	2/15/2018	4 Black, not Hispanic	N	Male
13	2	Offender	2/28/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	3/1/2018	3/2/2018	4 Black, not Hispanic	N	Male
13	2	Offender	3/13/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	3/14/2018	3/14/2018	4 Black, not Hispanic	N	Male
14	6	Offender	3/12/2018	Fighting	Out-of-school Suspension	3/13/2018	3/15/2018	4 Black, not Hispanic	N	Male
15	9	Offender	9/25/2017	Cyber Bullying	Out-of-school Suspension	9/25/2017	9/27/2017	4 Black, not Hispanic	N	Male
15	9	Offender	2/22/2018	Threat/Intimidation	Out-of-school Suspension	2/23/2018	2/28/2018	4 Black, not Hispanic	N	Male
16	4	Offender	2/5/2018	Assault	Out-of-school Suspension	2/5/2018	2/8/2018	4 Black, not Hispanic	Y	Female
16	4	Offender	2/23/2018	Fighting	Out-of-school Suspension	2/26/2018	2/26/2018	4 Black, not Hispanic	Y	Female
16	4	Offender	2/27/2018	Fighting	Out-of-school Suspension	2/28/2018	3/2/2018	4 Black, not Hispanic	Y	Female
17	3	Offender	10/31/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	11/2/2017	11/2/2017	4 Black, not Hispanic	N	Male
17	3	Offender	11/29/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	11/30/2017	11/30/2017	4 Black, not Hispanic	N	Male
17	3	Offender	12/18/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	12/20/2017	12/20/2017	4 Black, not Hispanic	N	Male
17	3	Offender	2/14/2018	Vandalism/Property Related	Out-of-school Suspension	2/15/2018	2/16/2018	4 Black, not Hispanic	N	Male
17	3	Offender	5/16/2018	Assault	Out-of-school Suspension	5/17/2018	5/21/2018	4 Black, not Hispanic	N	Male
18	4	Offender	10/17/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	10/18/2017	10/18/2017	4 Black, not Hispanic	Y	Male
18	4	Offender	3/14/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	3/15/2018	3/16/2018	4 Black, not Hispanic	Y	Male
19	5	Offender	1/18/2018	Fighting	Out-of-school Suspension	1/22/2018	1/22/2018	4 Black, not Hispanic	Y	Male
20	5	Offender	4/11/2018	Fighting	Out-of-school Suspension	4/13/2018	4/13/2018	4 Black, not Hispanic	N	Male
21	6	Offender	3/12/2018	Fighting	Out-of-school Suspension	3/13/2018	3/14/2018	4 Black, not Hispanic	N	Male
22	6	Offender	3/12/2018	Fighting	Out-of-school Suspension	3/13/2018	3/14/2018	4 Black, not Hispanic	N	Male
23	9	Offender	3/14/2018	Fighting	Out-of-school Suspension	3/15/2018	3/19/2018	4 Black, not Hispanic	Y	Male
24	8	Offender	5/7/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	5/8/2018	5/10/2018	Two or More	N	Female
25	2	Offender	5/10/2018	Assault	Out-of-school Suspension	5/11/2018	5/11/2018	Hispanic	N	Female
26	6	Offender	1/9/2018	Fighting	Out-of-school Suspension	1/10/2018	1/12/2018	Two or More	N	Female
27	4	Offender	12/20/2017	Threat/Intimidation	Out-of-school Suspension	12/21/2017	12/21/2017	Hispanic	N	Male
27	4	Offender	1/25/2018	Verbal Abuse	Out-of-school Suspension	1/26/2018	1/26/2018	Hispanic	N	Male
27	4	Offender	2/27/2018	Fighting	Out-of-school Suspension	2/28/2018	3/6/2018	Hispanic	N	Male
27	4	Offender	3/19/2018	Assault	Out-of-school Suspension	3/20/2018	3/23/2018	Hispanic	N	Male
27	4	Offender	4/17/2018	Threat/Intimidation	Out-of-school Suspension	4/18/2018	4/20/2018	Hispanic	N	Male

Columbia Heights Public Schools Suspension Data
January 2018 - June 2018

Student	Grade	Incident Role	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	SPED	Gender
27	4	Offender	5/18/2018	Fighting	Out-of-school Suspension	5/21/2018	5/22/2018	Hispanic	N	Male
28	3	Offender	1/25/2018	Assault	Out-of-school Suspension	1/26/2018	1/30/2018	4 Black, not Hispanic	N	Male
29	8	Offender	12/8/2017	Fighting	Out-of-school Suspension	12/11/2017	12/13/2017	4 Black, not Hispanic	N	Male
29	8	Offender	1/31/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	2/1/2018	2/2/2018	4 Black, not Hispanic	N	Male
30	6	Offender	2/13/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	2/14/2018	2/16/2018	4 Black, not Hispanic	Y	Female
31	10	Offender	5/10/2018	Alcohol	Out-of-school Suspension	5/11/2018	5/14/2018	2 Asian/Pacific Islander	N	Female
32	3	Offender	1/31/2018	Assault	Out-of-school Suspension	2/1/2018	2/1/2018	Hispanic	Y	Male
33	8	Offender	10/18/2017	Fighting	Out-of-school Suspension	10/24/2017	10/26/2017	4 Black, not Hispanic	N	Male
33	8	Offender	5/15/2018	Assault	Out-of-school Suspension	5/16/2018	5/18/2018	4 Black, not Hispanic	N	Male
34	5	Offender	9/26/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	9/27/2017	9/27/2017	4 Black, not Hispanic	Y	Male
34	5	Offender	2/14/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	2/15/2018	2/15/2018	4 Black, not Hispanic	Y	Male
35	2	Offender	9/28/2017	Fighting	Out-of-school Suspension	9/28/2017	9/29/2017	Two or More	N	Male
35	2	Offender	5/22/2018	Harassment	Out-of-school Suspension	5/25/2018	6/7/2018	Two or More	N	Male
36	26	Offender	4/5/2018	Assault	Out-of-school Suspension	4/6/2018	4/6/2018	4 Black, not Hispanic	N	Male
36	26	Offender	4/12/2018	Assault	Out-of-school Suspension	4/13/2018	4/13/2018	4 Black, not Hispanic	N	Male
36	26	Offender	4/17/2018	Assault	Out-of-school Suspension	4/18/2018	4/19/2018	4 Black, not Hispanic	N	Male
36	26	Offender	4/25/2018	Assault	Out-of-school Suspension	4/26/2018	4/27/2018	4 Black, not Hispanic	N	Male
36	26	Offender	5/8/2018	Assault	Out-of-school Suspension	5/9/2018	5/9/2018	4 Black, not Hispanic	N	Male
36	26	Offender	5/10/2018	Assault	Out-of-school Suspension	5/11/2018	5/11/2018	4 Black, not Hispanic	N	Male
37	5	Offender	6/6/2018	Fighting	Out-of-school Suspension	6/7/2018	6/7/2018	5 White, not Hispanic	N	Female
38	3	Offender	1/17/2018	Assault	Out-of-school Suspension	1/18/2018	1/18/2018	Hispanic	Y	Male
38	3	Offender	4/18/2018	Assault	Out-of-school Suspension	4/19/2018	4/20/2018	Hispanic	Y	Male
39	7	Offender	5/17/2018	Alcohol	Out-of-school Suspension	5/18/2018	5/18/2018	Two or More	Y	Male
40	1	Offender	12/19/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	12/20/2017	12/20/2017	4 Black, not Hispanic	N	Female
40	1	Offender	4/25/2018	Assault	Out-of-school Suspension	4/27/2018	4/27/2018	4 Black, not Hispanic	N	Female
40	1	Offender	5/1/2018	Assault	Out-of-school Suspension	5/2/2018	5/4/2018	4 Black, not Hispanic	N	Female
41	6	Offender	5/11/2018	Bullying	Out-of-school Suspension	5/11/2018	5/11/2018	5 White, not Hispanic	Y	Female
42	2	Offender	5/16/2018	Assault	Out-of-school Suspension	5/17/2018	5/17/2018	Two or More	N	Male
43	2	Offender	5/1/2018	Assault	Out-of-school Suspension	5/2/2018	5/2/2018	Two or More	N	Male
43	2	Offender	5/31/2018	Assault	Out-of-school Suspension	6/1/2018	6/5/2018	Two or More	N	Male
44	7	Offender	3/7/2018	Harassment	Out-of-school Suspension	3/12/2018	3/13/2018	Hispanic	N	Female
45	8	Offender	4/30/2018	Assault	Out-of-school Suspension	5/4/2018	5/17/2018	4 Black, not Hispanic	N	Female
46	4	Offender	2/2/2018	Assault	Out-of-school Suspension	2/5/2018	2/5/2018	4 Black, not Hispanic	N	Male
46	4	Offender	2/21/2018	Fighting	Out-of-school Suspension	2/22/2018	2/22/2018	4 Black, not Hispanic	N	Male
47	6	Offender	2/5/2018	Other	Out-of-school Suspension	2/6/2018	2/8/2018	4 Black, not Hispanic	Y	Male
47	6	Offender	5/7/2018	Other	Out-of-school Suspension	5/8/2018	5/8/2018	4 Black, not Hispanic	Y	Male
48	2	Offender	5/22/2018	Harassment	Out-of-school Suspension	5/23/2018	5/23/2018	4 Black, not Hispanic	N	Male
49	26	Offender	5/24/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	5/25/2018	5/29/2018	4 Black, not Hispanic	N	Male
50	10	Offender	1/5/2018	Fighting	Out-of-school Suspension	1/5/2018	1/9/2018	4 Black, not Hispanic	N	Female
51	3	Offender	10/17/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	10/18/2017	10/18/2017	4 Black, not Hispanic	Y	Male
51	3	Offender	3/20/2018	Theft	Out-of-school Suspension	3/21/2018	3/22/2018	4 Black, not Hispanic	Y	Male
51	3	Offender	4/18/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	4/18/2018	4/19/2018	4 Black, not Hispanic	Y	Male
52	7	Offender	4/23/2018	Fighting	Out-of-school Suspension	4/25/2018	4/27/2018	4 Black, not Hispanic	N	Male
53	5	Offender	12/19/2017	Fighting	Out-of-school Suspension	12/20/2017	12/20/2017	4 Black, not Hispanic	N	Male
53	5	Offender	4/4/2018	Fighting	Out-of-school Suspension	4/5/2018	4/5/2018	4 Black, not Hispanic	N	Male
54	4	Offender	1/10/2018	Fighting	Out-of-school Suspension	1/11/2018	1/11/2018	4 Black, not Hispanic	Y	Male
55	5	Offender	6/6/2018	Fighting	Out-of-school Suspension	6/7/2018	6/7/2018	5 White, not Hispanic	N	Female

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January 2018 - June 2018

Student	Grade	Incident Role	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	SPED	Gender
56	7	Offender	4/5/2018	Threat/Intimidation	Out-of-school Suspension	4/6/2018	4/11/2018	5 White, not Hispanic	54	Male
57	6	Offender	5/17/2018	Alcohol	Out-of-school Suspension	5/17/2018	5/23/2018	Hispanic	N	Male
57	6	Offender	5/25/2018	Fighting	Out-of-school Suspension	5/25/2018	5/29/2018	Hispanic	N	Male
58	9	Offender	4/26/2018	Harassment	Out-of-school Suspension	4/30/2018	5/1/2018	Hispanic	N	Male
59	9	Offender	1/12/2018	Other	Out-of-school Suspension	1/16/2018	1/18/2018	2 Asian/Pacific Islander	N	Male
60	1	Offender	2/5/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	2/6/2018	2/6/2018	4 Black, not Hispanic	Y	Male
61	3	Offender	2/22/2018	Assault	Out-of-school Suspension	2/23/2018	2/23/2018	Hispanic	Y	Male
62	6	Offender	3/16/2018	Bullying	Out-of-school Suspension	3/19/2018	3/19/2018	5 White, not Hispanic	N	Male
63	6	Offender	10/30/2017	Fighting	Out-of-school Suspension	10/31/2017	11/1/2017	Two or More	N	Female
63	6	Offender	1/12/2018	Harassment	Out-of-school Suspension	1/16/2018	1/17/2018	Two or More	N	Female
64	5	Offender	6/5/2018	Fighting	Out-of-school Suspension	6/6/2018	6/7/2018	4 Black, not Hispanic	N	Male
65	6	Offender	1/9/2018	Fighting	Out-of-school Suspension	1/10/2018	1/12/2018	4 Black, not Hispanic	N	Female
66	10	Offender	9/13/2017	Bullying	Out-of-school Suspension	9/14/2017	9/18/2017	4 Black, not Hispanic	N	Male
66	10	Offender	1/5/2018	Illegal Drugs	Out-of-school Suspension	1/8/2018	1/11/2018	4 Black, not Hispanic	N	Male
67	3	Offender	2/1/2018	Assault	Out-of-school Suspension	2/1/2018	2/1/2018	5 White, not Hispanic	N	Male
68	8	Offender	1/31/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	2/1/2018	2/2/2018	4 Black, not Hispanic	Y	Male
69	2	Offender	9/28/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	9/29/2017	9/29/2017	4 Black, not Hispanic	N	Male
69	2	Offender	4/24/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	4/25/2018	4/25/2018	4 Black, not Hispanic	N	Male
70	9	Offender	4/30/2018	Other	Out-of-school Suspension	5/2/2018	5/4/2018	5 White, not Hispanic	Y	Female
71	5	Offender	5/30/2018	Assault	Out-of-school Suspension	5/31/2018	6/1/2018	Two or More	N	Female
72	10	Offender	4/20/2018	Fighting	Out-of-school Suspension	4/23/2018	4/25/2018	Hispanic	N	Female
73	8	Offender	12/18/2017	Illegal Drugs	Out-of-school Suspension	12/19/2017	12/21/2017	4 Black, not Hispanic	Y	Female
73	8	Offender	1/18/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	1/19/2018	1/19/2018	4 Black, not Hispanic	Y	Female
74	11	Offender	2/27/2018	Assault	Out-of-school Suspension	2/28/2018	3/1/2018	5 White, not Hispanic	N	Female
75	8	Offender	4/30/2018	Assault	Out-of-school Suspension	5/4/2018	5/17/2018	4 Black, not Hispanic	Y	Female
76	4	Offender	4/13/2018	Fighting	Out-of-school Suspension	4/16/2018	4/18/2018	4 Black, not Hispanic	N	Female
77	5	Offender	6/5/2018	Fighting	Out-of-school Suspension	6/6/2018	6/7/2018	Two or More	Y	Male
78	5	Offender	5/7/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	5/8/2018	5/8/2018	4 Black, not Hispanic	Y	Male
79	8	Offender	12/19/2017	Fighting	Out-of-school Suspension	12/21/2017	12/21/2017	4 Black, not Hispanic	N	Male
79	4	Offender	2/26/2018	Weapon	Out-of-school Suspension	2/26/2018	2/28/2018	4 Black, not Hispanic	N	Male
80	3	Offender	9/28/2017	Assault	Out-of-school Suspension	9/28/2017	10/4/2017	4 Black, not Hispanic	N	Female
80	3	Offender	11/15/2017	Vandalism/Property Related	Out-of-school Suspension	11/16/2017	11/16/2017	4 Black, not Hispanic	N	Female
80	3	Offender	12/14/2017	Assault	Out-of-school Suspension	12/15/2017	12/15/2017	4 Black, not Hispanic	N	Female
80	3	Offender	2/12/2018	Assault	Out-of-school Suspension	2/13/2018	2/14/2018	4 Black, not Hispanic	N	Female
80	3	Offender	6/6/2018	Assault	Out-of-school Suspension	6/7/2018	6/7/2018	4 Black, not Hispanic	N	Female
81	6	Offender	4/11/2018	Illegal Drugs	Out-of-school Suspension	4/12/2018	4/12/2018	Two or More	N	Male
82	6	Offender	1/31/2018	Fighting	Out-of-school Suspension	2/1/2018	2/2/2018	4 Black, not Hispanic	N	Male
83	8	Offender	4/24/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	4/24/2018	4/27/2018	5 White, not Hispanic	Y	Male
84	4	Offender	3/8/2018	Assault	Out-of-school Suspension	3/12/2018	3/16/2018	Hispanic	N	Male
85	7	Offender	11/27/2017	Cyber Bullying	Out-of-school Suspension	11/28/2017	11/28/2017	4 Black, not Hispanic	Y	Female
85	7	Offender	4/23/2018	Fighting	Out-of-school Suspension	4/24/2018	4/26/2018	4 Black, not Hispanic	Y	Female
86	10	Offender	5/10/2018	Alcohol	Out-of-school Suspension	5/11/2018	5/14/2018	5 White, not Hispanic	N	Female
87	6	Offender	5/1/2018	Illegal Drugs	Out-of-school Suspension	5/2/2018	5/3/2018	Two or More	N	Female
88	1	Offender	5/10/2018	Other	Out-of-school Suspension	5/11/2018	5/11/2018	4 Black, not Hispanic	N	Female
89	7	Offender	1/9/2018	Fighting	Out-of-school Suspension	1/10/2018	1/12/2018	Hispanic	N	Female
90	1	Offender	2/15/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	2/16/2018	2/16/2018	4 Black, not Hispanic	N	Female
91	7	Offender	3/7/2018	Assault	Out-of-school Suspension	3/8/2018	3/9/2018	4 Black, not Hispanic	Y	Male

Columbia Heights Public Schools Suspension Data
January 2018 - June 2018

Student	Grade	Incident Role	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	SPED	Gender
91	7	Offender	4/26/2018	Theft	Out-of-school Suspension	4/30/2018	5/2/2018	4 Black, not Hispanic	Y	Male
91	7	Offender	5/31/2018	Assault	Out-of-school Suspension	6/1/2018	6/6/2018	4 Black, not Hispanic	Y	Male
93	6	Offender	1/12/2018	Harassment	Out-of-school Suspension	1/12/2018	1/16/2018	4 Black, not Hispanic	N	Female
93	4	Offender	12/7/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	12/8/2017	12/8/2017	4 Black, not Hispanic	N	Male
93	4	Offender	3/2/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	3/5/2018	3/6/2018	4 Black, not Hispanic	N	Male
93	4	Offender	4/24/2018	Assault	Out-of-school Suspension	4/25/2018	4/25/2018	4 Black, not Hispanic	N	Male
93	4	Offender	4/27/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	4/30/2018	4/30/2018	4 Black, not Hispanic	N	Male
94	12	Offender	4/17/2018	Illegal Drugs	Out-of-school Suspension	4/16/2018	4/18/2018	4 Black, not Hispanic	N	Male
95	9	Offender	5/3/2018	Threat/Intimidation	Out-of-school Suspension	5/4/2018	5/7/2018	4 Black, not Hispanic	N	Female
96	10	Offender	2/20/2018	Theft	Out-of-school Suspension	2/21/2018	2/23/2018	4 Black, not Hispanic	N	Female
97	3	Offender	4/5/2018	Assault	Out-of-school Suspension	4/6/2018	4/6/2018	5 White, not Hispanic	N	Male
97	3	Offender	5/9/2018	Threat/Intimidation	Out-of-school Suspension	5/10/2018	5/10/2018	5 White, not Hispanic	N	Male
98	6	Offender	10/30/2017	Fighting	Out-of-school Suspension	10/31/2017	11/1/2017	4 Black, not Hispanic	54	Male
98	6	Offender	1/31/2018	Fighting	Out-of-school Suspension	2/1/2018	2/5/2018	4 Black, not Hispanic	54	Male
99	4	Offender	4/11/2018	Fighting	Out-of-school Suspension	4/12/2018	4/12/2018	1 Am Indian/Alaskan	N	Female
100	9	Offender	2/22/2018	Threat/Intimidation	Out-of-school Suspension	2/23/2018	2/27/2018	4 Black, not Hispanic	N	Male
101	6	Offender	5/25/2018	Fighting	Out-of-school Suspension	5/29/2018	5/30/2018	4 Black, not Hispanic	N	Male
102	4	Offender	3/8/2018	Vandalism/Property Related	Out-of-school Suspension	3/9/2018	3/9/2018	4 Black, not Hispanic	Y	Female
102	4	Offender	4/19/2018	Fighting	Out-of-school Suspension	4/20/2018	4/23/2018	4 Black, not Hispanic	Y	Female
102	4	Offender	4/25/2018	Assault	Out-of-school Suspension	4/26/2018	4/27/2018	4 Black, not Hispanic	Y	Female
102	4	Offender	5/3/2018	Assault	Out-of-school Suspension	5/4/2018	5/4/2018	4 Black, not Hispanic	Y	Female
102	4	Offender	5/10/2018	Threat/Intimidation	Out-of-school Suspension	5/11/2018	5/15/2018	4 Black, not Hispanic	Y	Female
103	7	Offender	3/15/2018	Harassment	Out-of-school Suspension	3/19/2018	3/19/2018	4 Black, not Hispanic	N	Male
104	10	Offender	2/20/2018	Theft	Out-of-school Suspension	2/21/2018	2/23/2018	4 Black, not Hispanic	N	Female
105	7	Offender	3/15/2018	Harassment	Out-of-school Suspension	3/19/2018	3/19/2019	4 Black, not Hispanic	N	Male
105	7	Offender	5/18/2018	Harassment	Out-of-school Suspension	5/21/2018	5/23/2018	4 Black, not Hispanic	N	Male
106	9	Offender	11/7/2017	Threat/Intimidation	Out-of-school Suspension	11/8/2017	11/14/2017	4 Black, not Hispanic	Y	Female
106	9	Offender	5/31/2018	Threat/Intimidation	Out-of-school Suspension	5/31/2018	6/1/2018	4 Black, not Hispanic	Y	Female
107	4	Offender	11/14/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	11/15/2017	11/15/2017	4 Black, not Hispanic	N	Female
107	4	Offender	1/10/2018	Fighting	Out-of-school Suspension	1/11/2018	1/16/2018	4 Black, not Hispanic	N	Female
107	4	Offender	1/26/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	1/30/2018	1/30/2018	4 Black, not Hispanic	N	Female
107	4	Offender	3/9/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	3/12/2018	3/12/2018	4 Black, not Hispanic	N	Female
108	4	Offender	4/24/2018	Assault	Out-of-school Suspension	4/25/2018	4/26/2018	4 Black, not Hispanic	N	Female
109	7	Offender	10/12/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	10/12/2017	10/13/2017	Hispanic	N	Female
109	7	Offender	3/7/2018	Harassment	Out-of-school Suspension	3/12/2018	3/13/2018	Hispanic	N	Female
110	5	Offender	4/4/2018	Fighting	Out-of-school Suspension	4/5/2018	4/6/2018	4 Black, not Hispanic	N	Female
111	8	Offender	5/17/2018	Assault	Out-of-school Suspension	5/17/2018	5/21/2018	Hispanic	N	Male
112	4	Offender	4/24/2018	Harassment	Out-of-school Suspension	4/25/2018	4/25/2018	4 Black, not Hispanic	Y	Male
113	8	Offender	10/18/2017	Fighting	Out-of-school Suspension	10/24/2017	10/26/2017	4 Black, not Hispanic	N	Male
113	8	Offender	5/3/2018	Threat/Intimidation	Out-of-school Suspension	5/4/2018	5/4/2018	4 Black, not Hispanic	N	Male
113	8	Offender	5/25/2018	Threat/Intimidation	Out-of-school Suspension	5/28/2018	6/7/2018	4 Black, not Hispanic	N	Male
114	3	Offender	5/24/2018	Assault	Out-of-school Suspension	5/25/2018	5/25/2018	4 Black, not Hispanic	N	Male
115	6	Offender	1/12/2018	Harassment	Out-of-school Suspension	1/12/2018	1/16/2018	Hispanic	N	Female
115	6	Offender	5/23/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	5/24/2018	5/25/2018	Hispanic	N	Female
116	4	Offender	3/6/2018	Assault	Out-of-school Suspension	3/7/2018	3/7/2018	4 Black, not Hispanic	N	Male
117	4	Offender	1/12/2018	Fighting	Out-of-school Suspension	1/16/2018	1/16/2018	Two or More	N	Male
117	4	Offender	3/8/2018	Harassment	Out-of-school Suspension	3/13/2018	3/13/2018	Two or More	N	Male

Columbia Heights Public Schools Suspension Data
January 2018 - June 2018

Student	Grade	Incident Role	Incident Date	Violation	Disposition	Disposition Start Date	Disposition End Date	Resolved Race/Ethnicity	SPED	Gender
117	4	Offender	5/18/2018	Fighting	Out-of-school Suspension	5/21/2018	5/22/2018	Two or More	N	Male
118	7	Offender	9/20/2017	Fighting	Out-of-school Suspension	9/21/2017	9/25/2017	4 Black, not Hispanic	N	Female
118	7	Offender	11/27/2017	Cyber Bullying	Out-of-school Suspension	11/28/2017	11/28/2017	4 Black, not Hispanic	N	Female
118	7	Offender	5/7/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	5/8/2018	5/10/2018	4 Black, not Hispanic	N	Female
119	26	Offender	9/25/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	9/26/2017	9/27/2017	4 Black, not Hispanic	N	Male
119	26	Offender	10/11/2017	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	10/12/2017	10/12/2017	4 Black, not Hispanic	N	Male
119	26	Offender	2/2/2018	Fighting	Out-of-school Suspension	2/5/2018	2/5/2018	4 Black, not Hispanic	N	Male
119	26	Offender	3/9/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	3/12/2018	3/12/2018	4 Black, not Hispanic	N	Male
119	26	Offender	3/22/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	3/23/2018	3/23/2018	4 Black, not Hispanic	N	Male
119	26	Offender	4/6/2018	Disruptive/Disorderly/Insubordination	Out-of-school Suspension	4/10/2018	4/10/2018	4 Black, not Hispanic	N	Male
119	26	Offender	4/25/2018	Assault	Out-of-school Suspension	4/26/2018	4/26/2018	4 Black, not Hispanic	N	Male
119	26	Offender	5/29/2018	Assault	Out-of-school Suspension	5/30/2018	5/31/2018	4 Black, not Hispanic	N	Male
120	6	Offender	4/20/2018	Other	Out-of-school Suspension	4/23/2018	4/23/2018	4 Black, not Hispanic	N	Male

Section 3

Appendix:
Columbia Heights Public Schools Semi-Annual Discipline Report Metrics
October 1, 2018

Strategy1: **Revise District Student Behavior Handbook on Rights and Responsibilities**
• Student Rights and Responsibilities Handbook Committee membership list and attendance • Committee minutes • Attendance from administrative training on handbook • Dates and attendance for school staff meeting presentations on revised handbook, Fall 2018 • Completed Handbook

Student Rights and Responsibilities Handbook Committee Members and Attendance (June 11, 2018, June 21, 2018)
June 11, 2018

- Zena Stenvik, Executive Director of Educational Services
- Bryan Hennekens - Director of Technology, Security Services, and Building Operations
- John Fry - Director of Student Services
- Kristen Stuenkel - Director of Community Education and Communications
- Antwan Harris - Director of Activities
- Tara Thukral - Curriculum Coordinator
- Dan Wrobleski - Principal at Columbia Heights High School
- Duane Berkas - Principal at Columbia Academy
- Michele Dewitt - Principal at Highland Elementary
- Jeff Cacek - Principal at North Park Elementary
- Ed Fellows - Principal at Valley View Elementary
- John Kulick - Assistant Principal at Highland Elementary
- Rick Ostby - Assistant Principal at Columbia Academy

June 21, 2018
Zena Stenvik - Executive Director of Educational Services
John Fry - Director of Special Education
Kristen Stuenkel - Director of Community Education and Communications
Antwan Harris - Director of Activities
Dan Wrobleski - Principal at Columbia Heights High School
Duane Berkas - Principal at Columbia Academy

Michele DeWitt - Principal at Highland Elementary
Jeff Cacek - Principal at North Park Elementary
Ed Fellows - Principal at Valley View Elementary
John Kulick - Assistant Principal at Highland Elementary
Rick Ostby - Assistant Principal at Columbia Academy

Student Rights and Responsibilities Handbook Committee Minutes
Agenda
Presentation

Student Rights and Responsibilities Handbook Admin Training (August 15, 2018)
Dan Wrobleski - Principal at Columbia Heights High School
Matt Miller - Assistant Principal at Columbia Heights High School
Gary Beasley - Dean of Students at Columbia Heights High School
Janelle Gillis - Dean of Students at Columbia Heights High School
Jon Moberg - Dean of Students at Columbia Heights High School
Duane Berkas - Principal at Columbia Academy
Rick Ostby - Assistant Principal at Columbia Academy
Teresa Fenske - Dean of Students at Columbia Academy
Michele DeWitt - Principal at Highland Elementary
John Kulick - Assistant Principal at Highland Elementary
Julie Meyer - Dean of Students at Highland Elementary
Jeff Cacek - Principal at North Park Elementary
Nathan Meyer - Dean of Students at North Park Elementary
Edward Fellows - Principal at Valley View Elementary
Leslee Sherk - Assistant Principal at Valley View Elementary/District Discipline Supervisor
Mary Beth Higgins - Dean of Students at Valley View Elementary
Antwan Harris - Director of Activities
Zena Stenvik - Executive Director of Educational Services
Kristen Stuenkel - Director of Community Education and Communications
Jodi Gadient - Community Education Coordinator
Bernice Humnick - Director of Finance and Operations
Lindsey Bennett - Director of Human Resources
Bryan Hennekens - Director of Technology, Security Services and Building Operations

John Fry - Director of Special Education
Kathy Kelly - Superintendent of Schools

Student Rights and Responsibilities Handbook Staff Training
Training was done on Student Rights and Responsibilities Handbook at each building. Both licensed and non-licensed staff attended this training or have been trained
Columbia Heights High School - 67 staff members trained on 9/20/18
Columbia Academy - 72 staff members trained on 8/30/18
Highland Elementary - 51 staff members trained on 8/27/18
North Park Elementary - 40 staff members trained on 8/31/18
Valley View Elementary - 40 staff members trained on 8/30/18
District Office Administration - 23 staff members trained - 8/27/18

The Student Rights and Responsibilities Handbook will be delivered to each family in Columbia Heights Public Schools by fall conferences. Each family has been asked to sign an acknowledgement form indicating receipt.

