

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



Section 1

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

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. Appendix A: Provides additional information and evidence for the Metrics listed in each strategy
3. Appendix B: Suspension data for July 1, 2018 through December 31, 2018

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: July 1, 2018 through December 31, 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.

Columbia Heights Public Schools Strategic Discipline Plan

Goal: To reduce disproportionalities of student suspensions.

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

Students and Teachers on issues Related to Discipline	
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Strategy 1: Revise District Student Behavior Handbook on Rights and Responsibilities

Intended Outcome	Steps	Metrics
<p>To have a comprehensive, E-12 Student Behavior Handbook to be used across all Columbia Heights Public Schools.</p> <p>Outcome met.</p>	<ul style="list-style-type: none"> ● A revision committee was formed and met on June 11, 2018 and June 21, 2018. ● A draft of the handbook was shared with the School Board on 8/8/18 ● The input was used to make final revisions and the final draft was approved on 8/21/18. ● Training was provided to all district and school level administration on 8/15/2018. ● Train staff on handbook during the week of 8/27/2018. ● Handbook distribution to families took place in September 2018 and the handbook was posted to the district website. 	<ul style="list-style-type: none"> ● 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
<p>To understand and reduce disproportionalities of student suspensions in order to maintain a safe and orderly educational environment.</p>	<ul style="list-style-type: none"> ● Establish a District-wide Admin Discipline Assessment Team to work in conjunction with school School Leadership Teams ● The District-wide Admin Discipline Assessment Team will <ul style="list-style-type: none"> ○ review and analyze monthly suspension 	<ul style="list-style-type: none"> ● District-wide Admin Discipline Assessment Team membership list ● School Leadership Teams membership list and dates ● Monthly suspension data

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<p>Outcome met.</p>	<p>data</p> <ul style="list-style-type: none"> ○ review reports from school Leadership Teams ○ engage in PLC discussions around suspension data disaggregated by race, ethnicity and disability ○ review DIRS reporting process and discuss subjectivity/objectivity of DIRS categories that lead to suspension such as bullying, harassment, disruptive/disorderly conduct/insubordination and other. ○ be responsible for the semi-annual reports to MDHR 	<ul style="list-style-type: none"> ● Semi-annual reports
<p>Strategy 3: Explore possibilities of and funding for a District Discipline Supervisor</p>		
<p>Intended Outcome</p>	<p>Steps</p>	<p>Metrics</p>
<p>Determine if the position of Discipline Supervisor is financially feasible and sustainable for the district, or if the oversight of this position can be embedded within the job descriptions of existing positions in the district.</p> <p>Outcome Met.</p>	<ul style="list-style-type: none"> ● Review district budget constraints for Fiscal Year 2019. ● Study the future sustainability of the position of Discipline Supervisor. ● Explore a possible job description for the position of Discipline Supervisor. ● Explore already existing job descriptions within the district in which these responsibilities may be embedded. 	<ul style="list-style-type: none"> ● Employment verification from Human Resources ● Job description
<p>Strategy 4: Provide and/or Expand Professional Development Opportunities for School Personnel in the Area of Cultural Competency.</p>		
<p>Intended Outcome</p>	<p>Steps</p>	<p>Metrics</p>

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<p>Deepen staff understanding for applying culturally relevant and developmentally appropriate strategies.</p> <p>Outcome Ongoing.</p>	<ul style="list-style-type: none"> ● Explore and/or extend collaborative partnerships with MDE and other outside agencies to provide professional development ● Provide professional development on Restorative Practices that may include, but are not limited to, age appropriate responses to behavior, de-escalation techniques, trauma-informed practices, equitable learning environment and implicit bias ● Provide professional development on the Social Emotional Competencies as prescribed by the MN Department of Education ● Provide targeted professional development for remedial measures 	<p>See list of Professional Development offerings July through December 31 in Metrics Section.</p> <p>On-going 2018-19:</p> <ul style="list-style-type: none"> ● Attendance and participation records ● Measurable outcomes from School professional development plans in conjunction with the district World's Best Workforce Plan
<p>Strategy 5: Obtain Qualitative Engagement Data and Input from Parents, Students and Teachers on issues Related to Discipline</p>		
Intended Outcome	Steps	Metrics
<p>To obtain and consider information from stakeholders involving discipline to refine discipline practices.</p> <p>Outcome in Progress.</p>	<ul style="list-style-type: none"> ● School climate surveys for parents, students and staff ● Timely communication and input from families regarding discipline ● Obtain input from district committees and focus groups including, but not limited to, World's Best Workforce, American Indian Parent Advisory Committee, Community Education Advisory Committee, the Special Education Parent Advisory Committee, Responsive Classroom Leadership Team, Student Assistance Team, Student WEB and Link Crew Leaders ● Obtain input from Peer Reviewers on targeted remediation 	<p>Climate Survey Data will be available Spring 2019.</p> <p>On-going 2018-19:</p> <ul style="list-style-type: none"> ● Agenda from district committee focus groups ● District Discipline Supervisor continues to attend meetings throughout the 18-19 school year to gather input about discipline from stakeholder groups.