The Student Rights and Responsibilities Handbook can be found on our district website for students, parents, and staff:

https://www.colheights.k12.mn.us/cms/lib/MN02204243/Centricity/Domain/34/WEB_SRR.pdf

Student Rights and Responsibilities Handbook Table of Contents Working DRAFT 2018-19

Table of Contents

Athletics and student activities function as an integral part of the total school curriculum. These programs help students to problem solve and handle situations 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, commitment, 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 positive experiences in co-curricular programs.

For information on Columbia Heights Public Schools Athletics and Activities, please visit our website https://mn02204243.schoolwires.net/domain/16 or call 763-528-4511.

Shared Roles and Responsibilities (Antwan Zena, Jeff)

- Include blurb on technology usage and transportation
- Include all school property and during school sponsored events off campus

Standards of Student Behavior (Duane, Ed, John Kulick)

- Levels 1-5 Overview
    - Definition/Description of Level
    - Interventions/Support/consequences
    - Note regarding severe occurrence and repeated instances

Behavior Response Matrix Violation Levels 1-5 Grid (Dan, Rick, Michele)

Students with Disabilities (John Fry)

- Include Fair Pupil Dismissal Act (St. Paul has it in on page 37 as an Appendix-Robbinsdale examples (Table used);St. Paul page to use and update

Glossary of Terms (Kristen, Zena)

- Include link to School Board Policies and Legal Statutes for each term when applicable
- Link to CHPS school board policies

Incident Report Form

School Specific Pages
Early Childhood
Highland
North Park
Valley View
Columbia Academy
CHHS

Columbia Heights Public Schools
Worlds of Opportunity for Every Learner

Student Rights and Responsibilities Handbook

June 11, 2018

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, to unleash their potential and to develop tools for lifelong success.*

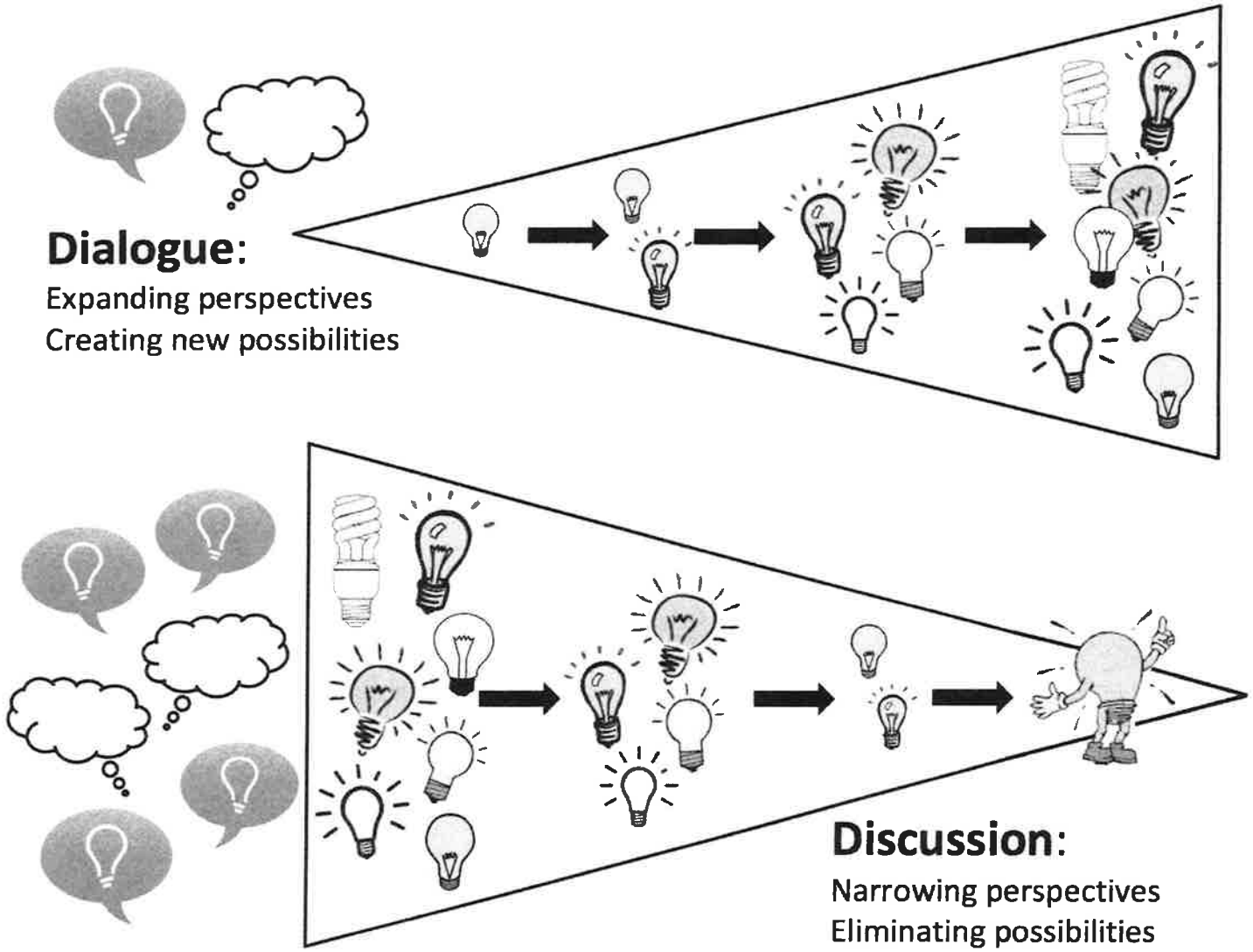
Purpose

To create a comprehensive, district-wide, handbook which outlines student rights and responsibilities and provides consistent guidance for discipline procedures.

Tasks

1. Collaboration
2. Review handbooks from our & other organizations
3. Determine categories for table of contents
   ➔ This will be the **one** handbook for parents and students
4. Reach agreement on consequences for offenses
5. Alternatives to Suspension
6. Determine distribution process/procedure and timeline
7. Write first draft
8. Share draft
9. Revisions and final draft

NORMS


Dialogue:
Expanding perspectives
Creating new possibilities
Discussion:
Narrowing perspectives
Eliminating possibilities

Process

1. **Ideas first**
2. **Framework** (How the ideas are laid out) and **Logistics** (How/when to communicate)
3. **Funding** for Alternatives to Suspension

Violations and Dispositions (Synergy)

Logical Consequences

Revisiting Classroom Rules

Individual Written Agreements

Responsive Classroom & PBIS

Teaching without Using Rewards

Alternatives to Suspension Brainstorm

Click here for an example

June 11, 2018 Meeting Notes

Next Meeting: June 21, 2018

TO: Superintendent Kathy Kelly
School Board Members

From: Zena Stenvik, Exec Director of Educational Services,

RE: PreK-12 Student Rights and Responsibilities Handbook

DATE: August 21, 2018

CONTACT PERSON(S): Zena Stenvik, Exec Director of Educational Services

DISPOSITION: Information Item

BACKGROUND:

The Board was presented with information on the new PreK-12 Student Rights and Responsibilities Handbook.

The handbook was created through a collaborative process among the schools and District Center. The purpose of the handbook is to provide comprehensive information to families and students with procedures that are aligned from Pre-Kindergarten through 12th grade.

The handbook will be sent off for printing upon approval in order for timely distribution.

RECOMMENDATION

Approval of the 2018-19 Student Rights and Responsibilities Handbook.

SUGGESTED MOTION

Motion by _____, seconded by _____, to approve the 2018-19 Student Rights and Responsibilities Handbook.

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.

Date: September 14, 2018

To the Parent of: Place label here with student name (and ID, grade if you want).

I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.

_____

Parent Signature

*Please **RETURN** to (your child's teacher/ the school office) as soon as possible.

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.

Date: September 14, 2018

To the Parent of: Place label here with student name (and ID, grade if you want).

I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.

_____

Parent Signature

*Please **RETURN** to (your child's teacher/ the school office) as soon as possible.

Columbia
Heights
PUBLIC SCHOOLS

Columbia Heights Public Schools

Student Rights and Responsibilities Handbook Acknowledgement Form

I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.		
Student Name	Parent Signature	Date
I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.		
Student Name	Parent Signature	Date
I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.		
Student Name	Parent Signature	Date
I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.		
Student Name	Parent Signature	Date
I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.		
Student Name	Parent Signature	Date
I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.		
Student Name	Parent Signature	Date
I hereby acknowledge the receipt of the Student Rights and Responsibilities Handbook from Columbia Heights Public Schools.		
Student Name	Parent Signature	Date

Strategy 2: **Establish a District Discipline Assessment Team**
• District-wide Admin Discipline Assessment Team membership list • Agenda/Presentation from first meeting • School Leadership Teams membership list

District-wide Admin Discipline Assessment Team Presentation

District-wide Admin Discipline Assessment Team Membership List

Leslee Sherk, District Discipline Supervisor
Zena Stenvik, Executive Director of Educational Services
Bryan Hennekens, Director of Technology, Security Services and Building Operations
Matthew Miller, Assistant Principal of Columbia Heights High School
John Kulick, Assistant Principal of Highland Elementary
Mary Beth Higgins, Dean of Students at Valley View Elementary
Rick Ostby, Assistant Principal of Columbia Academy
Disa Fabeck, Research and Assessment Coordinator
Nathan Meyer, Dean of Students at North Park Elementary

District Administrative Discipline Assessment Team First Meeting Date: September 20, 2018

Columbia Heights Public Schools School Leadership Teams

Highland Elementary School: Michele DeWitt - Principal, John Kulick - Assistant Principal, 8 teachers

North Park Elementary School: Jeff Cacek - Principal, Nathan Meyer - Dean of Students and 8 teachers

Valley View Elementary School: Ed Fellows - Principal, Leslee Sherk - Assistant Principal, 8 teachers

Columbia Academy: Duane Berkas - Principal, Rick Ostby - Assistant Principal, Dan Greene - Dean of Students, Teresa Fenske - Dean of Students, 8 teachers

Columbia Heights High School: Dan Wrobleski - Principal, Matthew Miller - Assistant Principal, 8 teachers

District Discipline Team

September 20, 2018

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.

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

Data

- The following data is from September - May 2018
- State Semi-annual report is due to MDE and MNDHR:
  - October 1st - Suspension data from Jan-June 2018
  - March 1st - Suspension data from July - December 2018
- Entering referral and suspension data correctly will help us have a more accurate picture of how we are addressing student discipline

Recording OSS in Synergy

- Who is recording Discipline Referrals in Synergy?
  - **ONE** point of contact should be established at each school
  - Nicole answers questions about Synergy logistics
  - Admins make decisions about appropriate coding of discipline violations and dispositions (Support staff should not make these determinations.)

- What to know when Recording Referrals and OSS in Synergy?
  - Refer to handout on DIRS tips

Student Rights and Responsibilities Acknowledgement Form

- SR&R Handbook has been distributed across the district
- Youngest student in the family will receive the copy
  - The student list was provided to schools
- Families must sign the acknowledgement form as receipt
- Save acknowledgement forms and return to Leslee

Discussion & Homework

At Next Meeting:

- **Disposition/Length of Suspensions per offense**
  - Bring back the approximate number of days you suspend for each offense and by grade level.
  - Mark on a copy of the violations list & bring to next meeting
  - Each case is individual and has context

- **How does your school communicate suspension to parents?**
  - Bring and example of written documentation your school provides to families about their student's suspension.

Other:
Bus videos can only be requested by principal, AP, Dean or Bryan.

When the video arrives, the clerical needs to call an admin to sign for it.

Only admin can view the video.
Police or any others may not see the video. Requests to view a video must go to Bryan Hennekens.

Upcoming Monthly Meetings

What time/day works best for you? We will do our best to accommodate.

HL: Not Thursdays

NP: 9:00-10:00, Tues (Not Friday)

VV: 9:00-10:00

CA: 9:30-10:30

CHHS: 9:00-10:00

Decision: Tues & Thurs from 9:00-10:00 monthly

Strategy 3: **Explore possibilities of and funding for a District Discipline Supervisor**
Recommendation from Human Resources, Finance and Operations departments

Employment Letter Verification for District Discipline Supervisor

Columbia HEIGHTS PUBLIC SCHOOLS
WORLDS OF OPPORTUNITY FOR EVERY LEARNER
Serving the Communities of Columbia Heights, Hilltop & Southern Anoka

DISTRICT CENTER
1440 49th Avenue NE • Columbia Heights, MN 55421
763-528-4500 phone • 763-571-9202 fax
www.colheights.k12.mn.us

September 17, 2018

To Whom It May Concern:

This is in regards to the employment of Leslee Sherk. Leslee Sherk is employed by Columbia Heights Public Schools as an Assistant Principal/Discipline Supervisor since July 1, 2018.

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

Please note our letterhead serves as our official seal or stamp imprint.

Sincerely,

L Bennett

Lindsey L. Bennett
Director of Human Resources

Teaching and Learning

Discipline Supervisor

Dept/Div: *Teaching and Learning* FLSA Status: *Exempt*

General Definition of Work

Performs complex professional work reviewing disciplinary data and recommending areas for corrective measures, and related work as apparent or assigned. Work involves setting policies and goals under the direction of the Executive Director of Educational Services.

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Essential Functions

Reviews data and disciplinary records from each site in collaboration with the Research and Assessment Coordinator.

Identifies areas of concern and reports to the Superintendent and Administrative Team or Executive Committee under the direction of the Executive Director of Educational Services.

Provides corrective recommendations to the Superintendent and Administrative Team.

Serves as the District contact for parents and students regarding discipline.

Consults with TBD to identify, implement and improve research-based strategies to ensure school personnel apply discipline equitably to all students regardless of race or disability status.

Reports the findings of TBD to the Superintendent Administrative Team or Executive Committee and the District's School Board under the direction of the Superintendent

Ensures school personnel receive training on implicit bias, cultural competency, de-escalation techniques, conflict resolution, and age-appropriate responses to behavior; ensures successful implementation of the District's corrective action strategies; tracks personnel attendance at trainings.

Tracks school personnel attendance at identified trainings.

Communicates the metrics that the District uses to measure the effectiveness of the training to all Principals.

Reviews training records and effectiveness of training measures to make corrective recommendations to the Principals, Superintendent Administrative Team or Executive Committee.

Coordinates efforts within the District to analyze policies and practices which may lead to disparate outcomes in suspensions; coordinates prompt corrective measures if the analysis demonstrates disparate outcomes for students of color or students with disabilities; the district under the direction of the Executive Director of Educational Services shall address any disparity by taking prompt corrective measures including but limited to: removal of students from classes; involvement of parents; early identification; trauma informed; scheduling; school bullying; alternative placement and student engagement survey.

Communicates practices that are yielding positive results in reducing suspension disparities throughout the District.

Analyzes the intersection of race and disability status by assessing whether the District suspends students with disabilities who are also students of color at disproportionately higher rates than students with disabilities who are not students of color.

Complies under the direction of the Executive Director of Educational Services and forwards to the Superintendent a semi-annual report that identifies the successful implementation of corrective action strategies including training for each school building; identifies remedial action the school should take before the next semi-annual report.

Ensures consistency among each school within the District when it comes to discipline under the direction of the Executive Director of Educational Services.

Serves as a member of the District's Discipline Assessment Committee.

Other duties as assigned.

Discipline Supervisor

Dept/Div: *Teaching and Learning*

FLSA Status: *Exempt*

Knowledge, Skills and Abilities

Comprehensive ability to analyze student discipline data and procedures; thorough knowledge of District policy manuals, programs, procedures and processes; thorough knowledge of research based strategies designed to ensure discipline is applied appropriately and equitably to all students regardless of race or disability status; ability to understand and follow written or oral procedures and instructions; skill in the operation of personal computer equipment; ability to make arithmetic computations using whole numbers, fractions and decimals; ability to establish and maintain effective working relationships with school officials, fellow employees and all levels of computer users.

Education and Experience

Master's degree and considerable experience in education, administration, student discipline, or equivalent combination of education and experience.

Physical Requirements

This work requires the occasional exertion of up to 10 pounds of force; work regularly requires speaking or hearing, frequently requires sitting and occasionally requires standing, walking and using hands to finger, handle or feel; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work has no exposure to environmental conditions; work is generally in a quiet location (e.g. library, private offices).

Special Requirements

Principal License from the Minnesota Department of Education
Experience working in a multi-cultural setting with diverse groups of people preferred.
Alternatives to the qualifications as the Superintendent may find appropriate and acceptable will also be considered.
Valid driver's license in the State of Minnesota.

Last Revised: 8/1/2018

Strategy 4: **Provide and/or Expand Professional Development Opportunities for School Personnel in the Area of Cultural Competency.**
List of Professional Development offerings January through June 2018

- **Yoga Calm: De-escalation and Promoting Self-Awareness** February 9, 2018
  - Participants:
    - District-wide Paraprofessionals and Liaisons
    - Columbia Academy, licensed staff

- **Teaching and Learning Leadership Professional Development 2017-2018 Reflection Presentation**
  - The Teaching and Learning Leadership Team meets five times per year. The team consists of every principal, assistant principals, deans, two lead teachers from each school (PreK-12), early childhood manager, Community Ed director, Special Education director, professional development coordinator, curriculum coordinator, research and assessment coordinator, director of teaching and learning. The focus of the team is equity and academics.

- **District Equity Team** September 13, 2017, January 25, 2018 and May 31, 2018
  - The District Equity Team is made up of teachers and district staff representing each school. The team comes together for professional development and then team members lead their school equity team meetings.

- **District Responsive Classroom Team** September 20, 2017, May 24, 2018
  - The District Responsive Classroom Team is made up of teachers and district staff representing each elementary site. This team oversees the elementary social/emotional curriculum implementation. Additionally, they led district-wide professional development in October and December. The team attended a professional conference on November 9 and 10, 2017.

- **CHPS AVID Summer Institute 2018 Attendance**
  - A team of 28 teachers, principals and district staff attended the three day AVID Summer Institute on July 31, August 1 and 2, 2018. AVID's mission is to "close the achievement gap by preparing all students for college readiness and success in a global society." All of the sessions the team members attended focussed on providing access to all students to high quality and rigorous instruction. In addition, two teachers attended the course, Culturally Relevant Teaching: Empowering Students.

- **Columbia Heights High School 2018-19 Equity Book Study Plan**
  - In June of 2018, the high school equity team, including administration, met with a consultant for a full day for professional development and to discuss their next steps toward increasing culturally relevant practices for the 2018-19 school year. In addition to participating in ongoing professional development on culturally relevant practices, the high school team decided that all staff will choose from a list of books on educational equity and work through those groups in an equity learning community throughout the school year.

- **MN Department of Human Rights Training**
  - December 11, 2017
    - Kristen Stuenkel, Director of Community Education and Communications
    - Zena Stenvik, Executive Director of Educational Services
    - Dan Wrobleski, Columbia Heights High School Principal
    - Duane Berkas, Columbia Academy Principal
    - Michele DeWitt, Highland Elementary School Principal
    - Jeff Cacek, North Park Elementary School Principal
    - Edward Fellows, Valley View Elementary School Principal
  - April 24, 2018
    - Bryan Hennekens, Director of Technology, Security Services and Building Operations

- **Minnesota Department of Education Training** - January 30, 2018
    - Kathy Kelly, Superintendent of Schools
    - Zena Stenvik, Executive Director of Educational Services
    - Michele DeWitt, Principal at Highland Elementary

Teaching & Learning Leadership

May 24, 2018

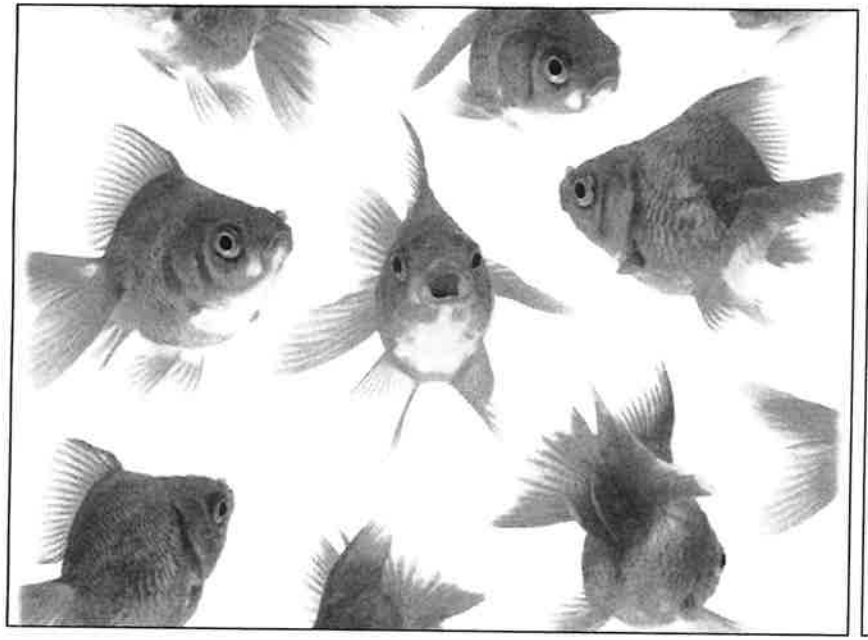
Columbia Heights Public Schools
Worlds of Opportunity for Every Learner
Serving the Communities of Columbia Heights, Hilltop & Southern Fridley

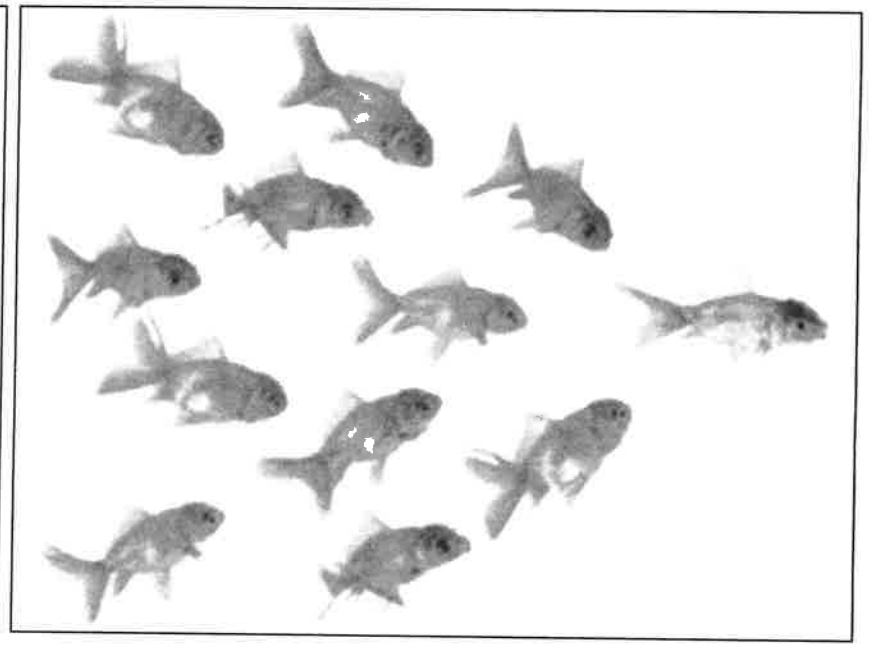
Norms

A FEW AGREEMENTS FOR OUR WORK TOGETHER:

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

Learner/Leader





Learning Targets

I can determine where my school is for each of our goals

I can articulate how my learning about equity impacts my role and my personal/building goals

Agenda

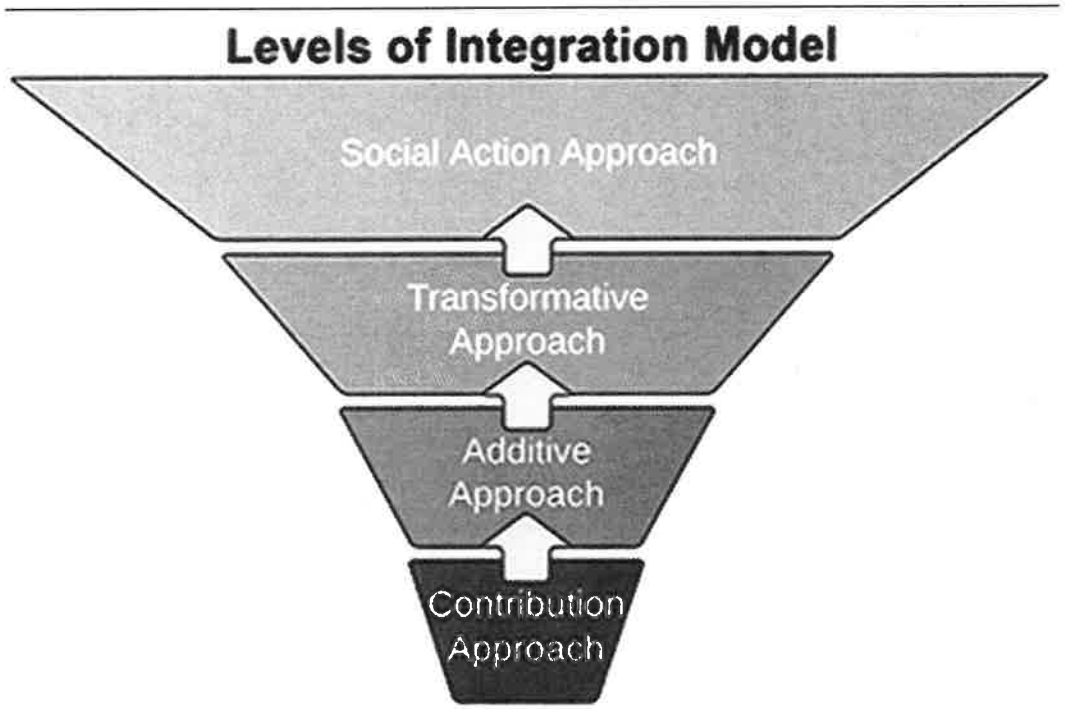
1- Welcome

2- New learning utilizing our book

3- Goal Check-In & Planning for 2018-2019

4- Reflection Activity

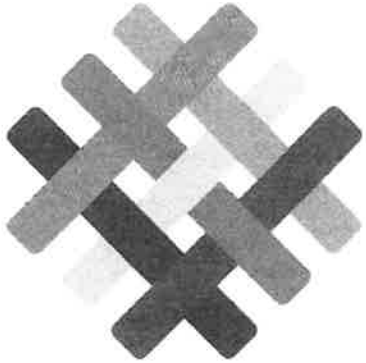
Bank's Four Levels of Integration of Multicultural Content



Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon

Article: Integrating Multicultural Content

1. Read the **guiding question** at the top of your article.
2. **Circle** *RELEVANT ACTION TERMS*
3. Writing in the **Margins**: CONNECT
   a. How does this relate to me?
   b. How does this idea relate to other ideas in the text?
   c. How does this relate to the world?



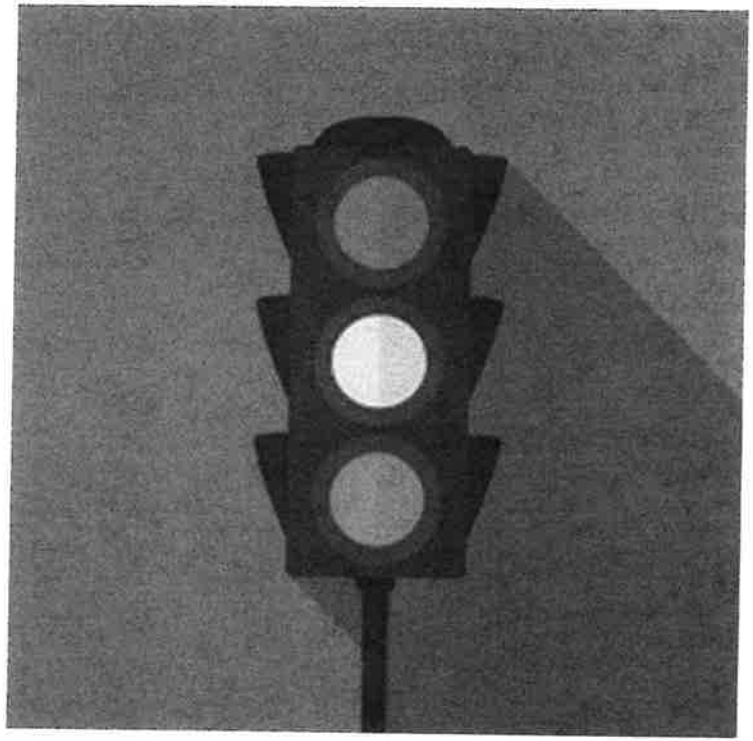
Guiding Question:

What are the four phases of integrating multicultural content into lessons/curriculum and what are my next steps?

School Goals

Reflecting on 2017-2018 Goals

At your table discuss



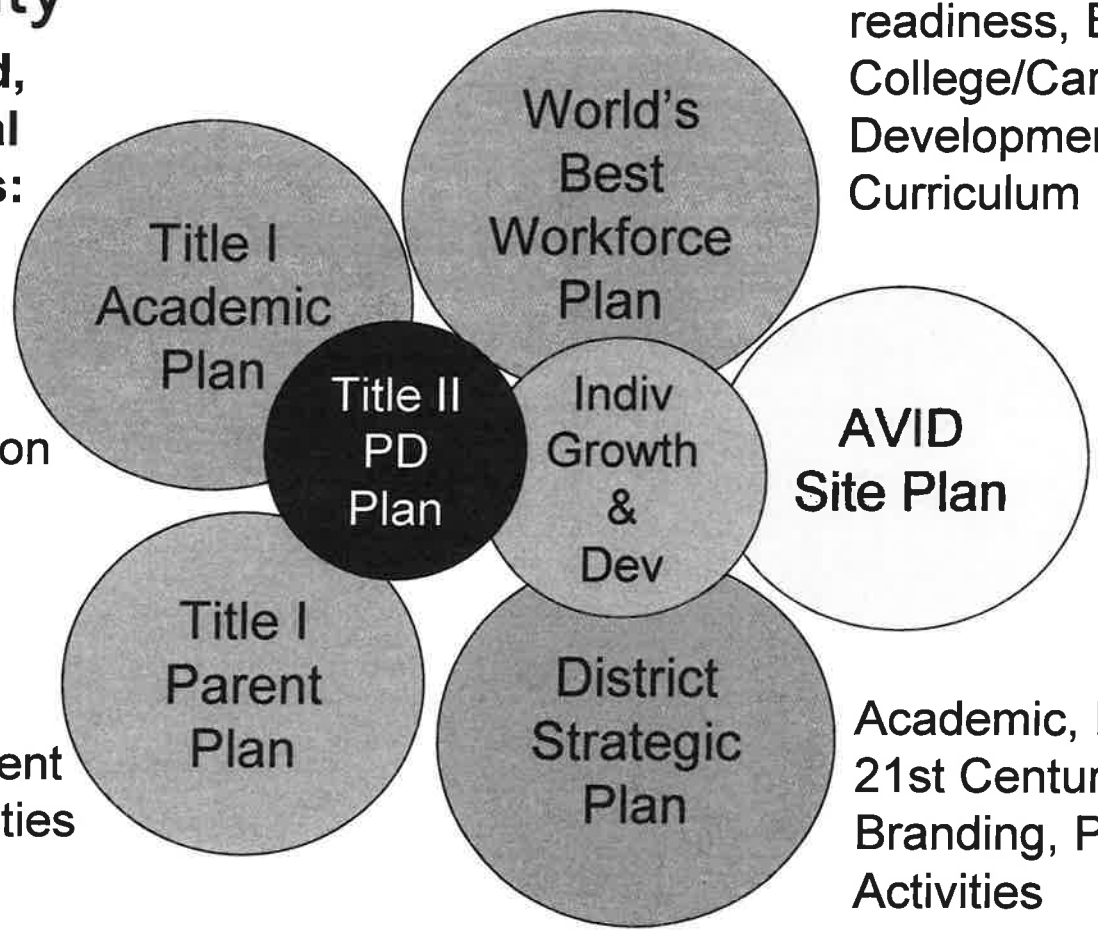
- ★ Areas of strength (green)
  - Why was it successful?
  - How did you celebrate?
- ★ Areas that are almost there (yellow)
  - What steps have you taken?
  - What steps still need to be taken?
- ★ Areas that need more continued work (red)
  - What steps have you taken?
  - What are the plans for continuing this work?

Simplexity

School board, State, Federal Annual Plans:

Math
Literacy
Science
Graduation

Parent
Engagement
Opportunities



Literacy, Kindergarten readiness, Equity, Graduation, College/Career Ready, Staff Development, Gifted, Testing, Curriculum

Instruction
System
Culture
Leadership

Academic, Behavior 21st Century, Equity, Branding, Personnel, Activities

CAN 1 PLAN

MEET ALL OF THE
REQUIRED COMPONENTS
AND
BE OUR LIVING GUIDING
DOCUMENT?

Required Areas:
College and Career Ready
Equity: Close gaps
Academic Achievement
Technology Integration
Parent Involvement
Behavior, Culture, Climate
Kindergarten Readiness
Graduation Rate

Embedded Vs. Explicit

Some of the areas run through other areas and stand on their own.

Five Goal Areas

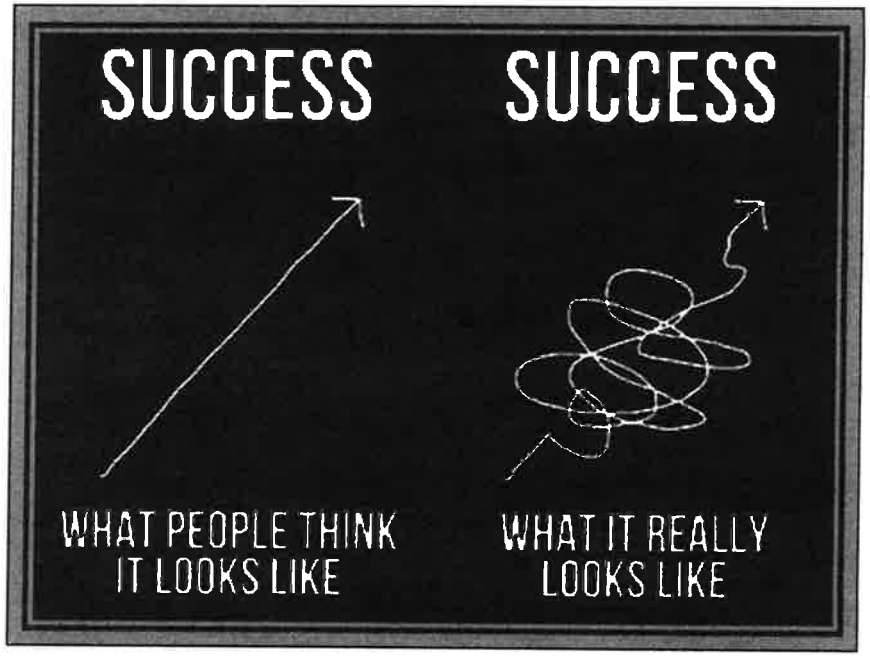
Literacy

Math

Social-Emotional Learning

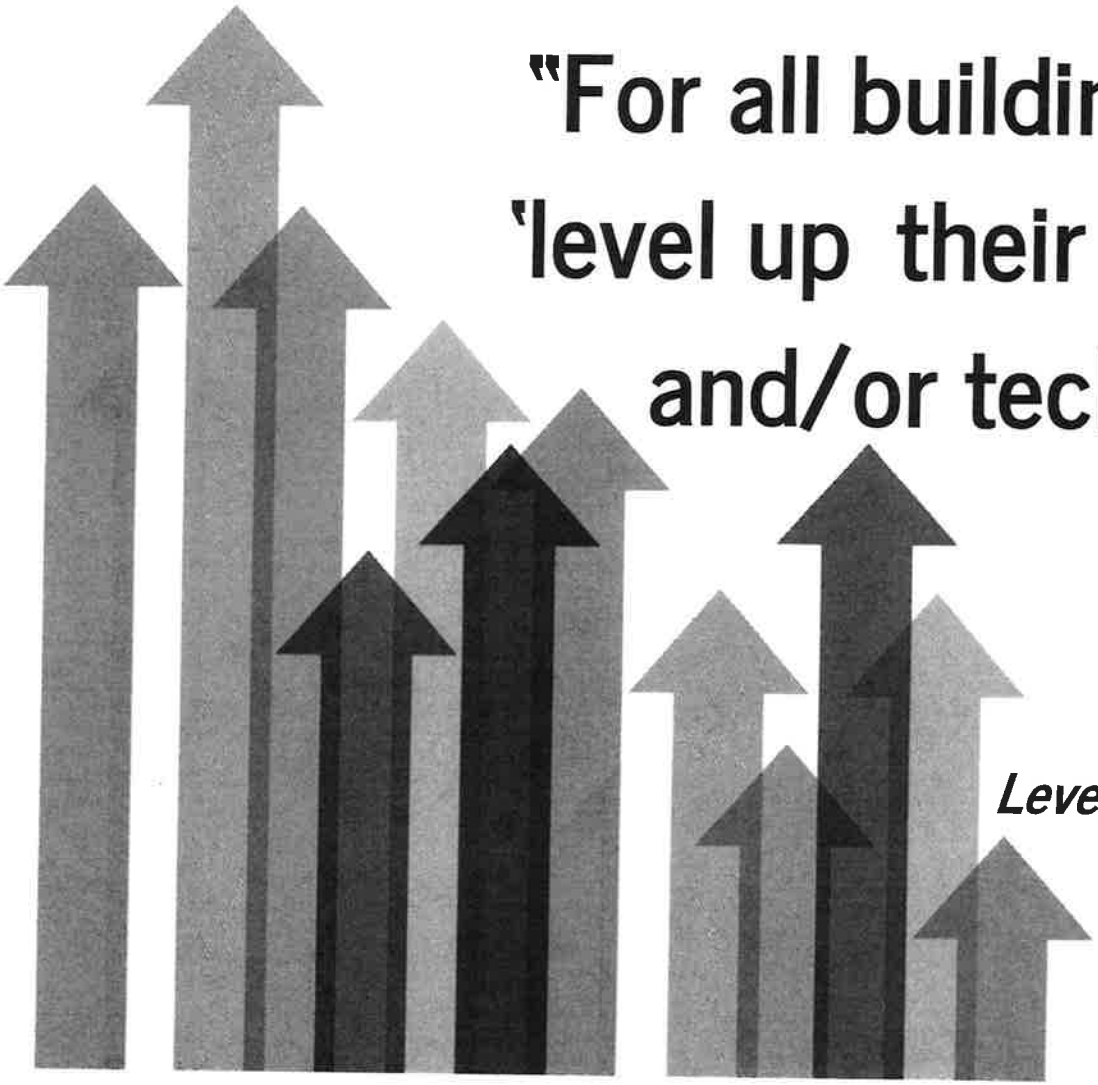
Equity

Technology Integration



"Level Up

2018-19 Technology Professional Development"



"For all buildings and teachers to 'level up their technology fluency and/or technology integration strategy.'

Level 1: Large group (Whole staff)

Level 2: Blended Learning Pioneer Group

Planning for 2018-2019 Goals

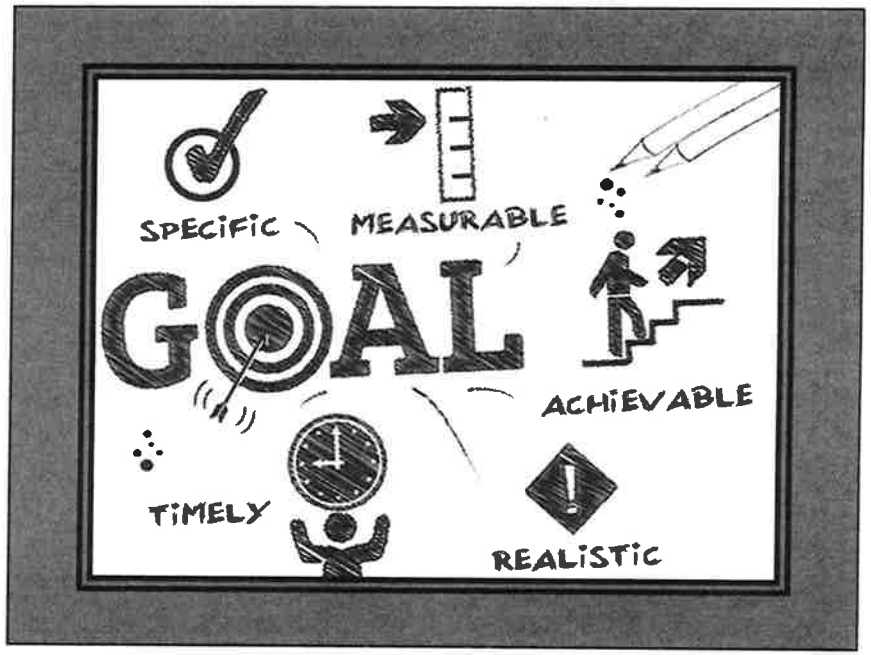
- ➔ Updates (required by Title I) to School Goals
  - ◆ Identification of Students
  - ◆ Quarterly Review & Revision
  - ◆ Update to Title I sections in Handbooks

- ➔ Title Meetings (Principals invite 2-3 staff members and 2-3 parents/students)
  - ◆ August 20th Secondary Title Meeting
  - ◆ August 21st Elementary Title Meeting

Planning for 2018-2019 Goals

At your table discuss and take notes on your school's plan for 2018-2019.

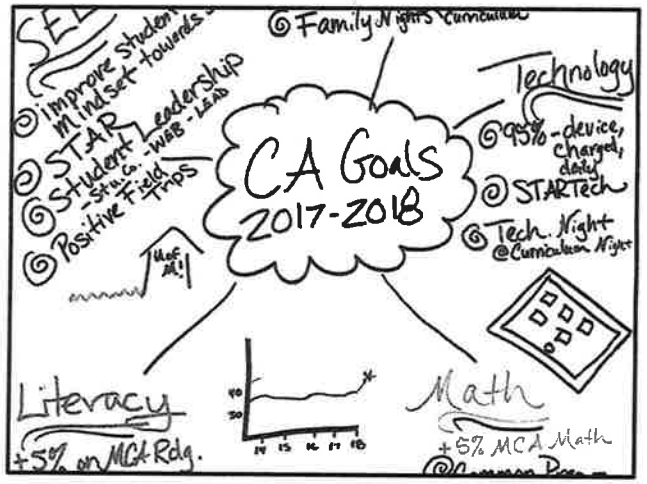
- Ideas for goals for 2018-2019
- Possible Family Engagement events
- Action steps



Reflection of the Year in Teaching and Leadership

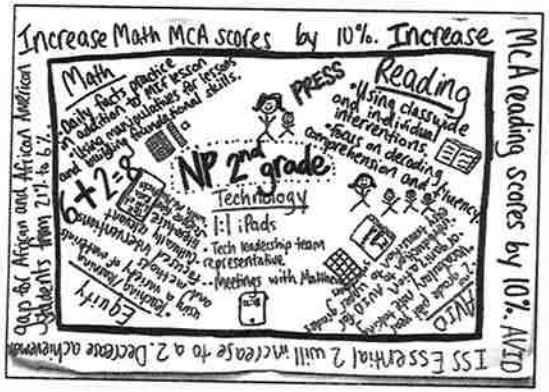
September 2017

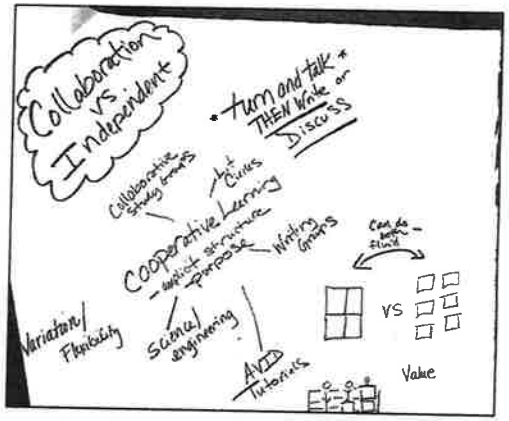
- ✓ **Immersion Video with Moises**: Empathy and high expecations for EL students
- ✓ T&L and School Goals



November 2017

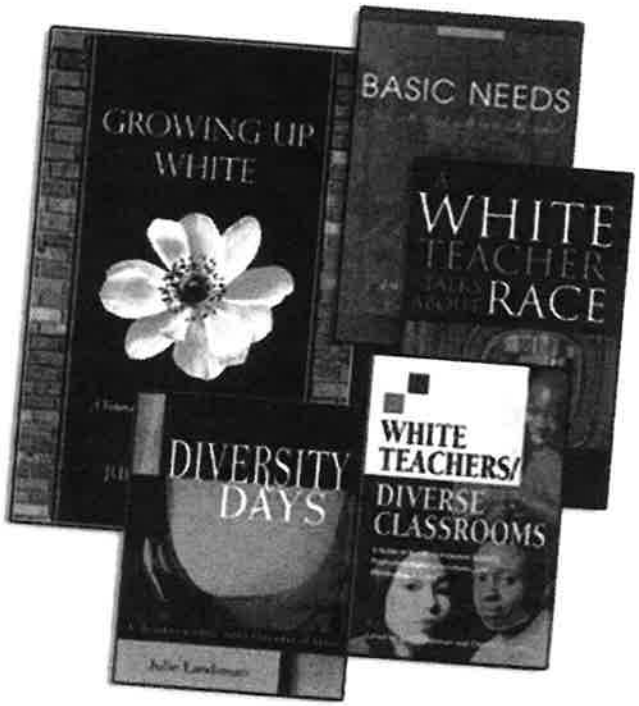
- ✓ Detailed School Goals Feedback
- ✓ *The Guide for White Women Who Teach Black Boys*
- ✓ World Café Activity