Section 2: Appendix A

- CHPS Report Metrics

Section 3: Appendix B

- Suspension Data from July 2018 through December 2018 is attached in the Metrics Section and includes the following student information:
 - Date
 - Race, ethnicity, national origin
 - Gender
 - SPED Y/N
 - Reason for suspension
 - Length of suspension
 - Dates the student was previously suspended during the academic school year

Section 2

**Appendix A:
Columbia Heights Public School Semi-Annual Discipline Report Metrics
March 1, 2019**

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

Columbia Heights Public Schools Semi-Annual Discipline Report Metrics- March 1, 2019

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 Wroblewski - 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 Gadiant - Community Education Coordinator
Bernice Humnick - Director of Finance and Operations
Lindsey Bennett - Director of Human Resources

Columbia Heights Public Schools Semi-Annual Discipline Report Metrics- March 1, 2019

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

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

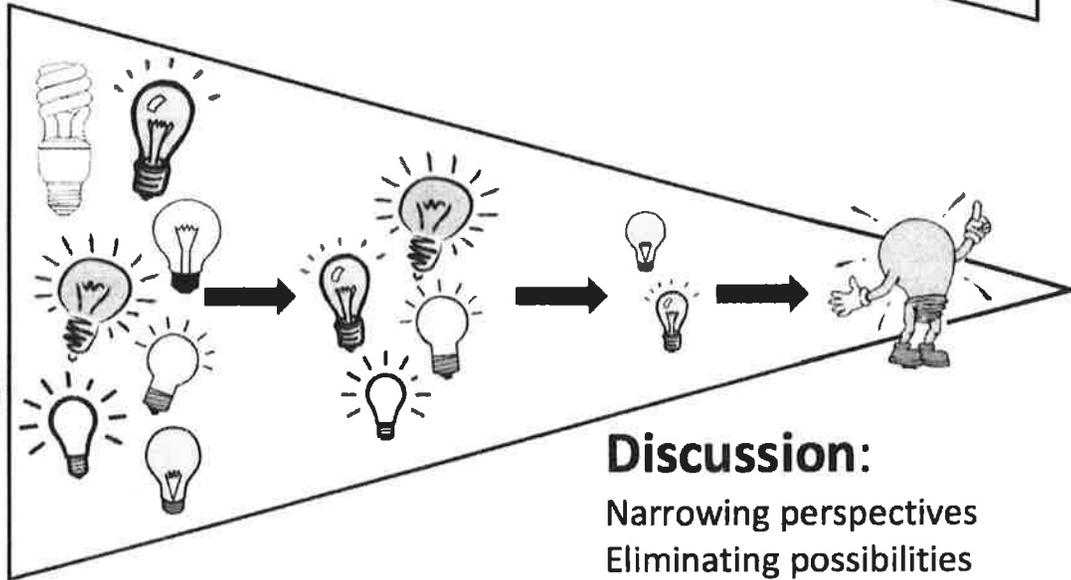
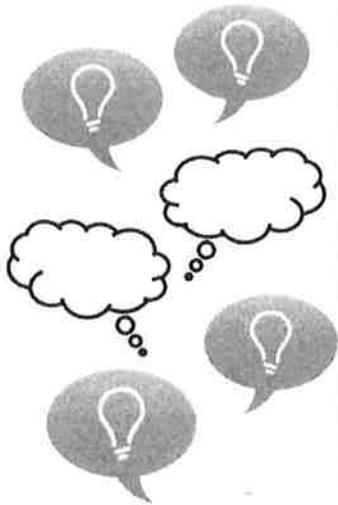
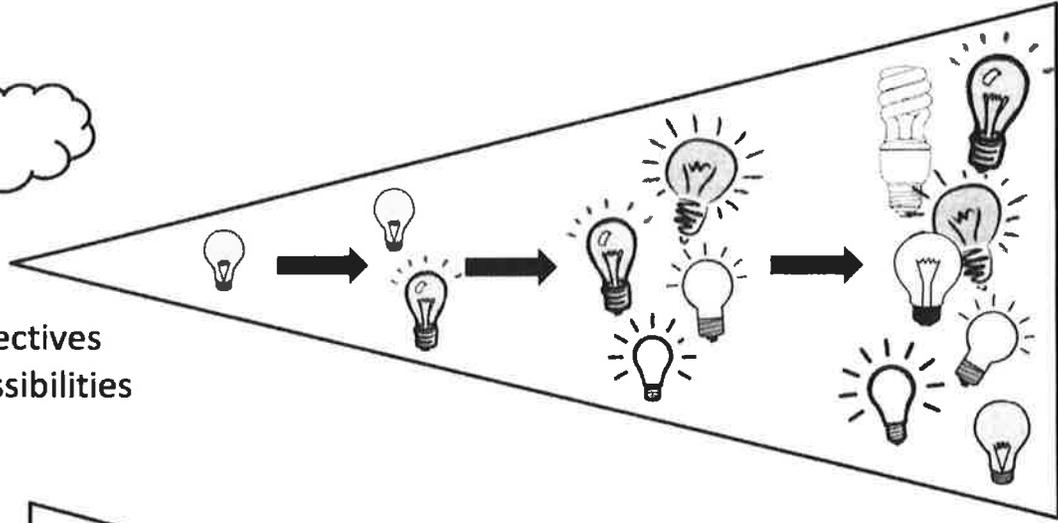