January 2018

- ✓ Stoplight Goals Check-in
- ✓ Guest Speaker: Julie Landsman



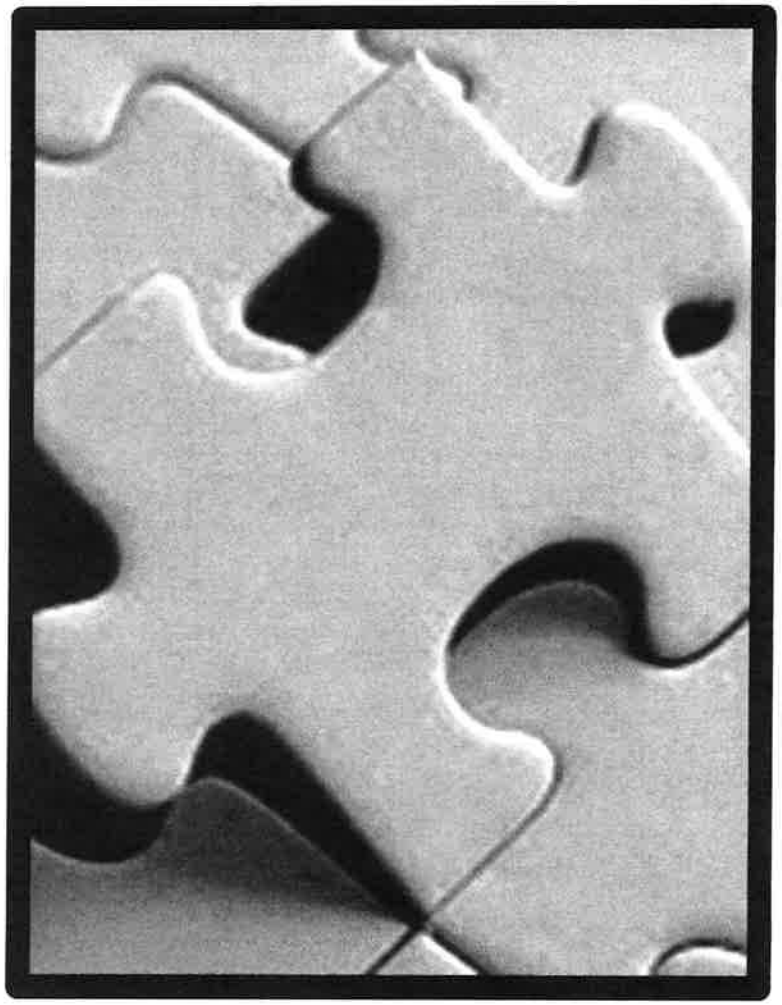
April 2018

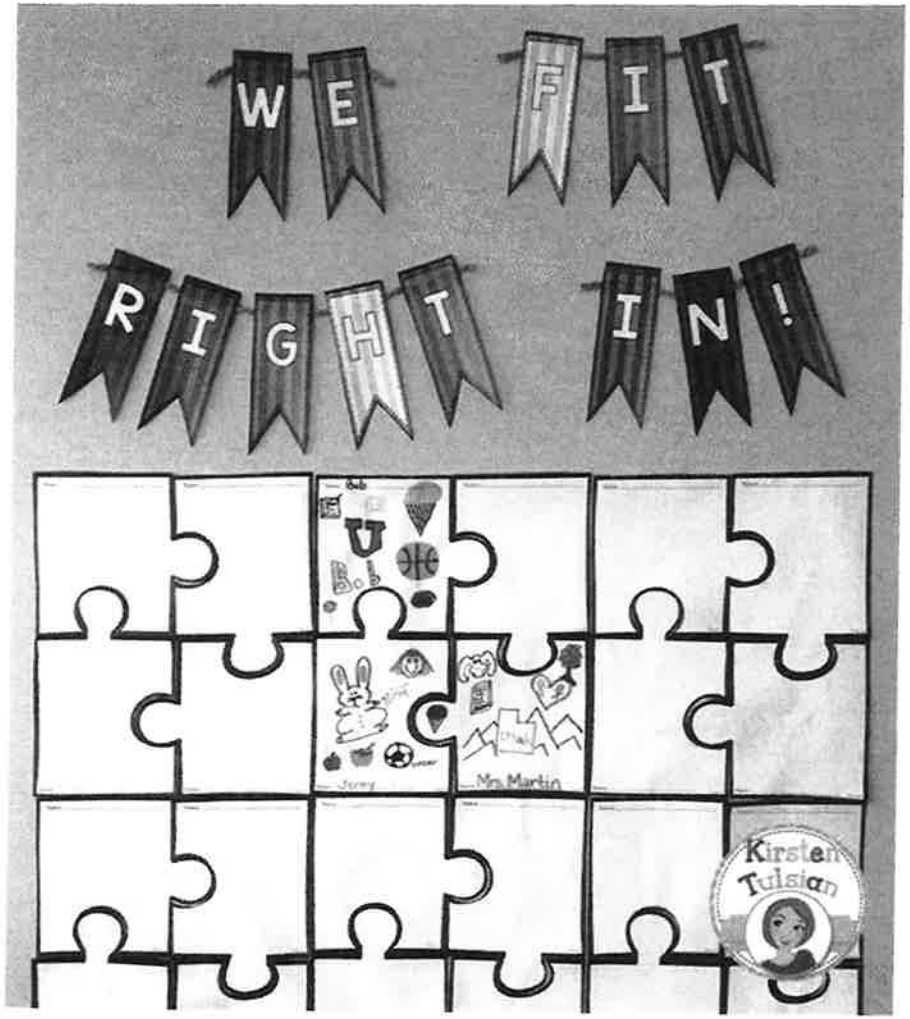
- ✓ Goals Check-in
- ✓ Implicit Bias

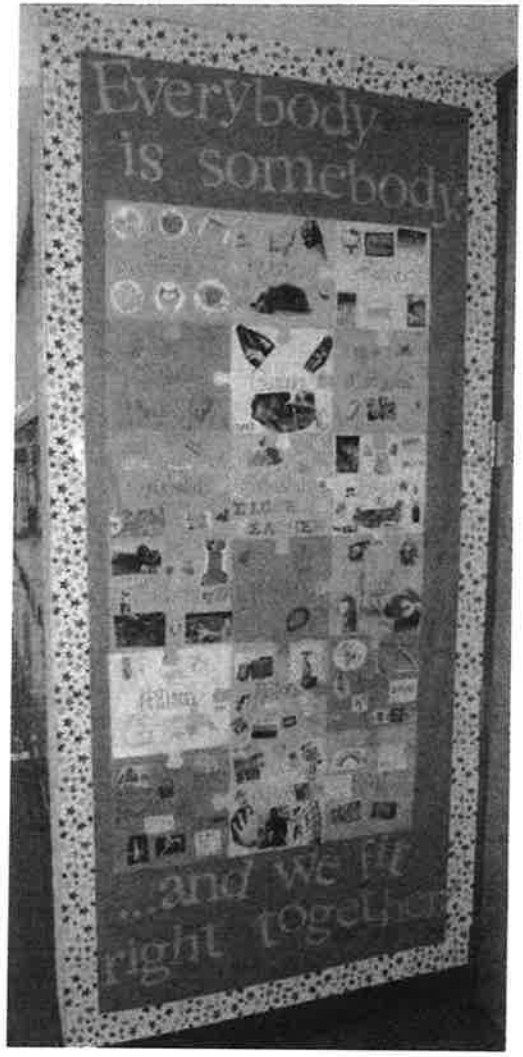
  Readings & Take the Quiz

We All Fit Together

Add a *word*, *phrase*, or **symbol** on your puzzle piece as a reminder of the focus of the year.



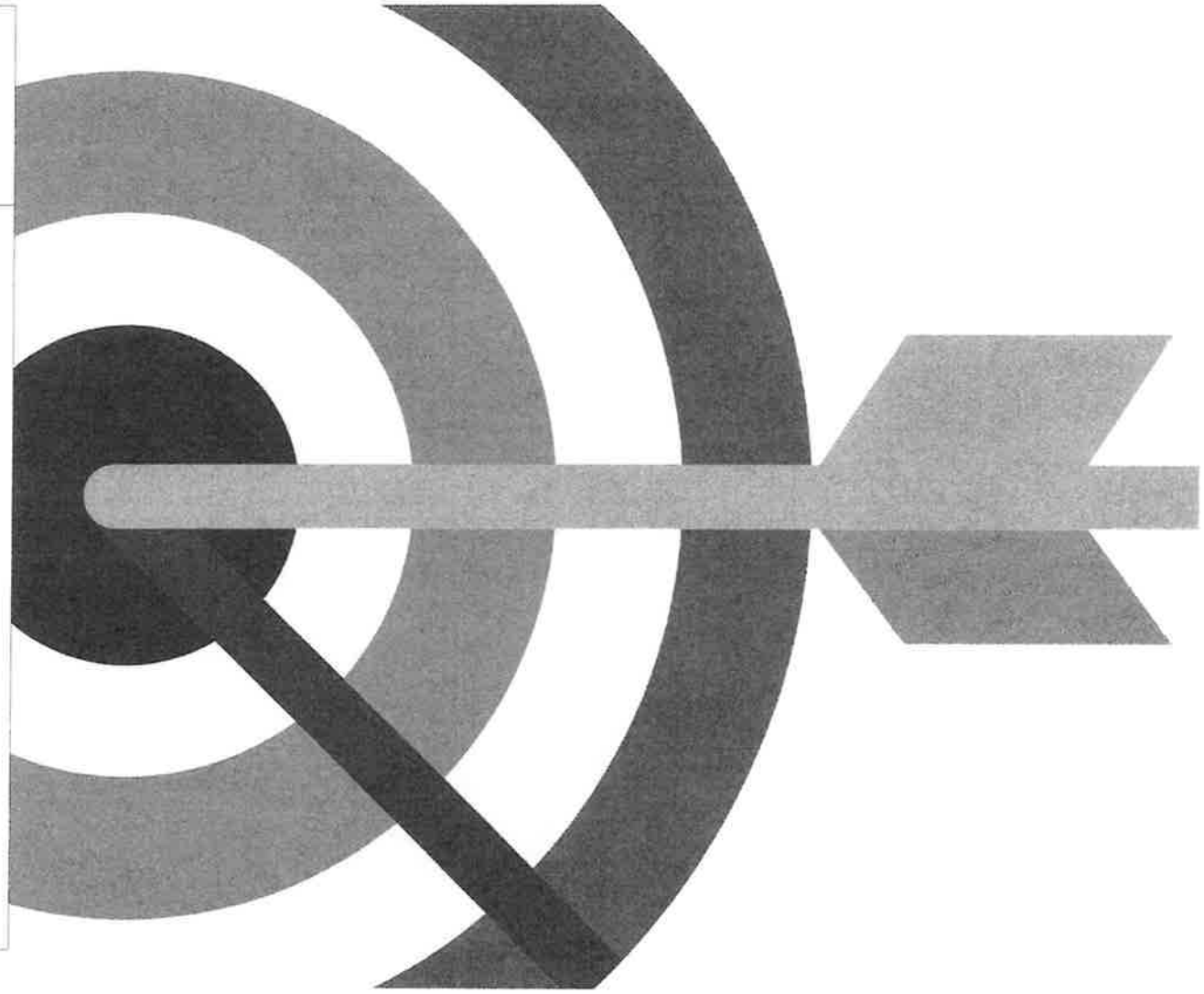

WE FIT
RIGHT IN!
Mr. Martin
Kirsten Tulsian


Everybody
is somebody
...and we fit
right together

Learning Targets

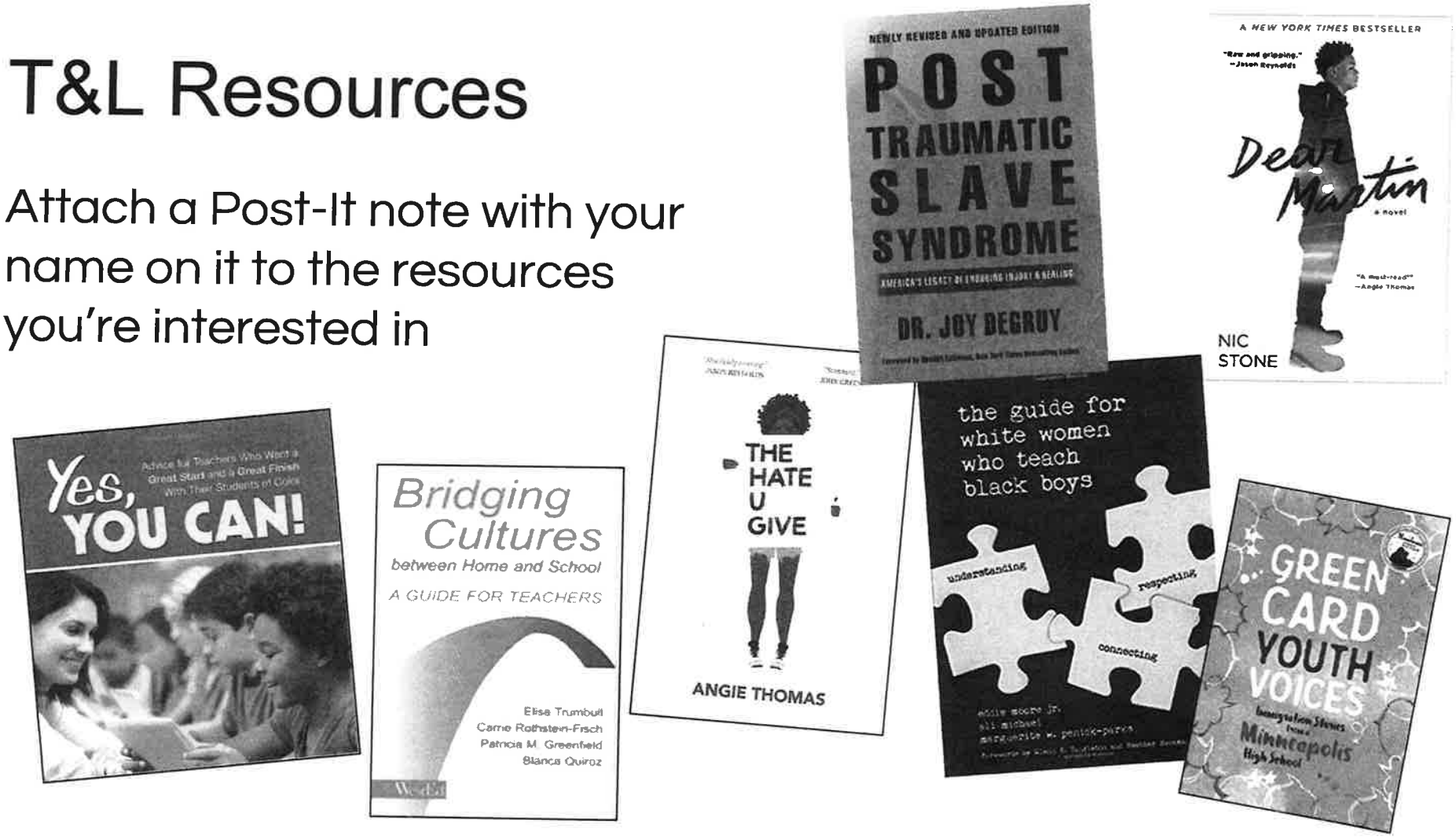
I can determine where my school is for each of our goals

I can articulate how my learning about equity impacts my role and my personal/building goals



T&L Resources

Attach a Post-It note with your name on it to the resources you're interested in



Equity Leadership Team Meeting 2017-18

September 13th, 2017

Welcome, Please Do Now…

- Create your name tent with the cardstock by the sign in sheet.

Building/Program Name
Role at School
# of Years in Education

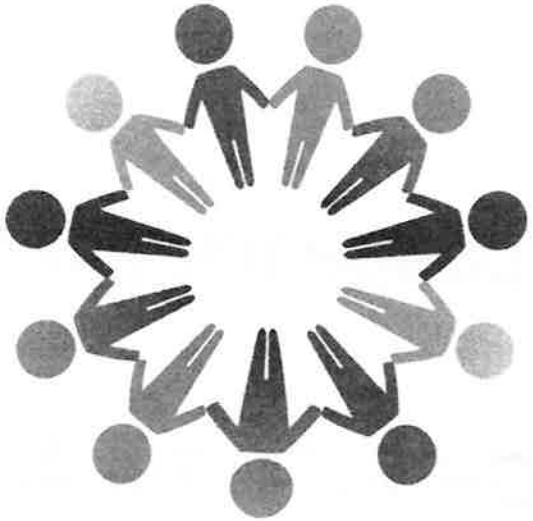
Favorite Thing About Your School and/or Grade Level

NAME

My favorite _____ is _____.

Interesting Fact About Yourself

Stand - Share - Sit



Recap June PD

Stand if you went to the June PD with Marceline.

Stay seated if you did not attend the June PD with Marceline.

Share with a partner what you remember about the June PD

June 12th

What is Educational Equity? How do we assess for equity?

Silent Systems: The Red Folder

Activity: The Leadership Compass

Reviewing our accomplishments and lessons learned during the past year

Closing: The Danger of Silence/The Day I Stood Up Alone

June 13th

Cultural Consciousness: What is culture? How does culture impact peer leadership?

Cultural Adaptation in Leadership:

- Communication Rates
- Clock/Cyclical Time Orientation
- Task/Relationship Focus
- Restrained/Expressive Affect
- Direct/Indirect Messaging

Equity Literacy

Equity Literacy refers to the knowledge and skills that enable us to recognize, respond to, and redress conditions that deny some students access to educational and other opportunities enjoyed by their peers. The Equity Literacy framework was constructed with an acknowledgement of both the strengths and limitations of existing frameworks for engaging the full diversity of youth in schools. Most particularly, it was constructed out of concerns with frameworks, such as "cultural competence," that focus on "culture" instead of "equity" and as a result mask the inequities that plague schools and other organizations. It is based on the reality that equitable educators must be proficient, not just with culture, but with the skills necessary to be a threat to the existence of inequity in their spheres of influence.

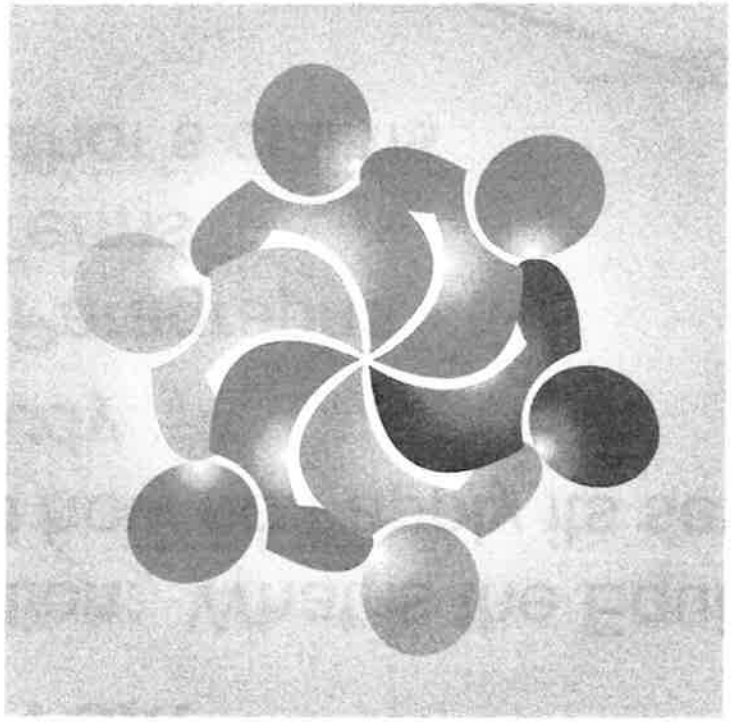
Paul C. Gorski for EdChange Revised April 29, 2014

Marking the Text

Purpose: To understand the definition of equity literacy

- Circle Key Terms
- Underline the Main Ideas

Equity Literacy Framework and Case Study



Marking the Text

Essential Question: What is the Equity Literacy Framework and how do I apply its seven-step process using a case study.

1. Number the Paragraphs
2. Circle Key Terms
3. Underline author's claims

Socratic Seminar

Guidelines

1. Listen
   No one can speak while someone else is speaking.
2. Build
   Speakers must try to build on what others say, not debate their views.
3. Refer to the text
   Speakers must refer directly to the section of the text from which their ideas come rather than making general comments or observations.

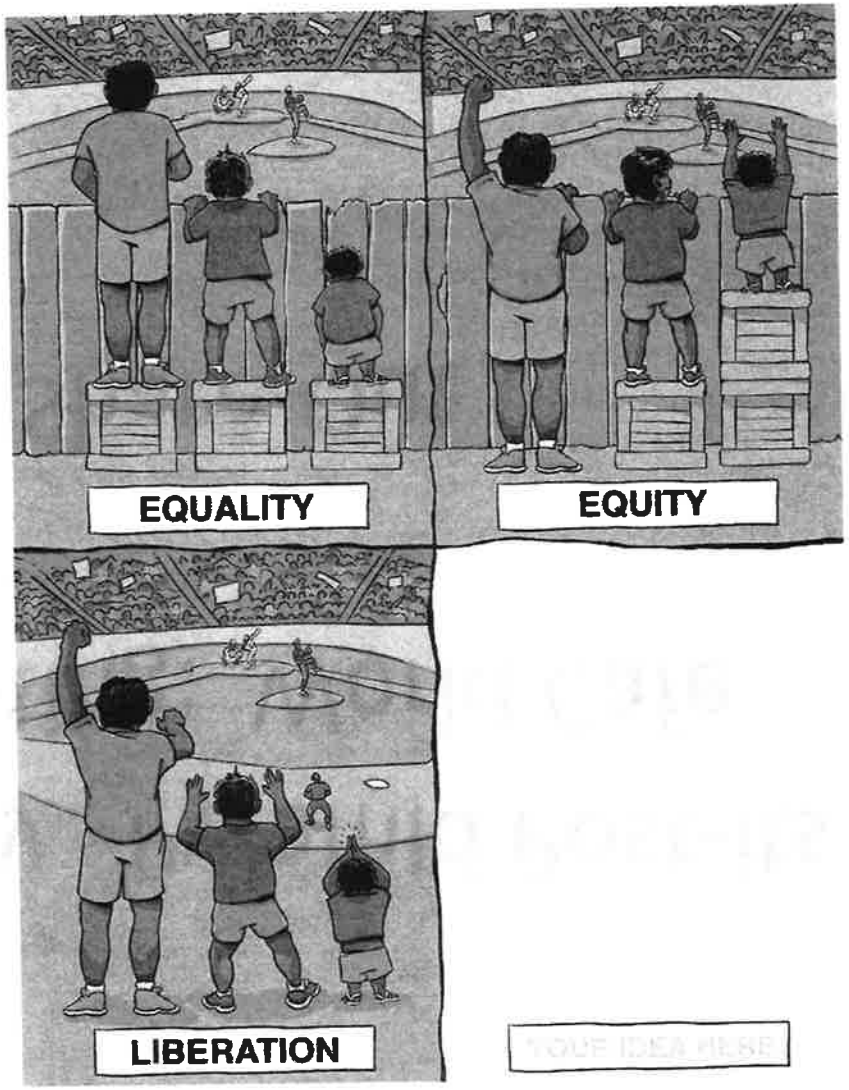
Equity Building Goals

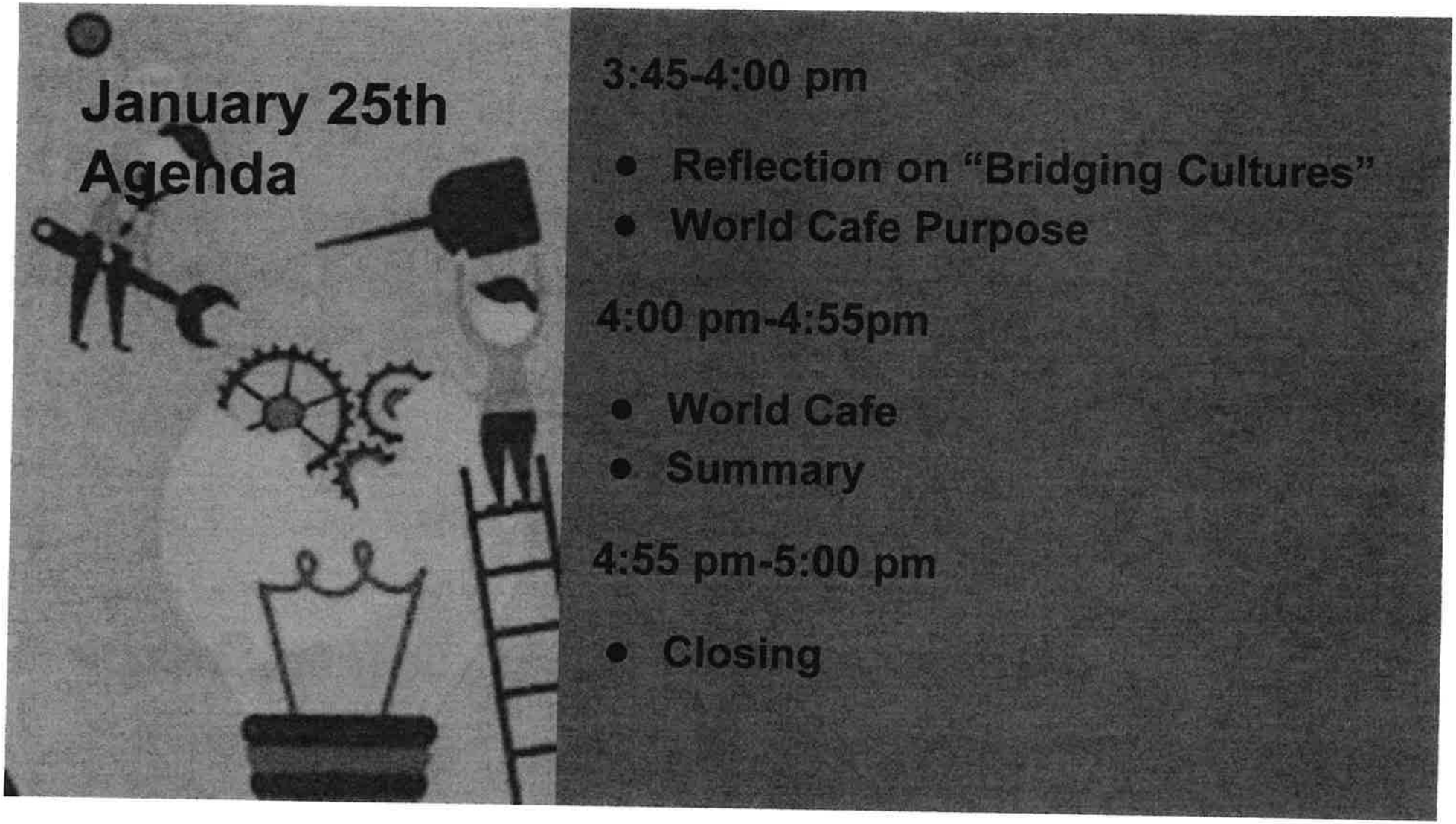
Agenda

- Grounding Activity - Pyramid Post-its
- Recap of last meeting: World Cafe
- New Resource
- Building/Program Share-Out

Grounding

On post-it notes, write down what racial equity means to you? What does it look like? Sound like? Feel like?

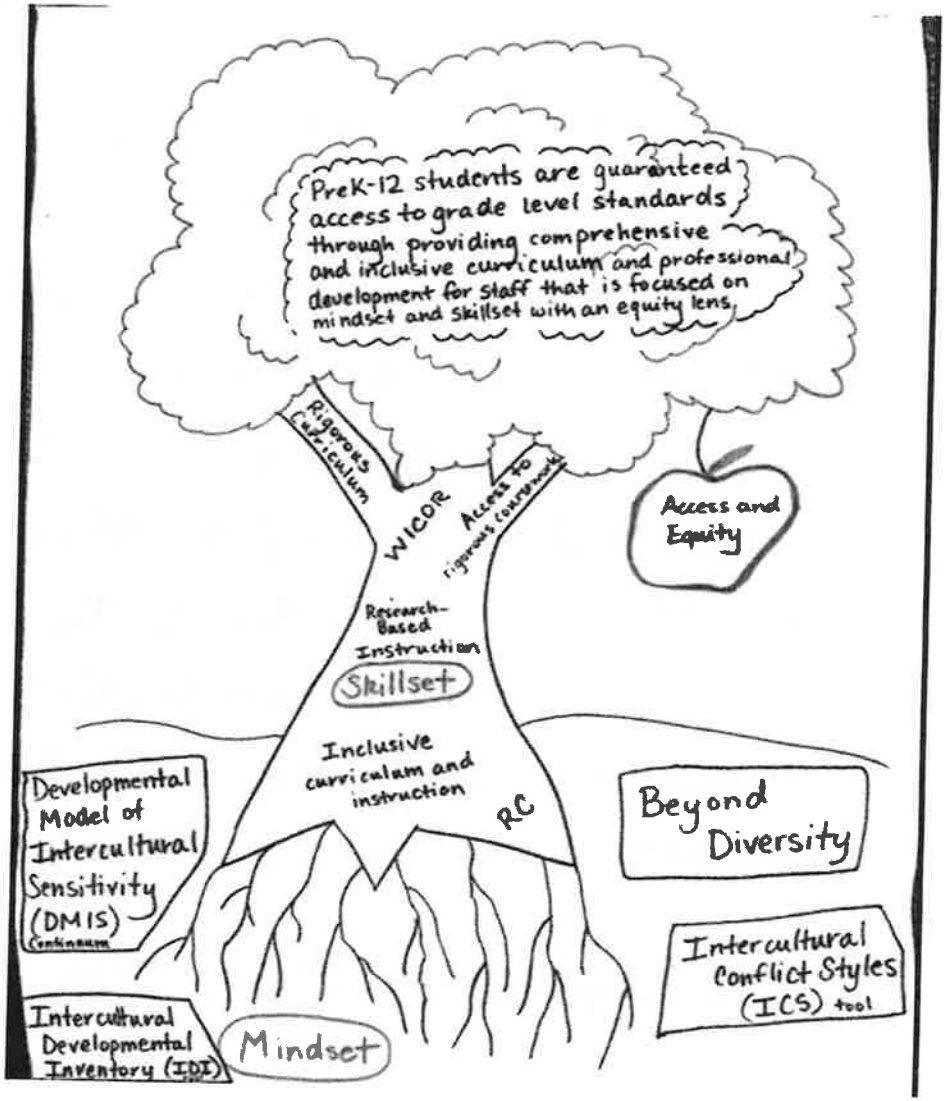



January 25th
Agenda
3:45-4:00 pm
• Reflection on "Bridging Cultures"
• World Cafe Purpose
4:00 pm-4:55pm
• World Cafe
• Summary
4:55 pm-5:00 pm
• Closing

Thoughts from World Cafe experience?

Equity Goal

- Mindset
- Skillset



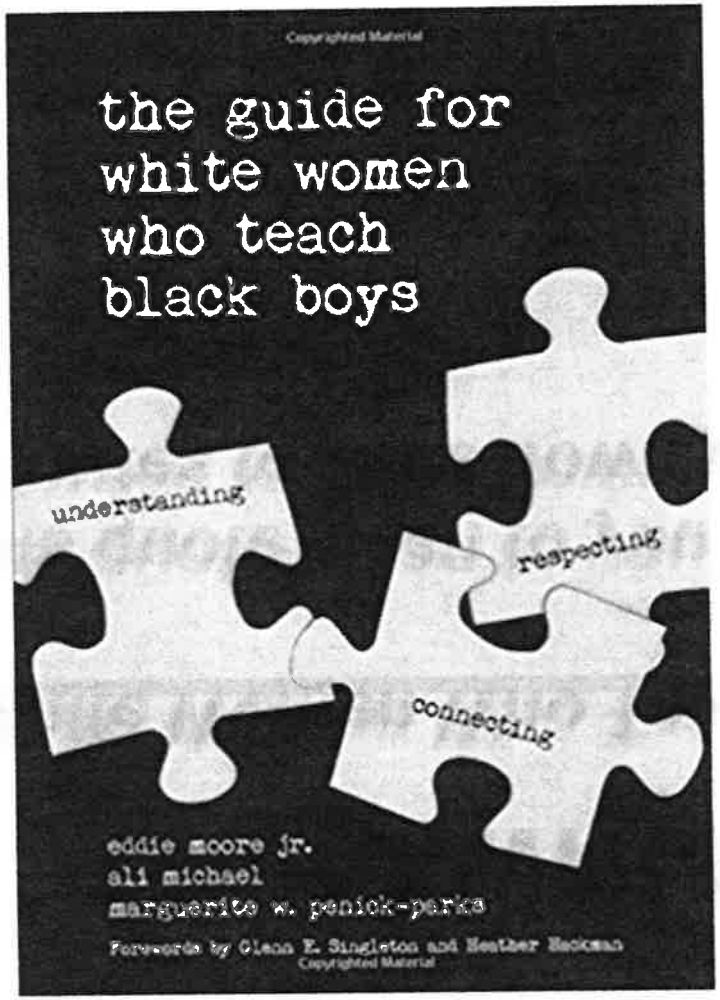
The Guide for White Women Who Teach Black Boys

"Teachers, like students, enter the classroom every September with hope for positive outcomes, but despite good intentions, the statistics hold that Black boys are underperforming in K-12 schools in the United States. *The Guide* does not set out to blame White women or Black boys for the current state of education. It instead takes a look at the reality of our current educational system. We believe that with the right tools, many teachers will be able to build classrooms and schools that recognize and honor the brilliance of Black boys, their potential for excellence, and their capacity to produce and create." - *Introduction, p. 1*

Quickwrite

The Guide for White Women Who Teach Black Boys

- What does this quote mean to you?
- Take three minutes to write down your thoughts.

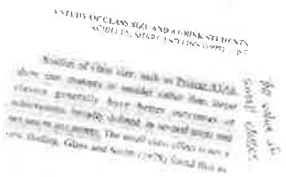

Copyrighted Material
the guide for white women who teach black boys
understanding
respecting
connecting
eddie moore jr.
ali michael
marguerite w. penick-parks
Forewords by Glenn E. Singleton and Heather Hackman
Copyrighted Material

The Guide for White Women Who Teach Black Boys

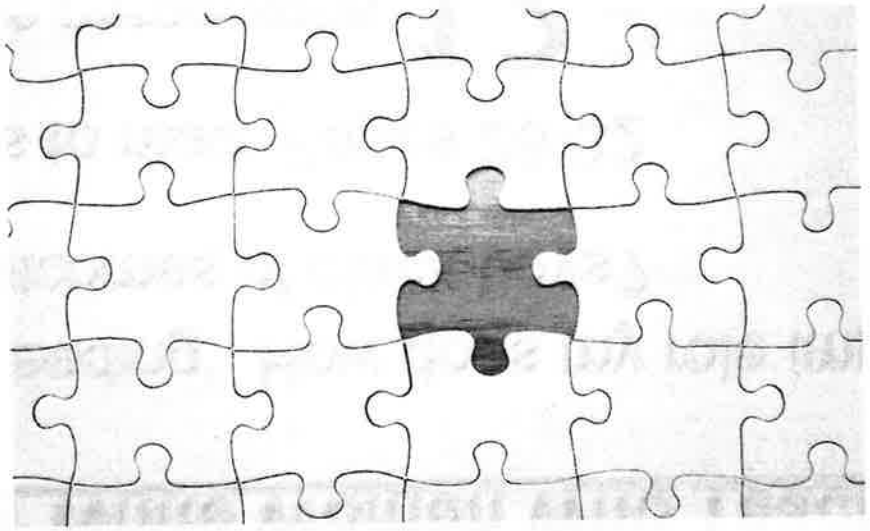
Purpose for Reading: How does my role impact the predictable outcomes of black boys?

Page numbers to read: Pages 28-32

1. Number the paragraphs 1 2 3
2. Circle key terms
3. Underline author's claims
4. Write in the margins additional questions you may have



Building/Program Share-Out - Link



Equity Leadership Team Meeting 2017-18

May 31st, 2018

Recap of 2017-28 Equity Leadership & PD

- June 2017 PD with Marceline
- Equity Literacy (Case Studies) - Paul Gorski
- "Bridging Cultures" Article & World Cafe with Family Engagement
- The Guide for White Women Who Teach Black Boys - Book as a resource

Key WBWF Components

- Stakeholder Engagement
- Goals and Results
- Identified Needs
- Systems, Strategies, and Support
- Equitable Access to Excellent Teachers (New)

WBWF Goals and Results

- all students ready for kindergarten
- all students in third grade achieving grade level literacy
- close the achievement gap among all groups
- all students attaining career and college readiness before graduating from high school
- all students graduating from high school

Every Student Succeeds Act (ESSA)

State-developed accountability systems must include each of these indicators:

1. Proficiency in reading and math;
2. Graduation rates for high schools;
3. English language proficiency;
4. For elementary and middle schools, student growth or another indicator that is valid, reliable and statewide; and
5. At least one other indicator of school quality or success, such as measures of safety, student engagement or educator engagement.

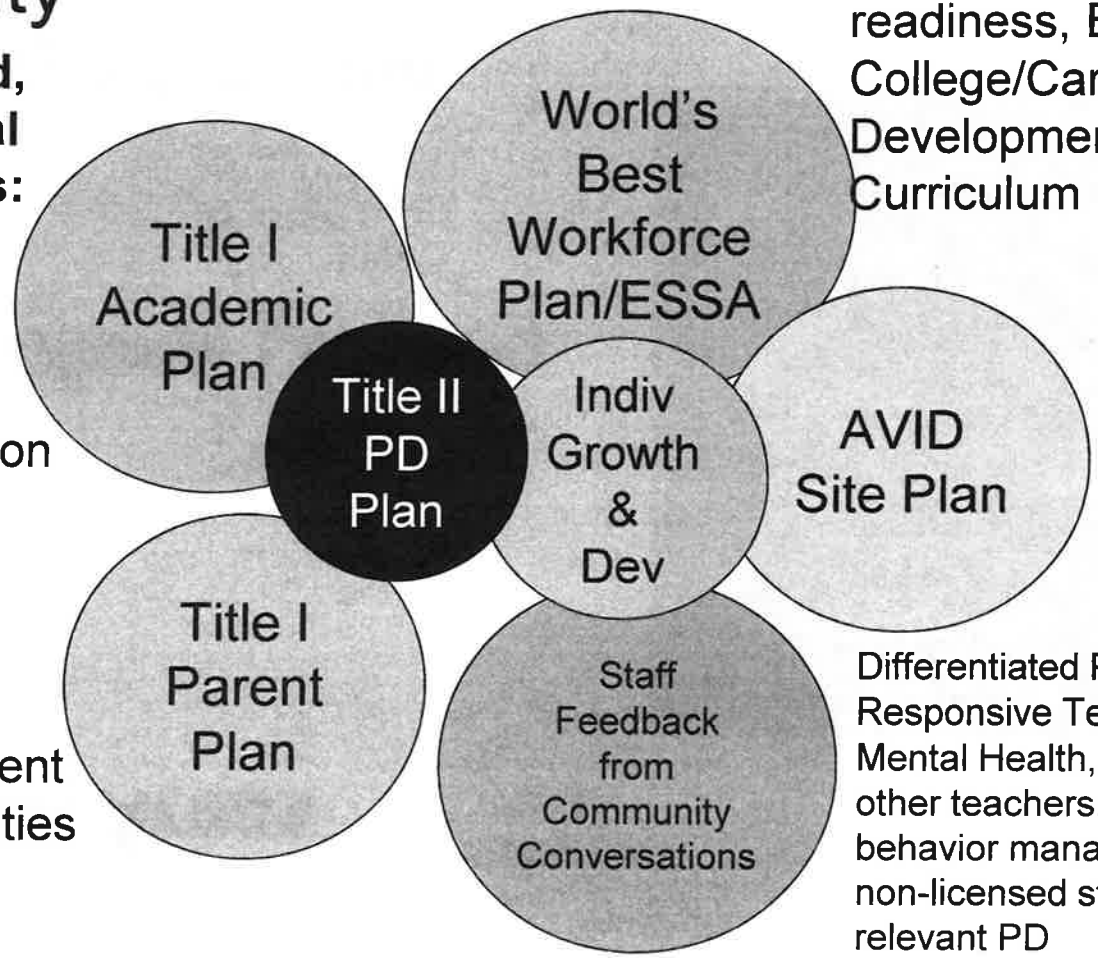
The accountability system must have substantial weights on indicators 1-4 above. In aggregate, indicators 1-4 must weigh more than indicator 5.

Simplexity

School board, State, Federal Annual Plans:

Math
Literacy
Science
Graduation

Parent
Engagement
Opportunities



Literacy, Kindergarten readiness, Equity, Graduation, College/Career Ready, Staff Development, Gifted, Testing, Curriculum

Instruction
System
Culture
Leadership

Differentiated PD, Culturally Responsive Teaching, Trauma and Mental Health, Collaboration, Observe other teachers, PD for specialists, behavior management, training for non-licensed staff, interventions, relevant PD

Five Goal Areas

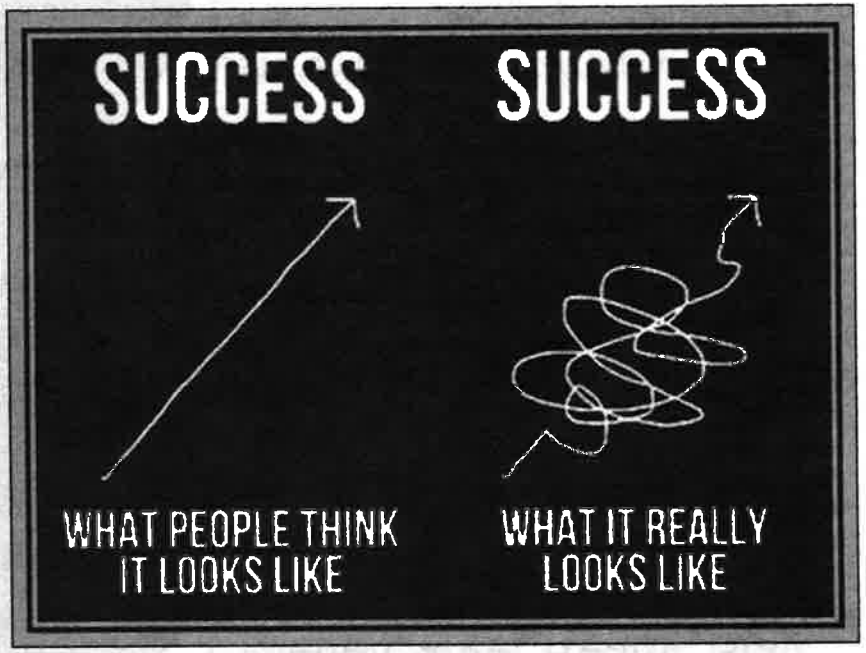
Literacy

Math

Social-Emotional Learning

Equity

Technology Integration

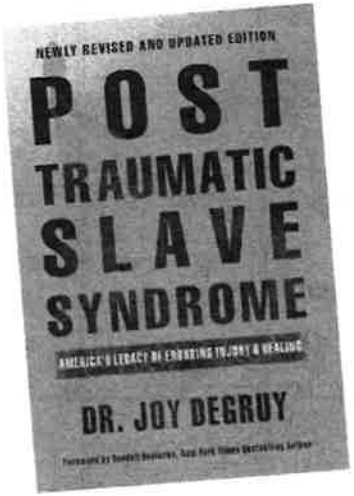


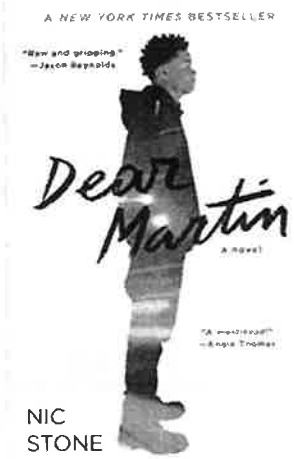
Achievement and Integration Equity PD Goal

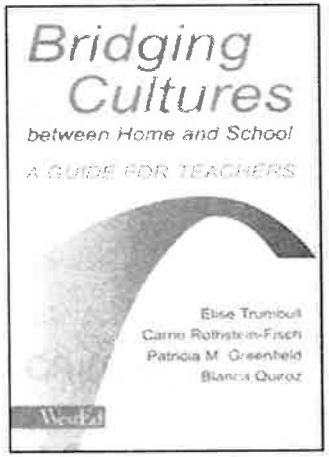
Intervention 7: To establish culturally relevant school practices						
Key Indicators of Progress (KIPS)						
List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	**Target 2018**	**Actual**	**Target 2019**	**Actual**	**Target 2020**	**Actual**
Teacher participation in Culturally Relevant professional development	50%		70%		95%	
Percent of trained teachers implementing programs at a standard level	45%		65%		90%	

Resources

Attach a Post-It note with your name on it to the resources you're interested in reading



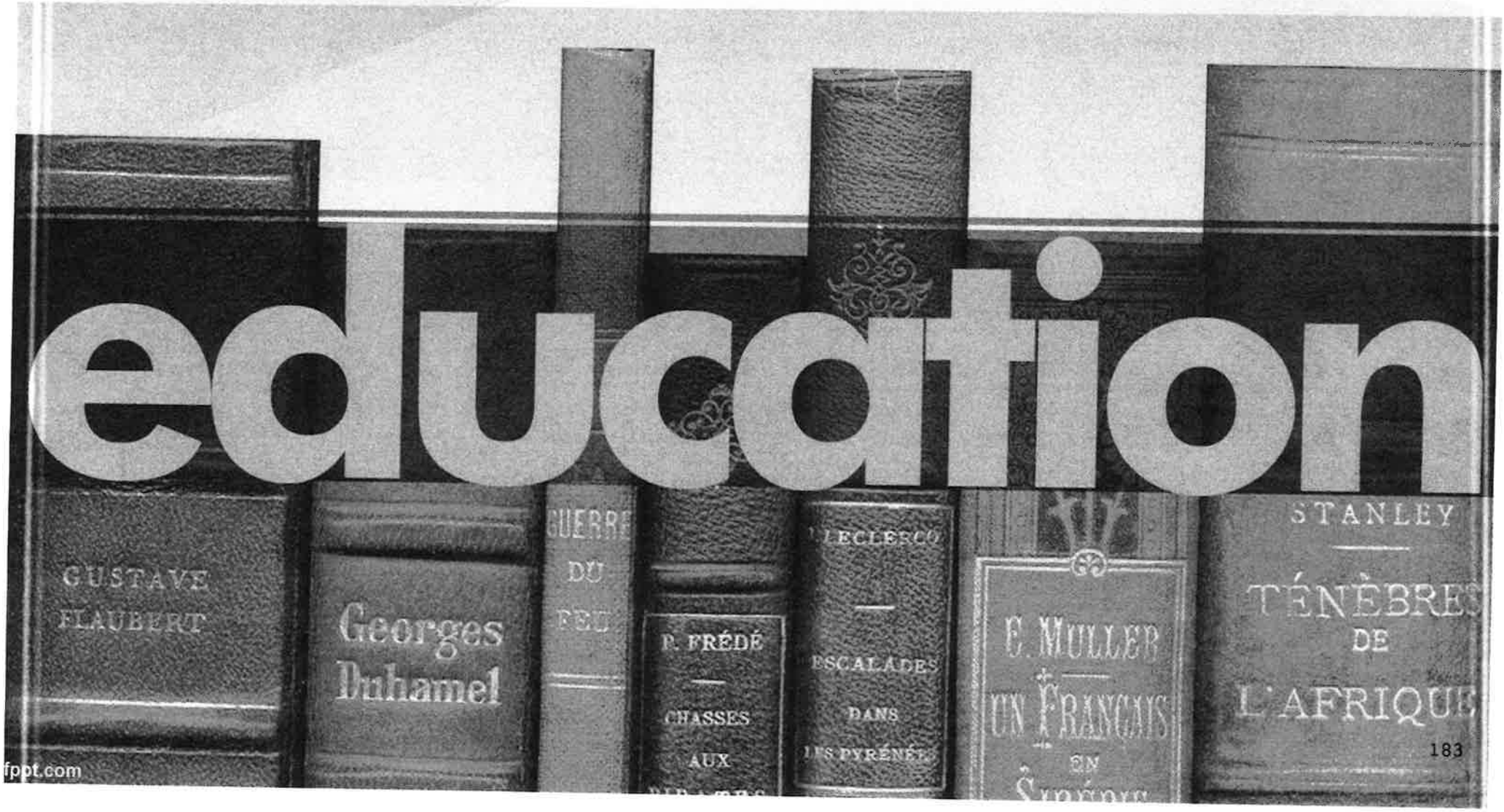




Equity Building Goals - Share Out

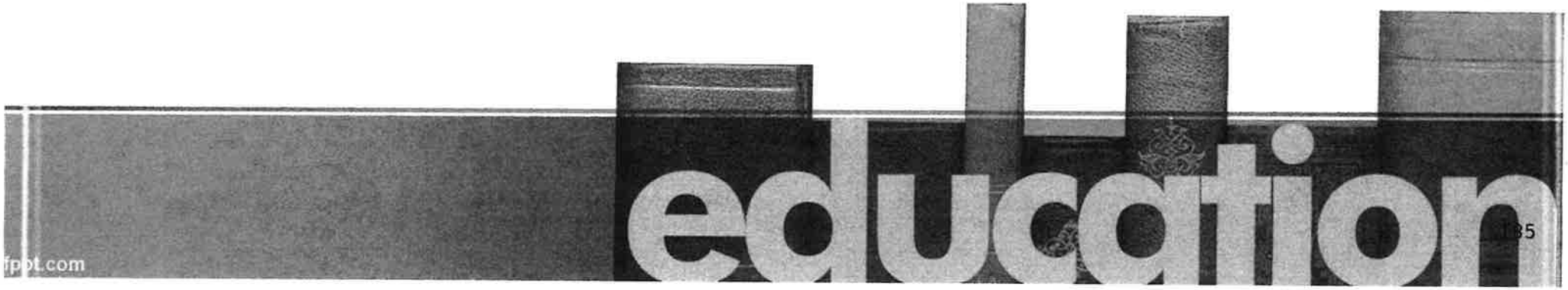
Equity Plan 2018-19

Columbia Heights High School



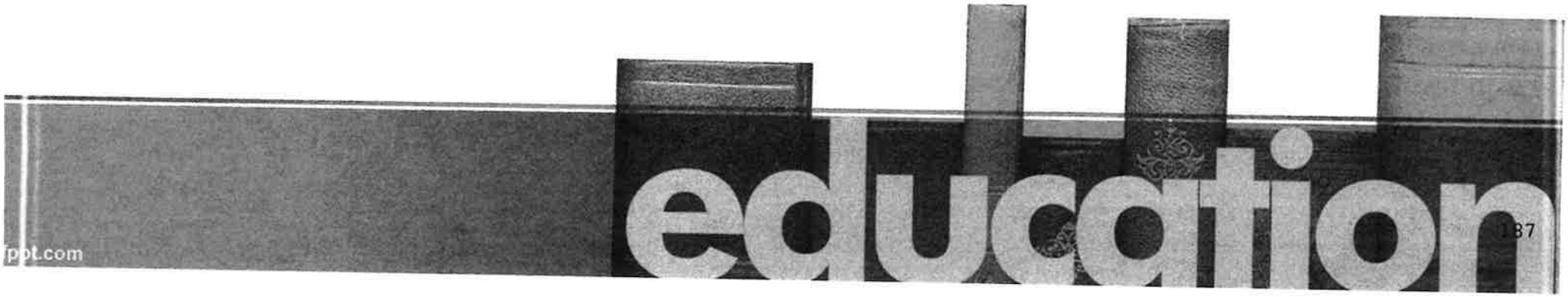
Activity – Imaginative Name Tag

Draw something you do well.	Draw something you like to do.
Draw something you value.	List four words that describe you.



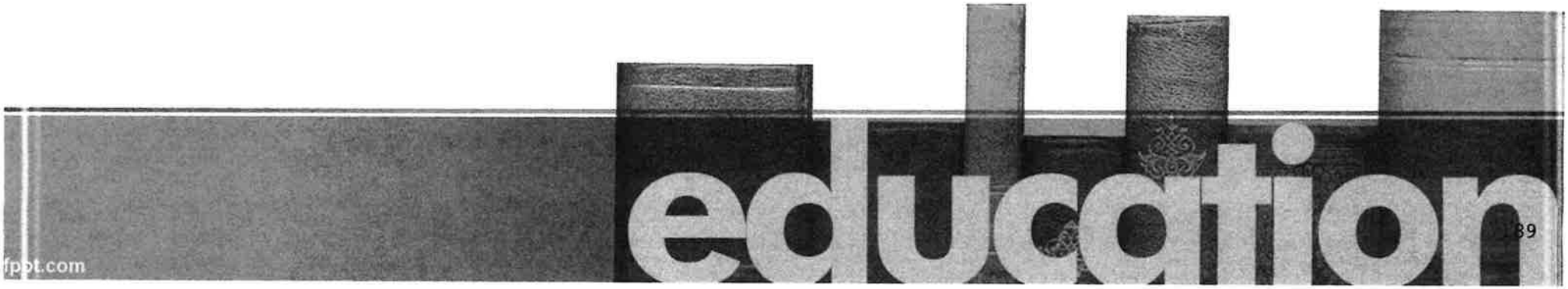
Partner Share

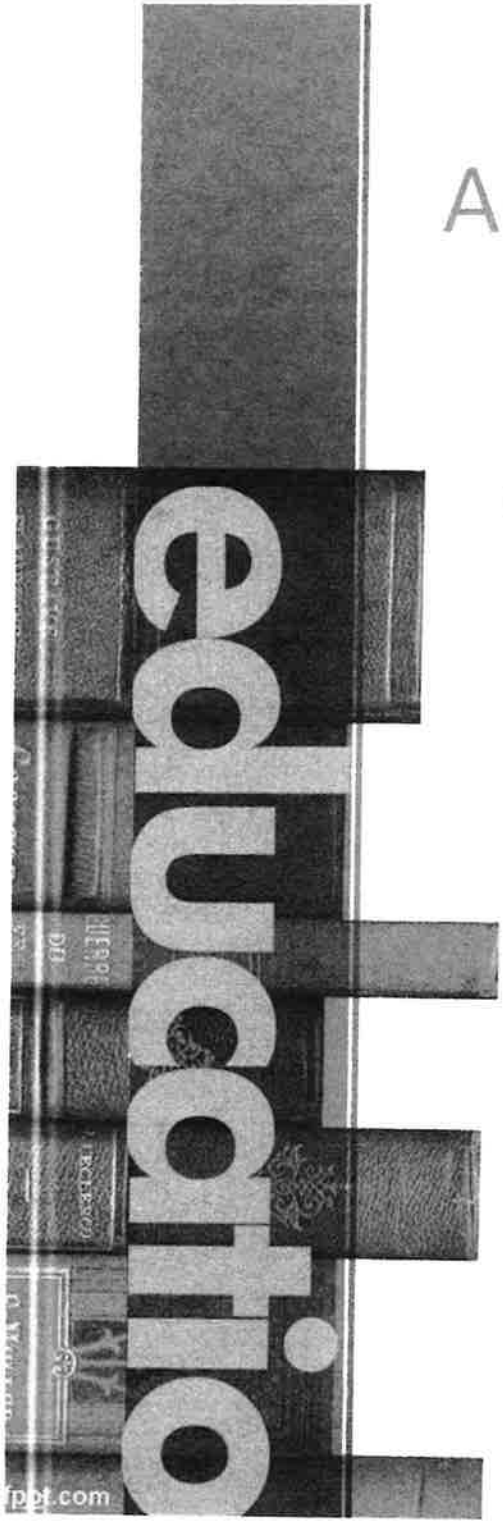
- At your table, find a partner.
- Visually share your creative name tag with your partner.
- Without interrupting each other, take turns telling each other what you think the other person's name tag says about him or her. At this time, do not correct your partner if their interpretation is incorrect.
- When both partners are finished sharing, talk and correct each other if needed.