NORMS



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

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

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 Wroblewski - 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.

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

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

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

DIRS Ratings

- DIRS ranks state reportable violations (see handout)
- When two or more are entered from referral to Synergy, DIRS will default to the higher ranked (lower number) offense
 - Ex. DDI ranks higher in severity than: alcohol, attendance, computer, gang activity, over-the-counter meds, pyrotechnics, theft, tobacco and vandalism/property related
- We no longer use **Disruptive/Disorderly/Insubordinate, Other** or **No School Response** as reasons for OSS or ISS SPED
- ISS for any student receiving SPED services is reported to state

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 an example of written documentation your school provides to families about their student's suspension.

District Discipline Team

October 29, 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.

Agenda

Welcome and check - in: What's going well at your site?

Data Review

Homework Items

- Length of suspensions
- Suspension communication letters

Update from Diversion Meeting

Violations requiring more information

Restorative Circles - Rick (Training in June)

Questions

For 2018-2019 school year DIRS sees PreK, Anchor and Transition programs as separate schools.

To look at data district-wide, we will have to pull from PreK VV, PreK HL, PreK NP, Anchor CA & CHHS and Transition CHHS.

How do you handle discipline in these groups?

Homework Items

- **Suspension Communication Letters**
 - Please share the letters you use to communicate suspension to families
 - Pupil Fair Dismissal Act 121A.41 (Multiple pages)
- **Length of Suspensions**
 - On the chart paper provided, please write the typical length of suspensions for each violation. (Use words or numbers)

Diversion Meeting Update - October 9, 2018

Dan Losen, Director - Center for Civil Rights Remedies at

UCLA's Civil Rights Project

Suspension's Impact:



- Loss of instructional time
- Three days of absences predicted one lower grade level in reading
- Accounts for 1/5 of the racial achievement gap
- Associated with 3x the dropout rate in Texas
- A leading indicator of future incarcerations
- Contributes to juvenile delinquency
- Dropout from suspensions cost the nation 35 billion per cohort over their lifetime

What works?

- Attitude of the principal is a *major predictor* of racial disparities
- SPED support: 1/3 of all juveniles behind bars are students with disabilities
- Leaders who are loving and strict, clear consequences, without kicking kids out of school (Warm Demander)
- PBIS- rewards are motivating to kids when they are **intermittent**, catch them doing something good, then call their parents with a **positive phone call**
- Make a list of the kids with highest discipline- **catch them doing something good** and make a big deal about it

What Works (cont.)

- Family engagement, positive relationships, collaboration among teachers
- Restorative practices/circles
 - **Challenge:** Changing Mindsets- a feeling that Restorative practices are soft and fluffy and lacks hard accountability, but conceptually there is actually **more accountability** with restorative justice because they hold each other accountable in the circle

What Works (cont.)