Equity Plan 2018-19

Goal : 100% of licensed staff will participate and 100% of non-licensed staff will have the opportunity to participate in a book study and professional development for the 2018-19 school year.

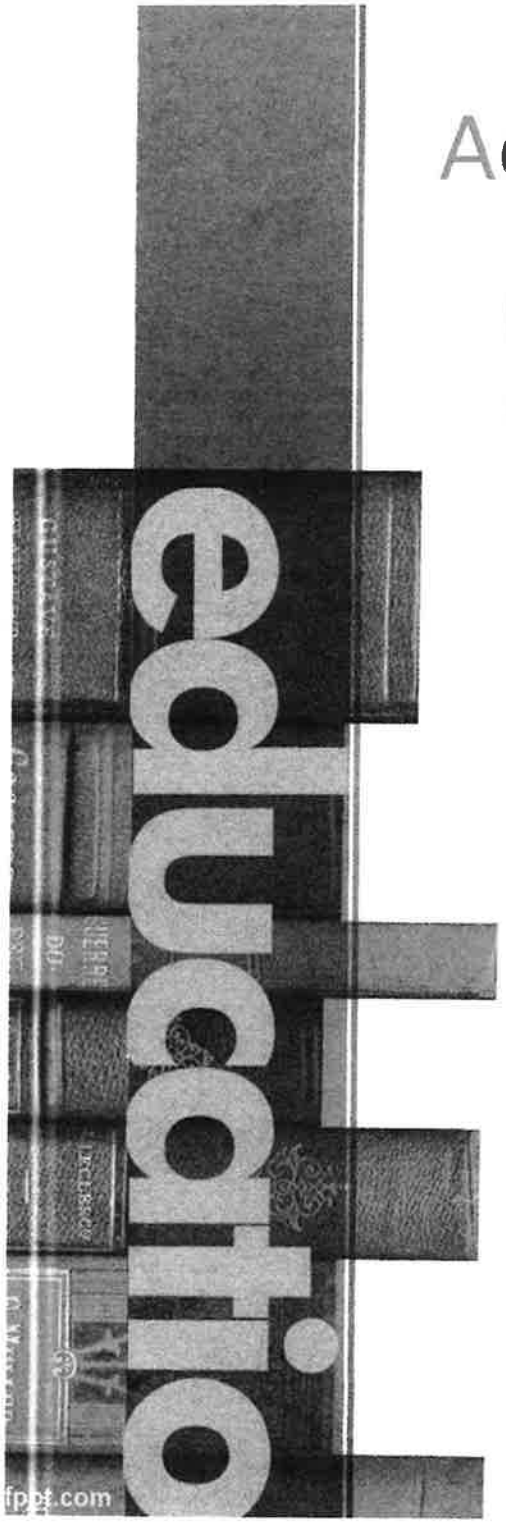




Action Step #1

Participate in a book study that will meet during District and Building In-service Days.

- August 28
- October 17
- February 8
- April 5



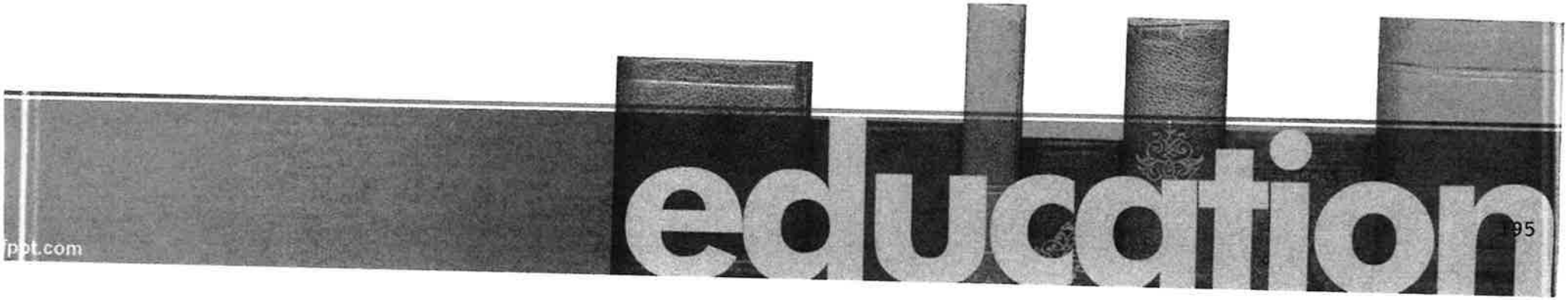
Action Step #2

Participate in an intercultural experience and reflect on it. Experiences may include:

- Workplace Activities
- Theater, Film & Arts
- Educational Class
- Training Program
- Personal Interactions
- Intercultural Journal
- Travel
- Coaching
- Site Visit

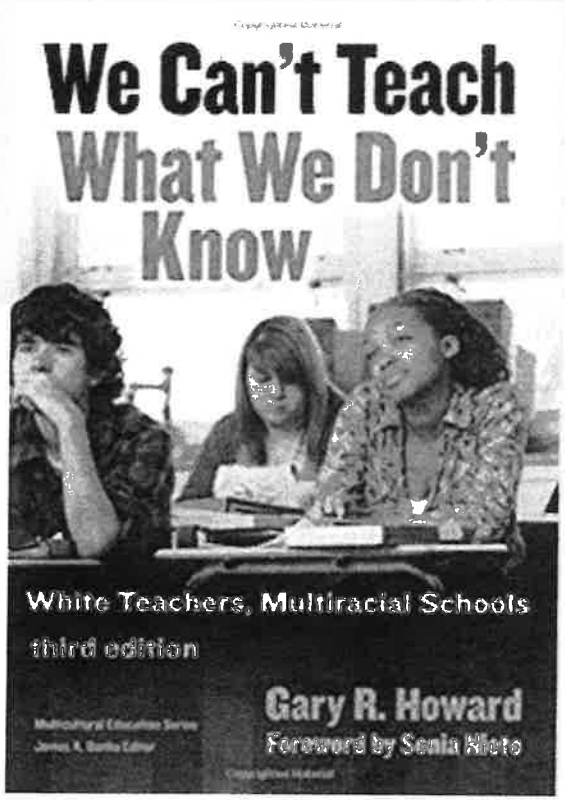
Book Study - Four Options

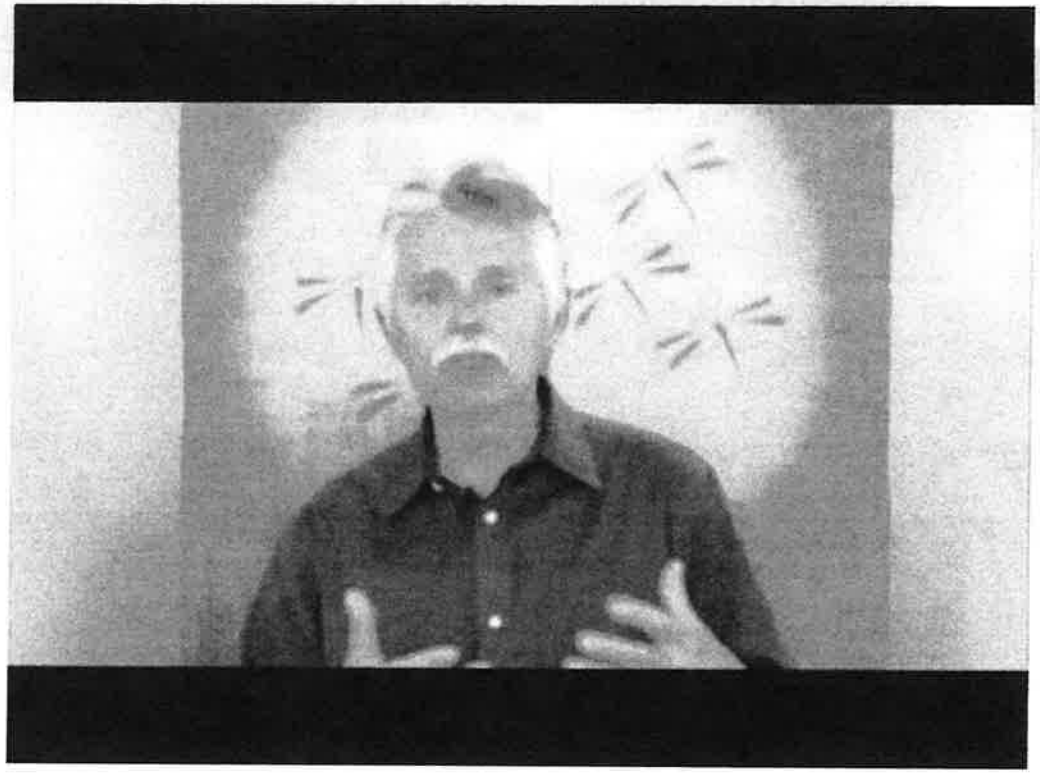
1. We Can't Teach What We Don't Know
2. Culturally Proficient Instruction: A Guide for People Who Teach
3. Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms
4. A Good Time for the Truth



We Can't Teach What We Don't Know

by Gary Howard





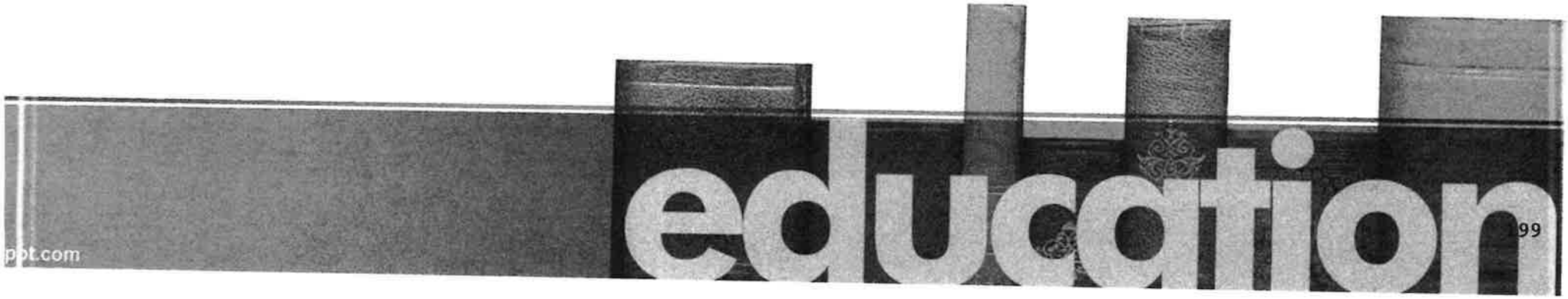
We Can't Teach What We Don't Know

by Gary Howard

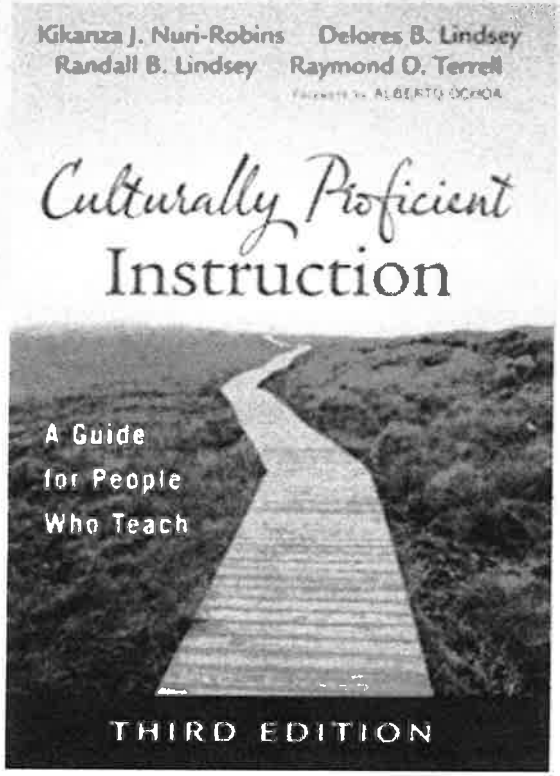
Aligned with our nation's ever more diverse student population, the book speaks to what good teachers know, what they do, and how they embrace culturally responsive teaching.

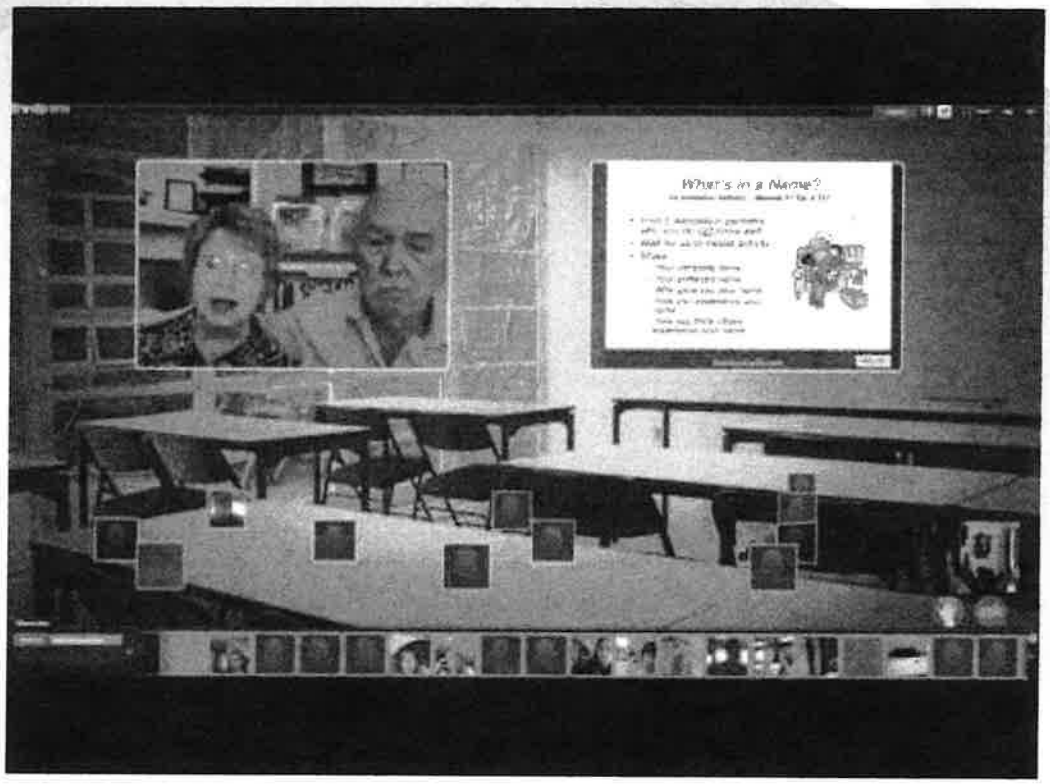
New for the Third Edition:

- An updated analysis of White social dominance, bringing in Critical Race Theory and reflecting on the racist reaction to the election of our first Black President.
- More detail to the White Identity Orientations model, bringing in the personal life experiences of several contemporary White racial-justice activists.
- A new section, "The Whiteness of School Reform," demonstrating how White social dominance drives much of the corporate school reform movement.
- A richer discussion of the seven principles for Culturally Responsive Teaching, drawing lessons from the author's transformative work with school districts throughout the country.
- An expanded Reflection and Discussion Guide.



Culturally Proficient Instruction





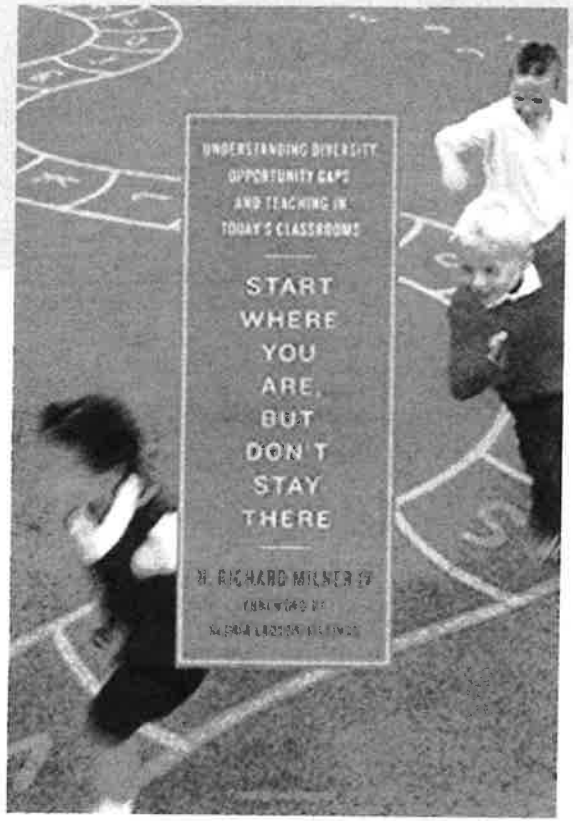
Culturally Proficient Instruction

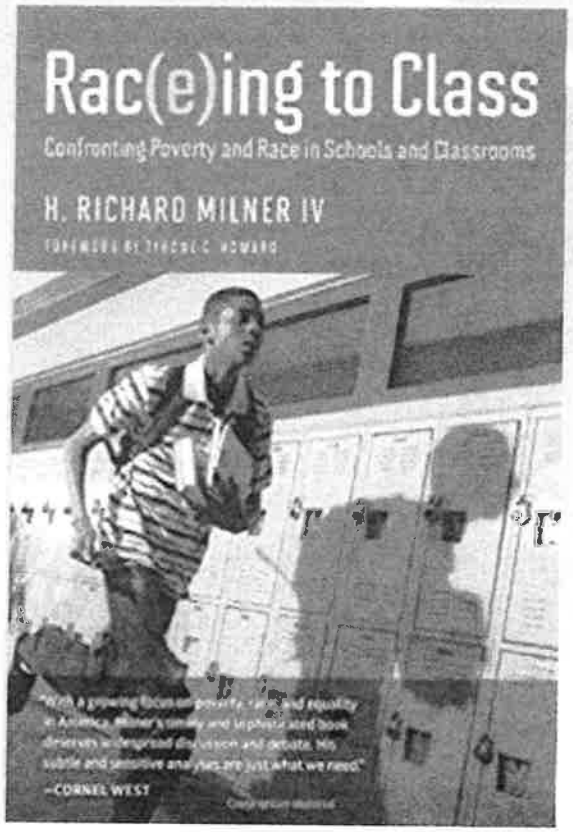
Culturally proficient instruction is the result of an inside-out journey of teaching and learning during which you explore your values and behaviors while evaluating the policies and practices of your workplace. The journey deepens your understanding of yourself and your community of practice. The authors invite you to reflect on how you engage with your students and your colleagues as a community of learners. The third edition features a case study to show cultural proficiency in practice and:

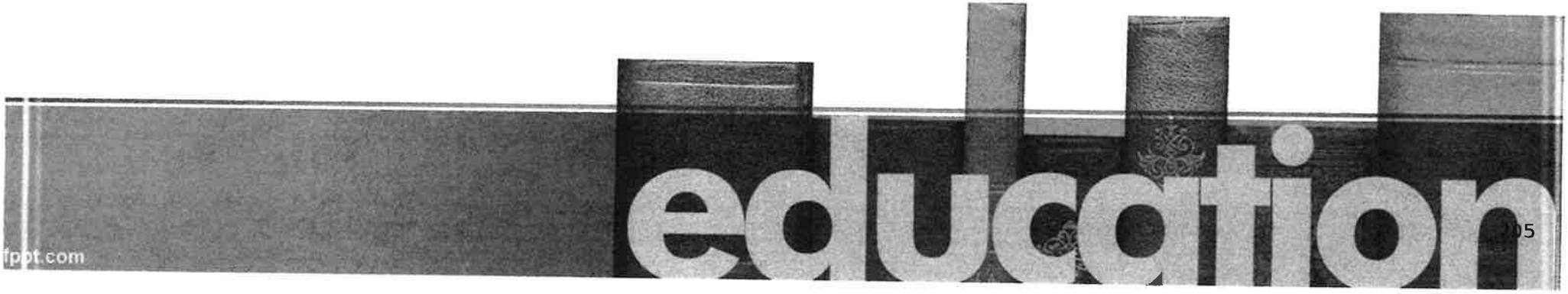
- An updated discussion of standards-based education guidelines
- A conceptual framework for the tools of cultural proficiency
- New language for understanding the microaggressions of dominant cultures
- An integrated guide for use with study groups

Each chapter contains reflective activities and group work conducive to collaborative professional development.

Rac(e)ing to Class by Richard Milner



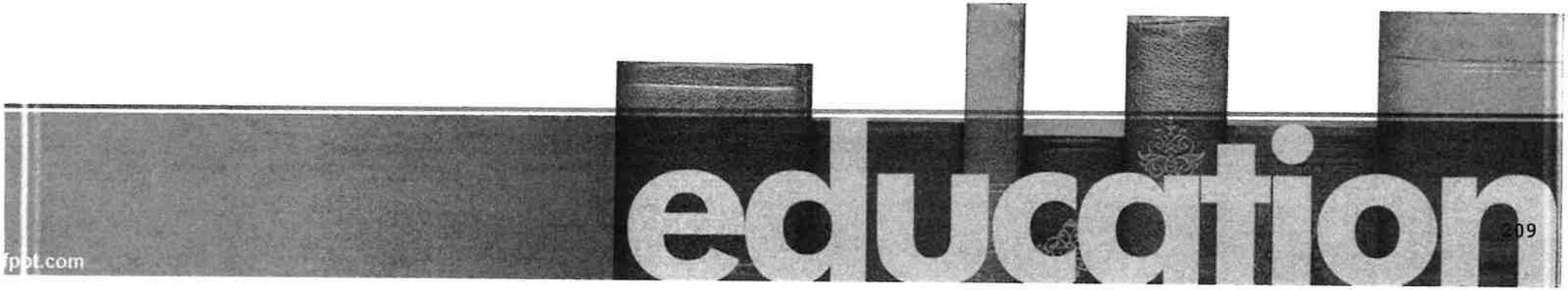




Rac(e)ing to Class by Richard Milner

Richard Milner IV provides educators with a crucial understanding of how to teach students of color who live in poverty. Milner looks carefully at the circumstances of these students' lives and describes how those circumstances profoundly affect their experiences within schools and classrooms. In a series of detailed chapters, Milner proposes effective practices—at district and school levels, and in individual classrooms—for school leaders and teachers who are committed to creating the best educational opportunities for these students.

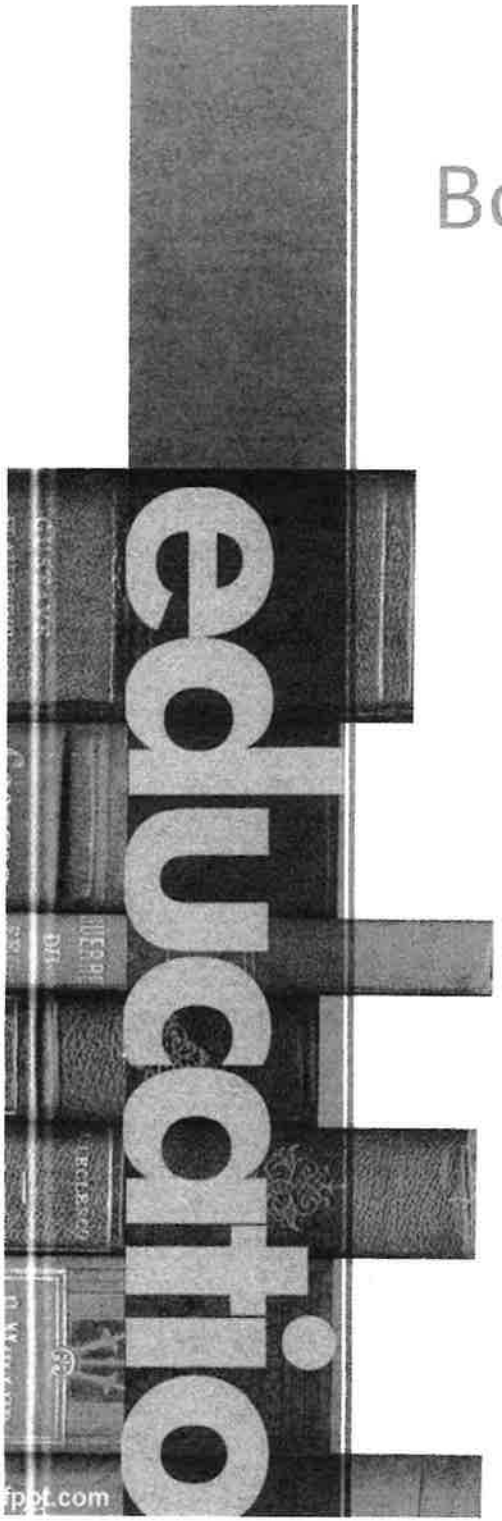
A Good Time for the Truth



A Good Time for the Truth

In this provocative book, sixteen of Minnesota's best writers provide a range of perspectives on what it is like to live as a person of color in Minnesota. They give readers a splendid gift: the gift of touching another human being's inner reality, behind masks and veils and politeness. They bring us generously into experiences that we must understand if we are to come together in real relationships.

Minnesota communities struggle with some of the nation's worst racial disparities. As its authors confront and consider the realities that lie beneath the numbers, this book provides an important tool to those who want to be part of closing those gaps.



Book Study Directions

1. Choose a book and form your group
2. Choose one or two leaders who are willing to support and lead the group
3. Determine your goals and divide up the book according to our PD In-service dates (see handouts):
   - August 28
   - October 17
   - February 8
   - April 5
4. Start reading the book

Reflection

Quick Write:

Why did I choose the book to read for the book study? What do I hope to learn from my book choice?

Book Study Protocol

Everyone read material before each session.
Identify own:
- Insights
- Personal Ties
- Implications

Reporting on Results
15-20 minutes
Ea. person reports on the results of learning applied since the last session in 1-2 minutes.

Insights – 15-25 minutes
Round robin: Ea. person identifies 1 of the most significant ideas from the text. 1st person reads what struck him/her most. In **less than 3 minutes**, person describes why that text or idea struck her most. Ea. person responds or that idea in **less than 1 minute**, expanding on the thinking, providing a different view, clarifying thinking, etc.
2nd person begins the cycle again. 3rd and so on until all significant ideas are expressed.

Ties to Personal/Professional Experience – 15-20 minutes
In group discussion, add brief (3 minute or less) examples from personal/professional life experiences that make the significant ideas of the chapter real and meaningful to the individuals and the group.

Implications for Teaching and Learning – 30 minutes
Reflect on and discuss the implications of the learning on students, teaching, relationships with parents, and other applications in the school and classroom.
Practice activities as appropriate.

So What? Now What?
5 – 10 minutes
Individual Reflection and Commitment:
In a journal, about what you have learned today and an idea you will try before the next session and be ready to report the results when you meet again.

One-Hour
45-minutes

Strategy 5: **Obtain Qualitative Engagement Data and Input from Parents, Students and Teachers on Issues Related to Discipline**
Data from 2018 Climate Survey Presentation

Columbia Heights Public Schools
Worlds of opportunity for every learner

School Climate Survey

Zena Stenvik, Dir. Teaching and Learning
Duane Berkas, Columbia Academy Principal
Jeff Cacek, North Park Principal
Dan Wrobleski, CHHS Principal

May 8, 2018

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, to unleash their potential and to develop tools for lifelong success.*

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Columbia Heights Public Schools

Worlds of opportunity for every learner

CORE VALUES

Community

Excellence

Collaboration

Integrity

Respect

Courage

Innovation

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, to unleash their potential and to develop tools for lifelong success.*

Informational Update

National School Climate Center
Educating Minds and Hearts...Because the Three Rs are Not Enough

The Comprehensive School Climate Inventory

Research shows that a positive school climate directly impacts telling indicators for success such as higher student achievement, lower dropout rates, decreased incidences of violence, and increased teacher retention.

2018 Survey Participation

School	Grade	Students	Parents	Staff
North Park	5	High	Low	Low
Highland	5	High	Average	High
Valley View	5	High	High	Average
Columbia Academy	7	Average	Low	High
High School	9	Low	Low	Average

2018 Survey Details - Date of Survey

**Note: Window for taking the survey is January 8 - February 15, 2018*

School Name	STUDENT Survey *(Grades 5, 7, & 9 only)*		PARENT Survey		STAFF Survey	
	Date Range	Location	Date Range	Event Name	Date	Location
North Park	Week of Jan 8th	Homeroom	January 25	Family Game Night	Jan 23rd	Staff Meeting
Highland	January 11th	Homeroom	Feb. 1st & 7th	Conferences	Feb 13th	Staff Meeting
Valley View	Week of Jan 8th	Homeroom	Feb 1st & 7th	Conferences	Jan 23rd	Staff Meeting
Columbia Academy	1/25/2018-1/31/2018	Social Studies classes	Feb 15	CA Academic Night	January 9th	Staff Meeting
High School	January 30th	PAC - 9th grade advisory	January 11th	Parent/Teacher Conferences	January 11th	Staff Meeting

Categories or Dimensions

Safety

Rules and Norms

Physical security

Social Emotional Security

Teaching and Learning

Support for Learning

Social & Civic Learning

Interpersonal Relationships

Respect for Diversity

Social Support- Adults

Social Support- Students

Staff Only

Leadership

Professional Relationships

Social Media*

Social Media

*New category in 2016

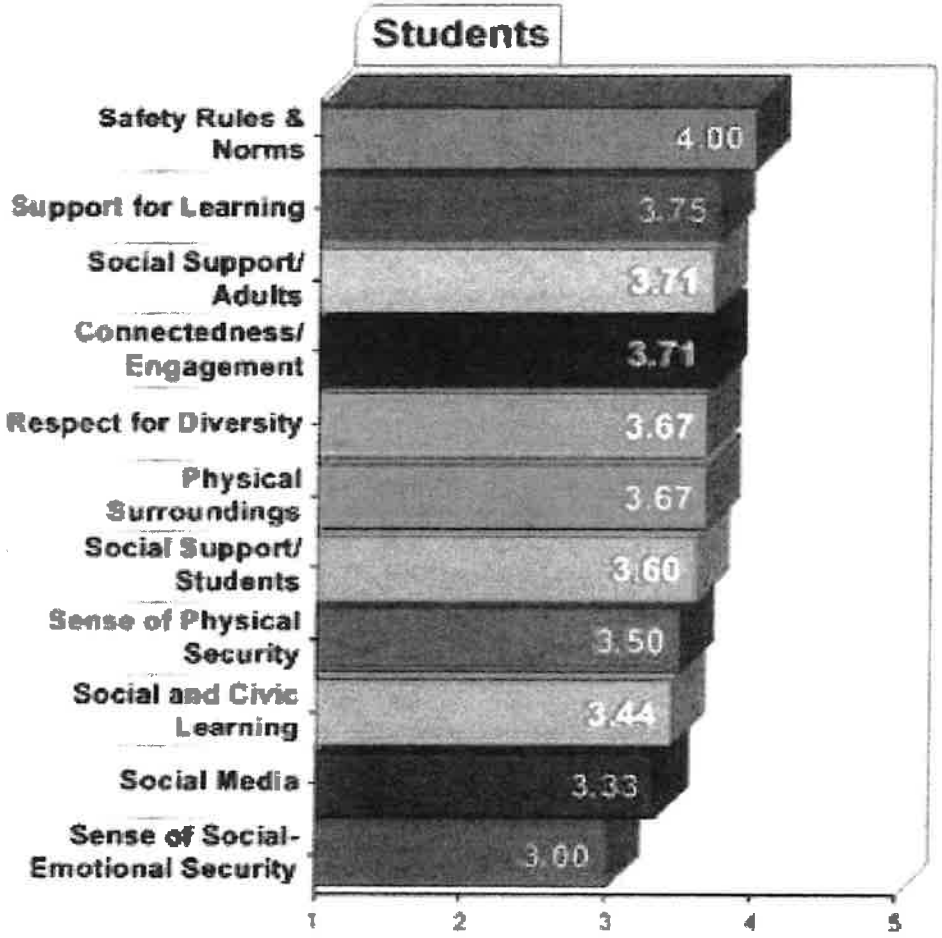
Rating Scale

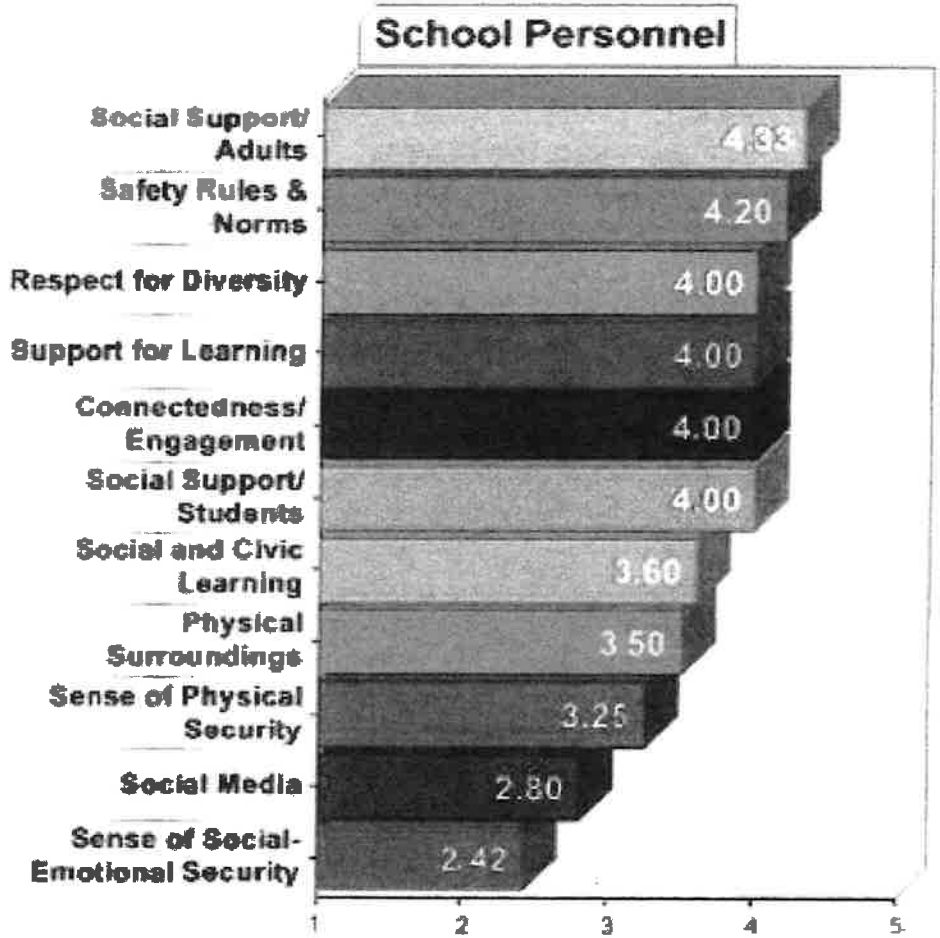
	= median rating in the negative range (scores lower than 2.5 on a 5-point scale)
	= median rating in the neutral range (scores between 2.5 and 3.5 on a 5-point scale)
	= median rating in the positive range (scores above 3.5 on a 5-point scale)

2015-16 to 2018 Comparisons Note:
Social Media questions were added in 2016.

Columbia Academy

Median Scale Scores - Rank Order

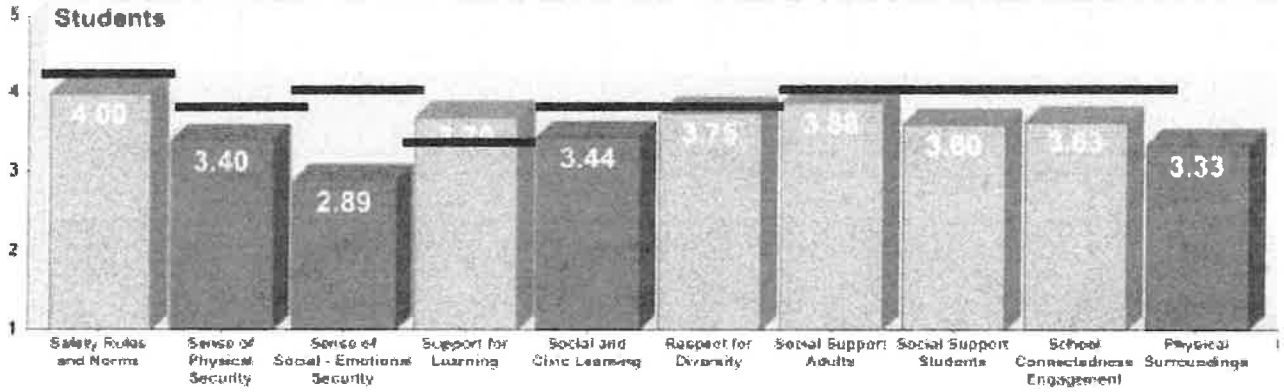




Columbia Academy

2015

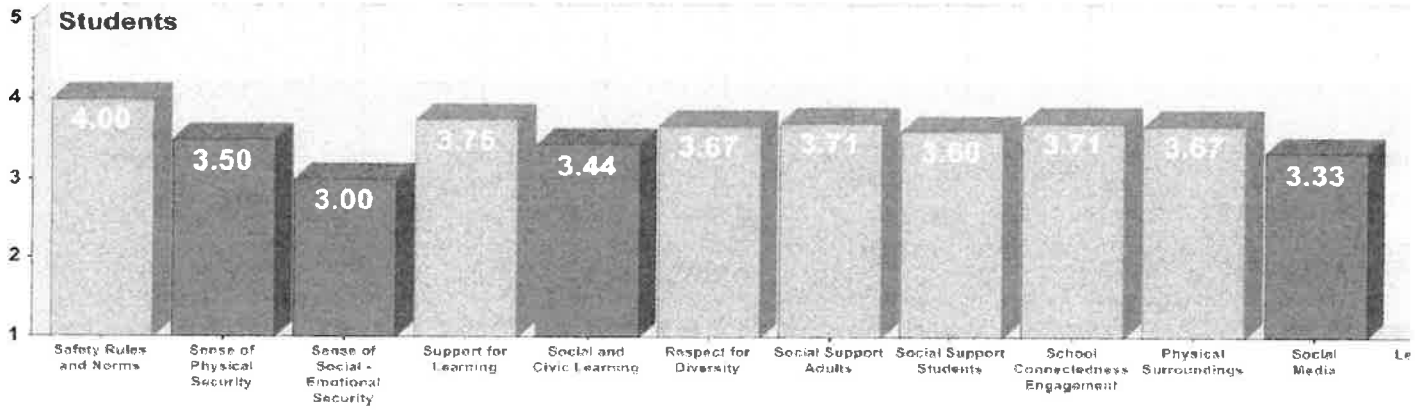
School Climate Ratings - Positives, Negatives and Neutrals



	Positive
	Neutral
	Negative

2018

School Climate Ratings - Positives, Negatives and Neutrals



	Positive
	Neutral
	Negative

Columbia Academy

2015

Comparative Ratings — Another View

	Students	School Personnel
Safety Rules & Norms		
Sense of Physical Security		
Sense of Social-Emotional Security		
Support for Learning		
Social and Civic Learning		
Respect for Diversity		
Social Support/ Adults		
Social Support/ Students		
Connectedness/ Engagement		
Physical Surroundings		
Leadership	— N/A —	
Professional Relationships	— N/A —	

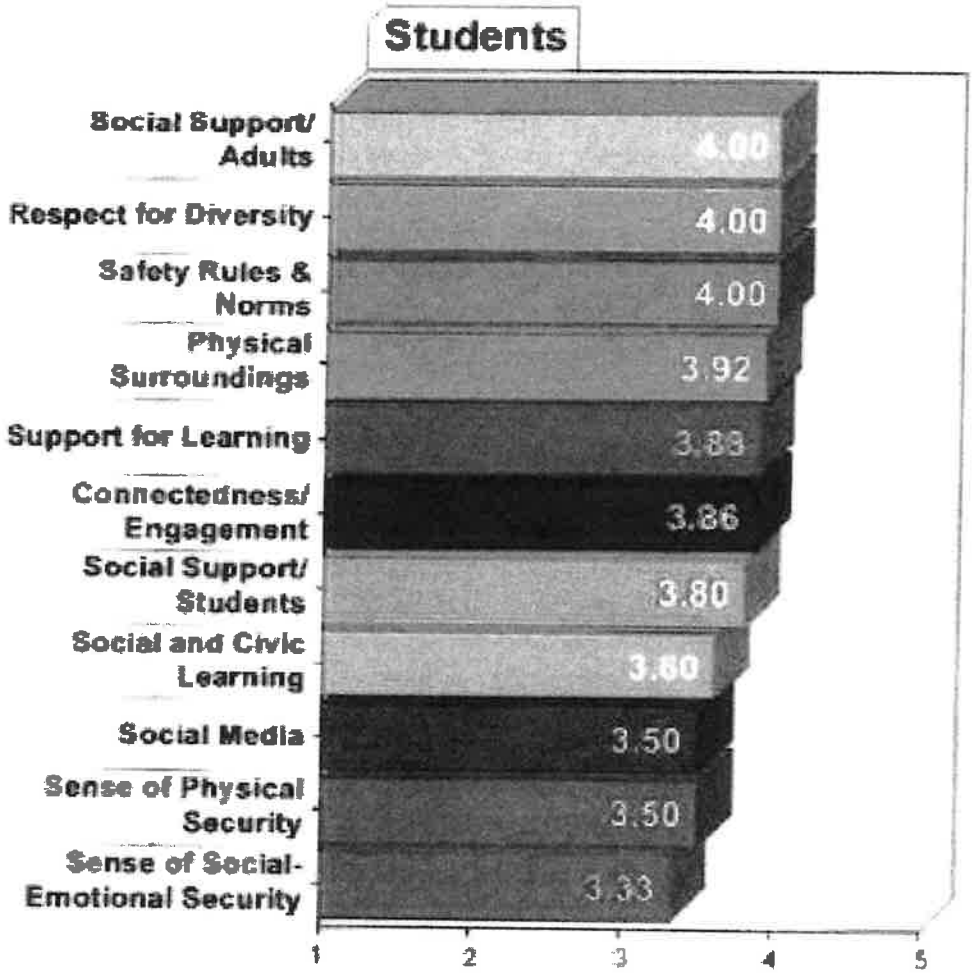
2018

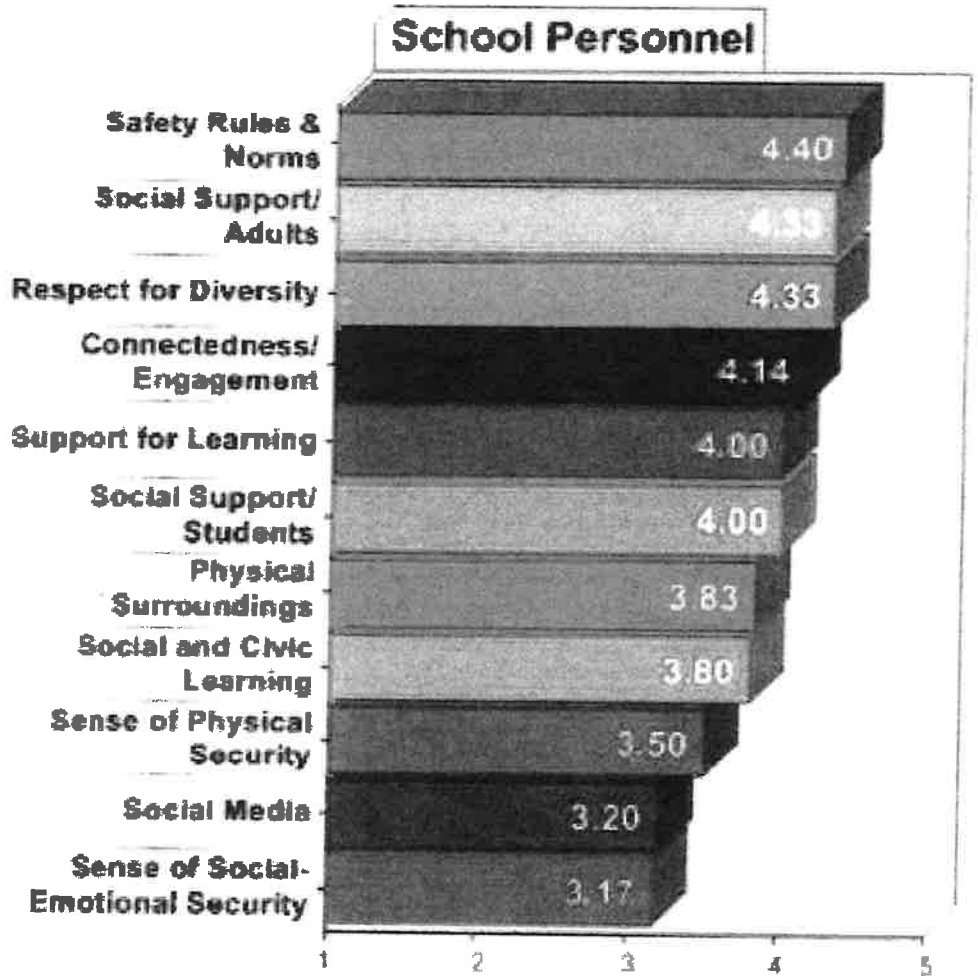
Comparative Ratings — Another View

	Students	School Personnel
Safety Rules & Norms		
Sense of Physical Security		
Sense of Social-Emotional Security		
Support for Learning		
Social and Civic Learning		
Respect for Diversity		
Social Support/ Adults		
Social Support/ Students		
Connectedness/ Engagement		
Physical Surroundings		
Social Media		
Leadership	— N/A —	
Professional Relationships	— N/A —	

High School

Median Scale Scores - Rank Order

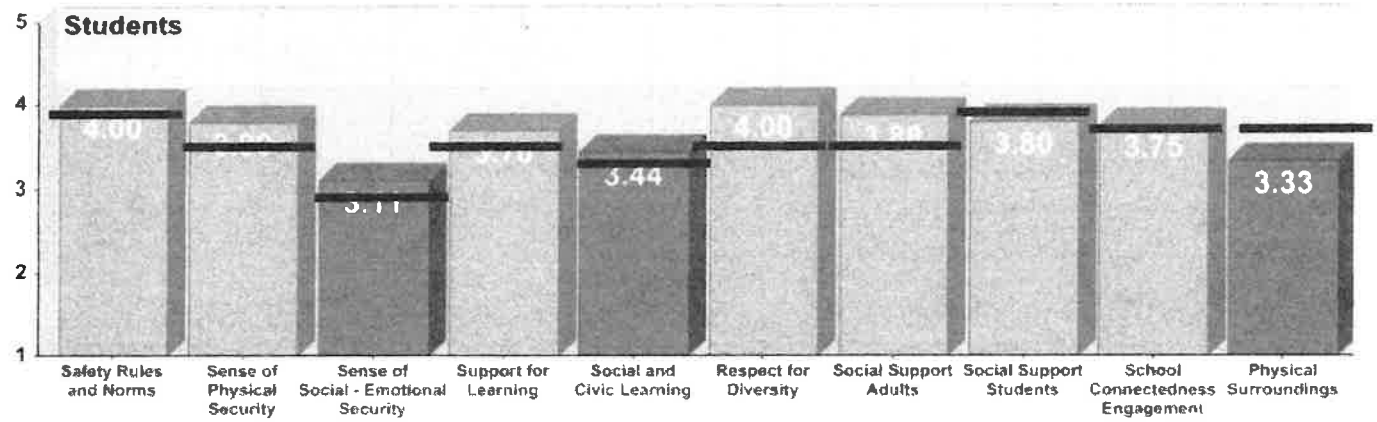




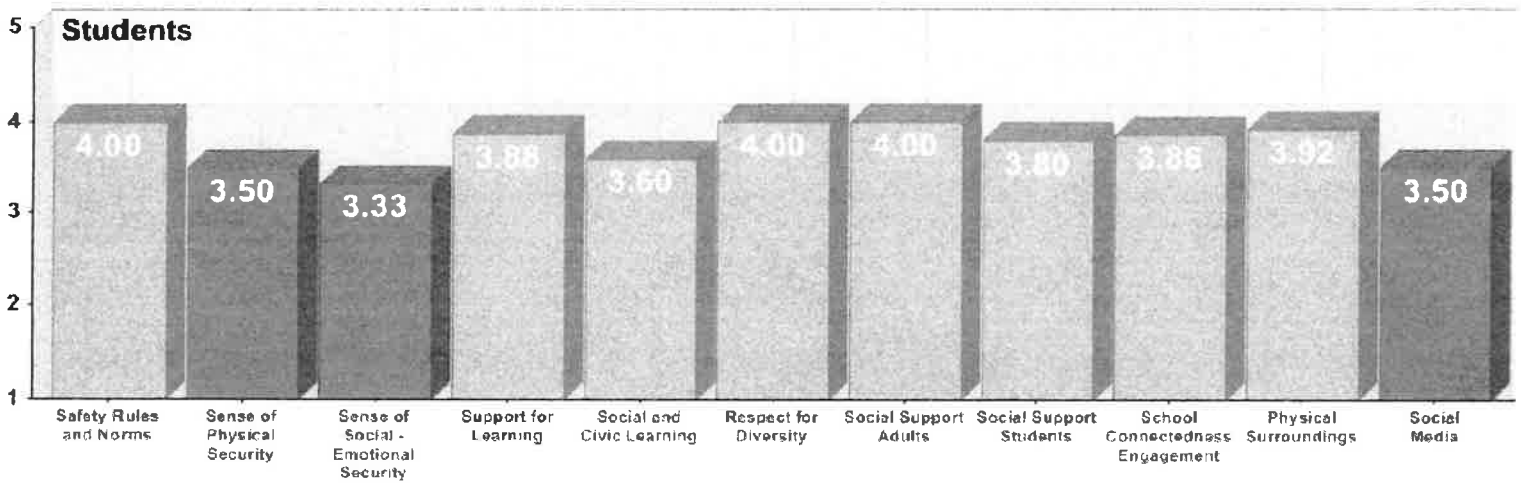
High School

School Climate Ratings - Positives, Negatives and Neutrals

2015



2018



	Positive
	Neutral
	Negative

High School

	Positive
	Neutral
	Negative

2015

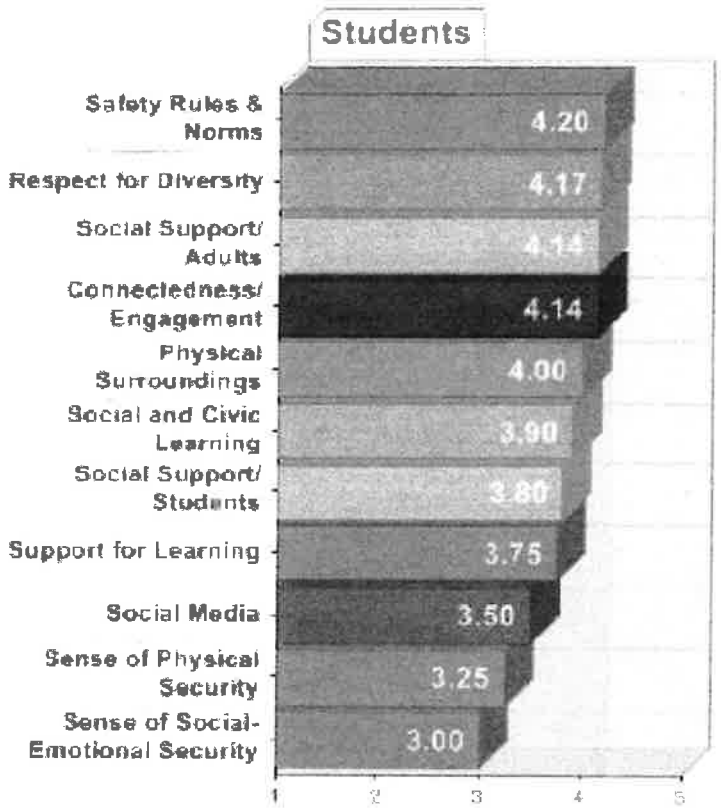
	Students	School Personnel
Safety Rules & Norms		
Sense of Physical Security		
Sense of Social-Emotional Security		
Support for Learning		
Social and Civic Learning		
Respect for Diversity		
Social Support/ Adults		
Social Support/ Students		
Connectedness/ Engagement		
Physical Surroundings		
Leadership	--- N/A ---	
Professional Relationships	--- N/A ---	

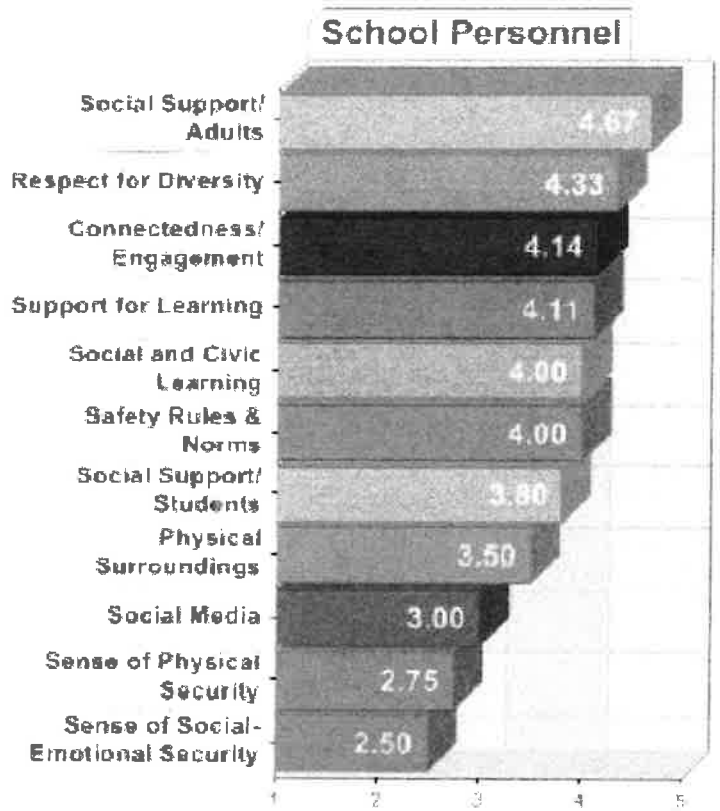
2018

	Students	School Personnel
Safety Rules & Norms		
Sense of Physical Security		
Sense of Social-Emotional Security		
Support for Learning		
Social and Civic Learning		
Respect for Diversity		
Social Support/ Adults		
Social Support/ Students		
Connectedness/ Engagement		
Physical Surroundings		
Social Media		
Leadership	— N/A —	
Professional Relationships	— N/A —	

North Park Elementary

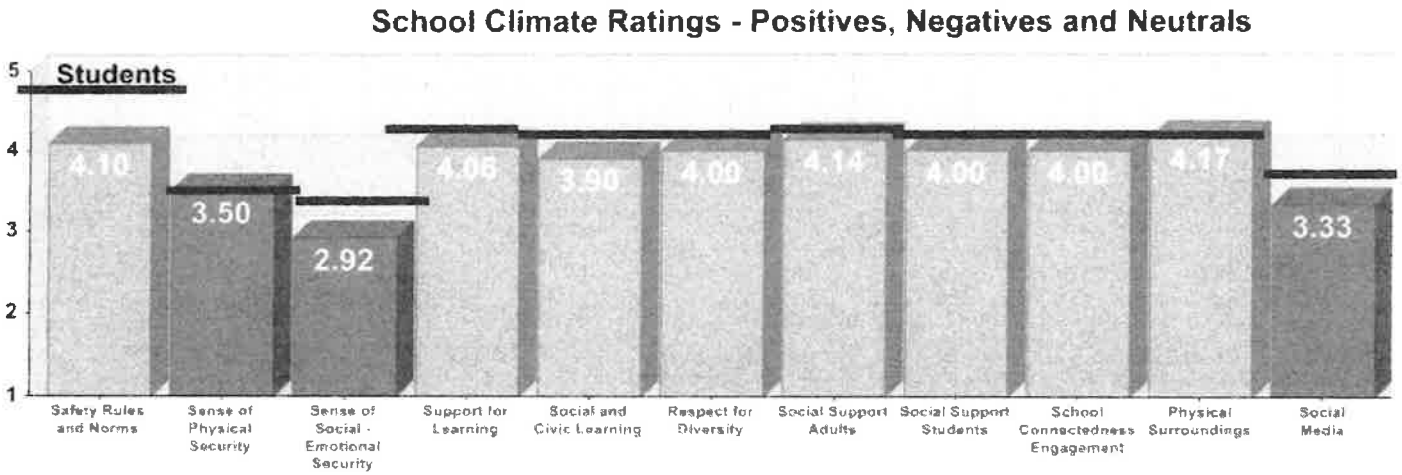
Median Scale Scores- Rank Order



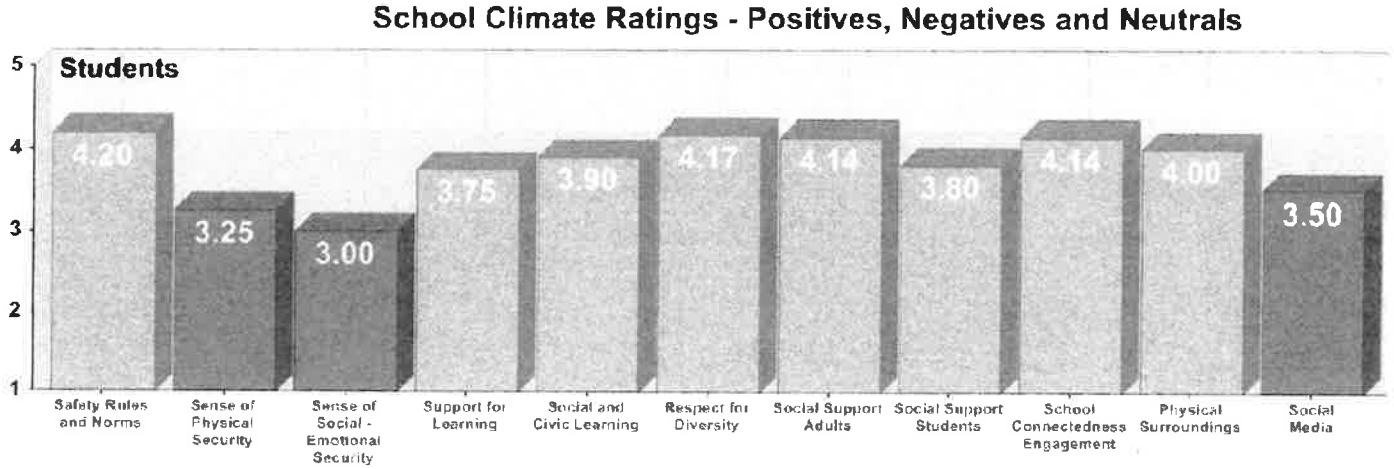


North Park

2016



2018



	Positive
	Neutral
	Negative

	Positive
	Neutral
	Negative

North Park

2016

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support/ Adults			
Social Support/ Students			
Connectedness/ Engagement			
Physical Surroundings			
Social Media			
Leadership	--- N/A ---		--- N/A ---
Professional Relationships	--- N/A ---		--- N/A ---

2018

Students	School Personnel	Parents
--- N/A ---		--- N/A ---
--- N/A ---		--- N/A ---

What are CHPS Parents Saying?

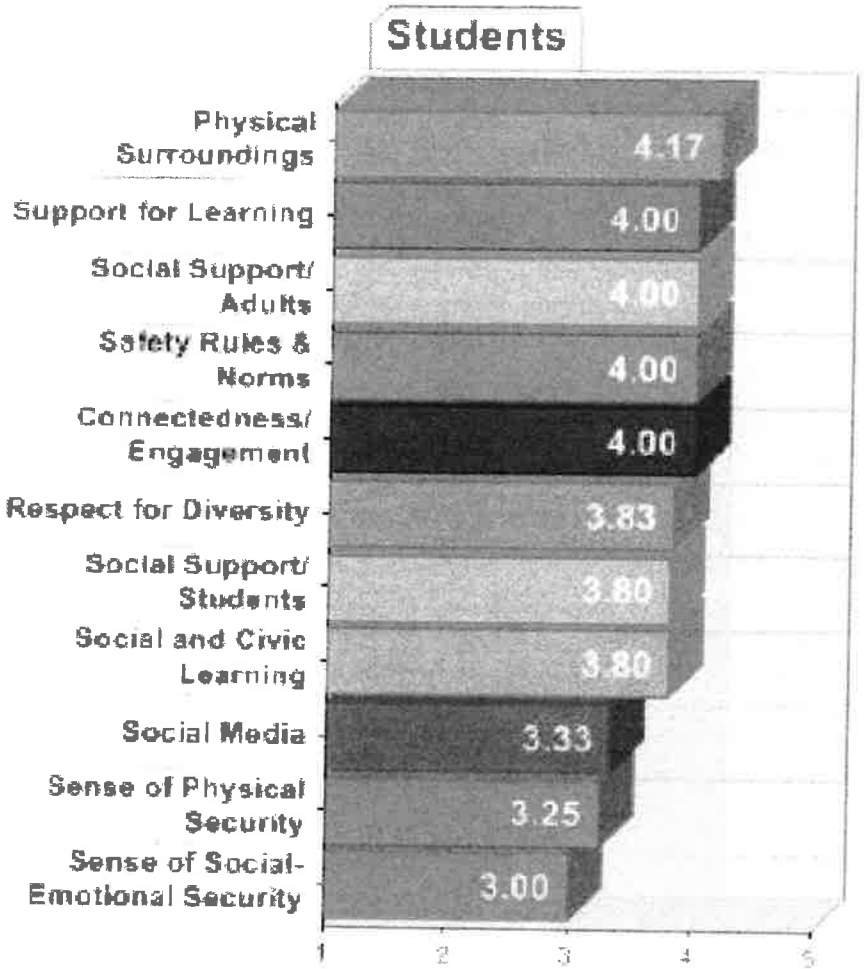
Categories for growth	Categories that are working well
• Social Media • Sense of Social-Emotional Security • Sense of Physical Security (North Park)	• Respect for Diversity • Connectedness/Engagement • Support for Learning • Social Support

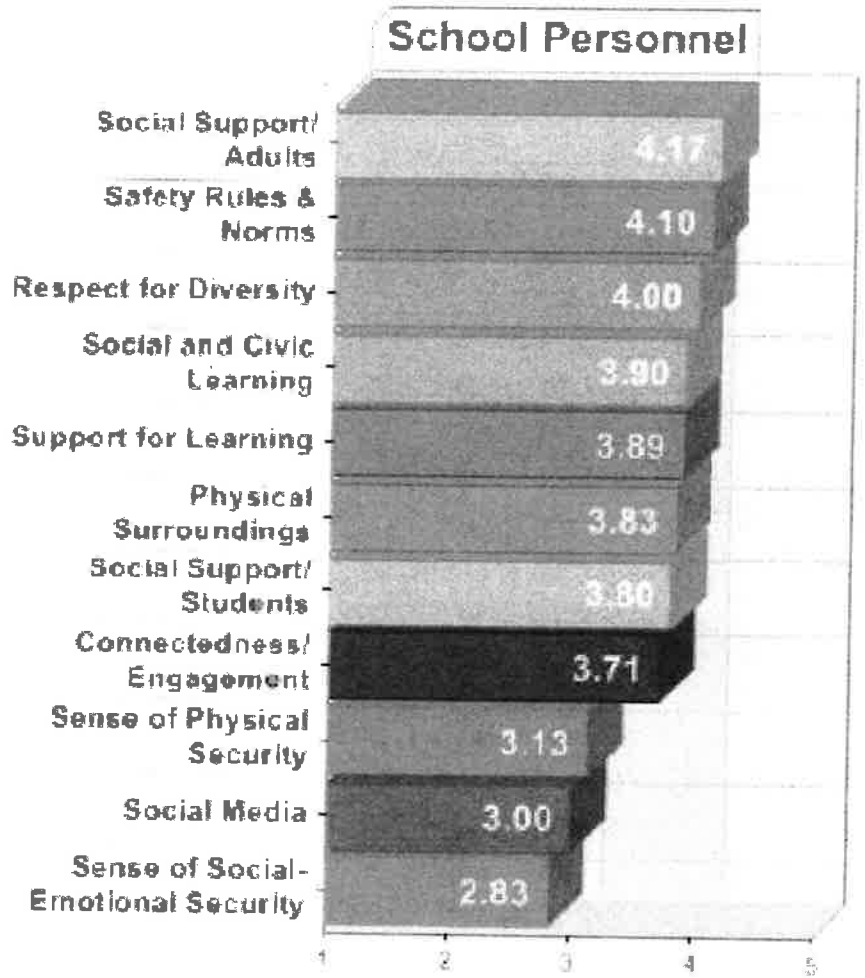
Informational Update, No Governance Question

Questions?

Highland Elementary

Median Scale Scores- Rank Order

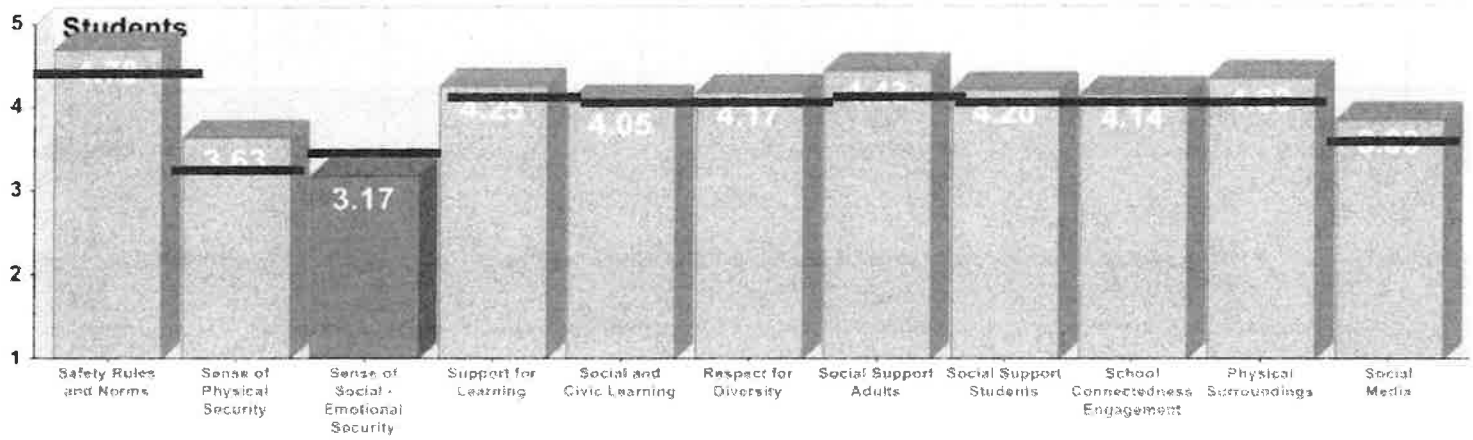




Highland

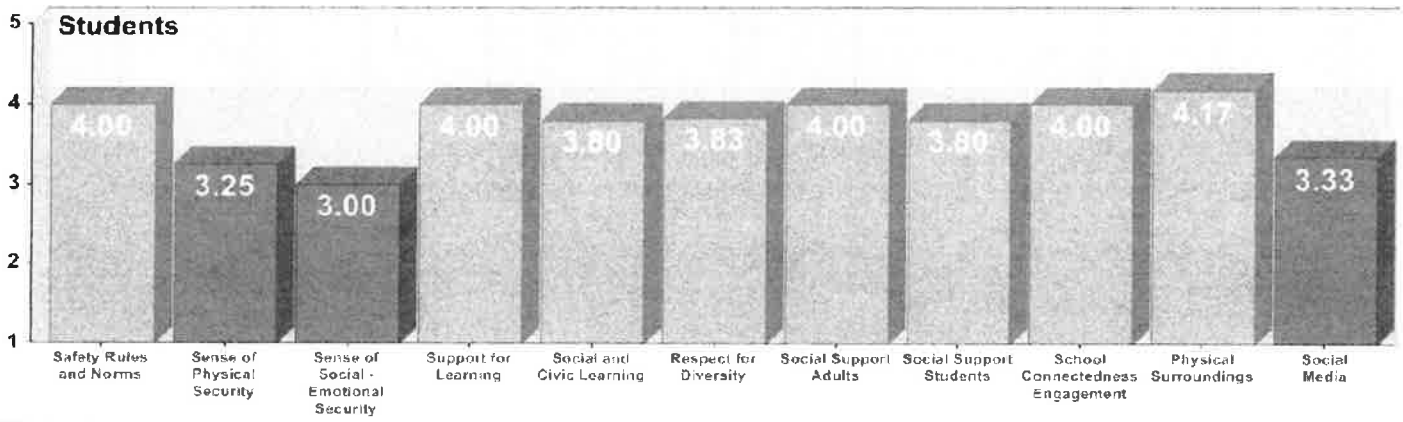
School Climate Ratings - Positives, Negatives and Neutrals

2016



School Climate Ratings - Positives, Negatives and Neutrals

2018



	Positive
	Neutral
	Negative

Highland

	Positive
	Neutral
	Negative

2016

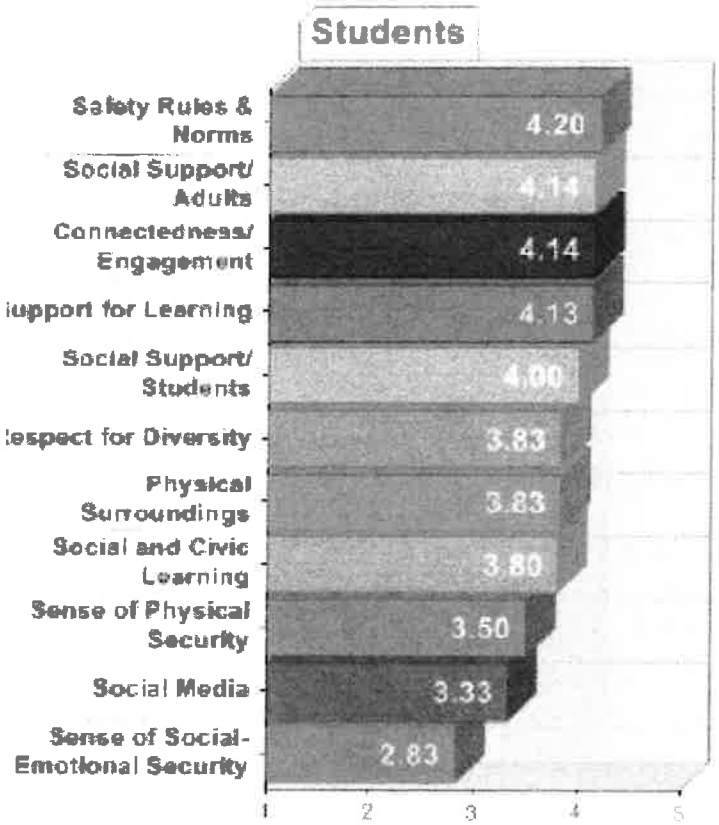
	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support/ Adults			
Social Support/ Students			
Connectedness/ Engagement			
Physical Surroundings			
Social Media			
Leadership	— N/A —		— N/A —
Professional Relationships	— N/A —		— N/A —

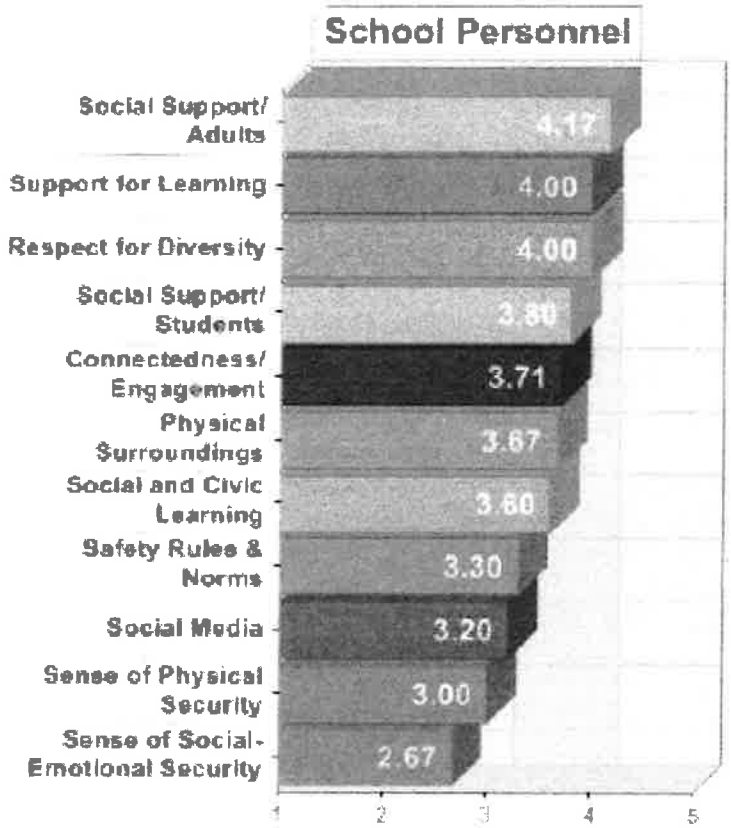
2018

	Students	School Personnel	Parents
	— N/A —		— N/A —
	— N/A —		— N/A —

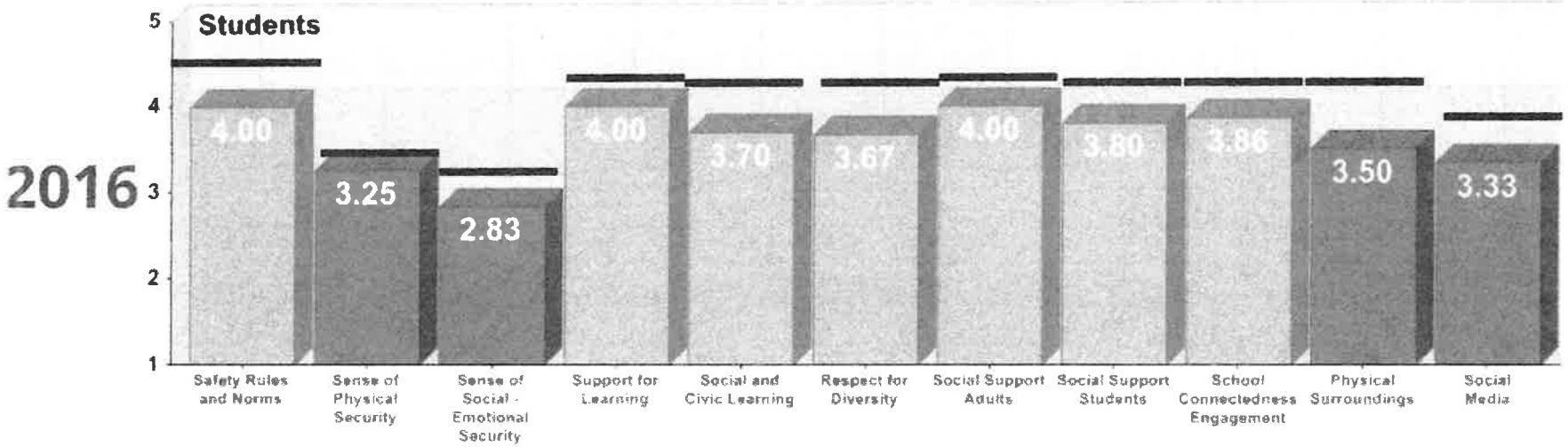
Valley View Elementary

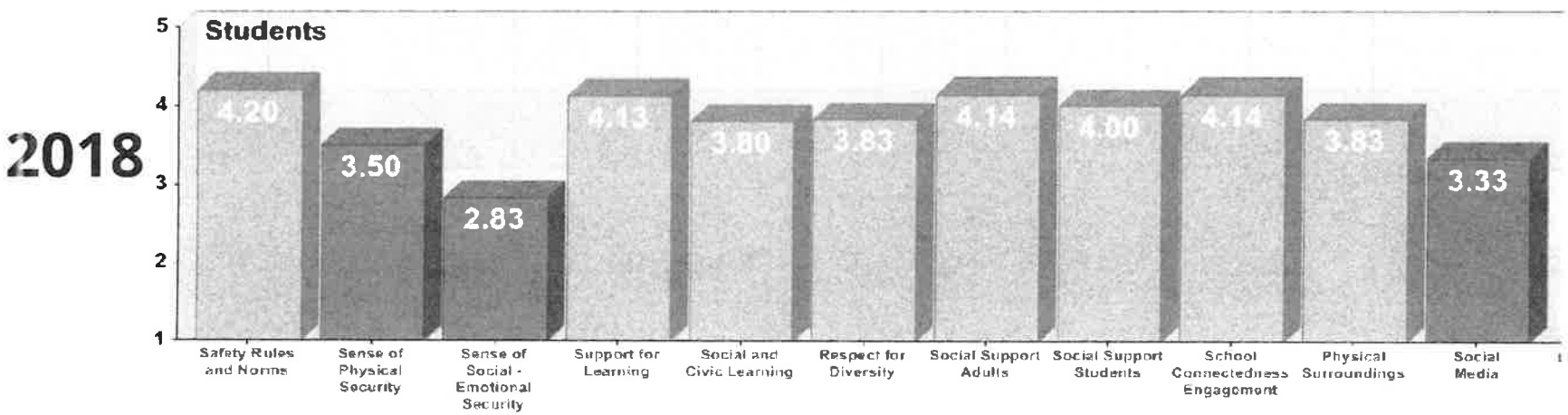
Median Scale Scores- Rank Order





Valley View


2016
Students
5
4
3
2
1
4.00
3.25
2.83
4.00
3.70
3.67
4.00
3.80
3.86
3.50
3.33
Safety Rules and Norms
Sense of Physical Security
Sense of Social - Emotional Security
Support for Learning
Social and Civic Learning
Respect for Diversity
Social Support Adults
Social Support Students
School Connectedness Engagement
Physical Surroundings
Social Media


2018
Students
5
4
3
2
1
4.20
3.50
2.83
4.13
3.80
3.83
4.14
4.00
4.14
3.83
3.33
Safety Rules and Norms
Sense of Physical Security
Sense of Social - Emotional Security
Support for Learning
Social and Civic Learning
Respect for Diversity
Social Support Adults
Social Support Students
School Connectedness Engagement
Physical Surroundings
Social Media

	Positive
	Neutral
	Negative

Valley View

2016

	Students	School Personnel	Parents
Safety Rules & Norms			
Sense of Physical Security			
Sense of Social-Emotional Security			
Support for Learning			
Social and Civic Learning			
Respect for Diversity			
Social Support/ Adults			
Social Support/ Students			
Connectedness/ Engagement			
Physical Surroundings			
Social Media			
Leadership	--- N/A ---		--- N/A ---
Professional Relationships	--- N/A ---		--- N/A ---

2018

Students	School Personnel	Parents
--- N/A ---		--- N/A ---
--- N/A ---		--- N/A ---