- Consider using the terminology “behaviors” instead of “offenses”
- Avoid having automatic lengths for suspensions for specific offenses
- Professional development that includes discussion on implicit bias
- Suspension is a non-intervention
- **It’s not just about lowering overall suspensions. It’s about equity. Look at the ratios.**

Restorative Justice at CA

In an effort to improve school culture and climate and reduce behavior disproportionality, Columbia Academy has introduced Restorative Justice practices into our building for the 2018 -2019 school year. It is our belief, with research backing, that Restorative Justice can help better guide our responses to a wide range of student conflicts, behavior incidents, and interactions between students and staff.



Restorative Circles

A key element of implementing Restorative Justice is the use of restorative circles. New CA staff trained in the use of restorative circles have already participated in over 25 restorative circles since the start of school. So far at CA, restorative circles have been used to help restore and repair the relationships between:

- Students and Students
- Teachers and Students
- Teachers and Teachers
- Staff and Staff



Why Restorative Justice?

Restorative Justice emphasizes key, core values such as empathy, respect, honesty, acceptance, responsibility, and accountability. Specifically, Restorative Justice:

- Provides equitable ways to address negative behavior and other complex school issues
- Offers a supportive and safe environment that can improve learning
- Improves school safety and helps prevent future harm
- Helps reduce and offer alternatives to suspensions and expulsions

The Future of Restorative Practices at CA

The early signs of our use of Restorative Justice, i.e, restorative circles, is that it appears to be having a noticeable impact on our overall building culture and relationships between students and staff. As we look towards the future, we envision a school climate in which:

- Additional teachers and staff receive professional development in restorative justice philosophy and practices
- Peer mentors, parents, and the community are trained and introduced into restorative circles (when appropriate)
- Restorative Justice philosophy is used to guide our teacher practices and responses to negative behaviors

Students in conflict seek out the use of restorative circles as a form of self advocacy

Reducing Suspensions

Reduce Harm: The frequent use of suspensions is harmful. Therefore, the chosen measure should reflect whether rates of exclusionary discipline are high or low and, over time, whether the use of exclusionary discipline is decreasing or not. **Avoid purely relative measures.**

Shrink disparities until elimination: This must be done by lowering the rates for those most frequently suspended: when rate changes are mapped over time, can you see a downward slope with a decreasing gap?

Violations Requiring More Information

State Violations of Harassment, Bullying, Hazing, Cyberbullying, Homicide and a Robbery, a **victim** is required. (Separate screen)

Fighting incident = Synergy will warn you that a **victim** is optional.

If you have a state reportable violation that has a subcategory, make sure the **sub category** is completed. For example:

Assault and Harassment = sexual or non-sexual.

Alcohol, controlled substance & illegal drugs (2) = possession or solicitation

Weapons = considered or not considered dangerous weapon



District Discipline Team

November 27, 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.

Agenda

- 4 Corners - problem behaviors - choose a corner with the response and discuss
- Discipline Data - Sept through Nov. 26
- Data Dig - per school/identification of high fliers/trends etc.
- Homework:
 - What interventions are working for high fliers?
 - Withdrawals: Bring the withdraw form and be prepared to discuss
- Nicole
 - Entering Suspensions into Synergy
 - Pulling Reports in Synergy by student/building

Data Dig

- What do you notice?
- What trends do you see?
- Who are the high fliers?
- What interventions are in place for those students?
- What's working?



Entering Suspensions Into Synergy

- Multiple ways to enter suspensions into Synergy. Please refer to Nicole's instruction sheet
- Nicole is willing to train admin at each building

Running discipline reports:



> CHPS > Discipline > U-Disc Discipline Data

Sort/Output > File type: Excel > Print

(The screen may look blank. Maximize the screen and download the document.)

Homework for next time

Shifting Gears - Recalibrating Schoolwide Discipline and Student Support

~Chapter 10

Questions for discussion:

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



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



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,

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 July 2018-December 31, 2019

- **Teaching and Learning Leadership Professional Development 2018-2019 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.
 - September 20, 2018
 - November 19, 2018

- **District Equity Team**
 - 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.
 - October 29, 2018

- **Social Emotional Leadership Team**
 - 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.
 - October 2, 2018

- **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 Public Schools Semi-Annual Discipline Report Metrics- March 1, 2019

- **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.
 - August 28, 2018
 - October 17, 2018
 - November 9, 2018
- **District Training**
 - August 28, 2018
 - Student Support Team Meeting Training (K-12 Social Workers and School Psychologists)
- **District Training**
 - August 29, 2018
 - Early Onset Mental Illness
 - Teaching for Equity
 - Culturally Responsive Teaching Practices
 - Responsive Classroom: Teacher Language
 - Responsive Classroom: Positive Language for Secondary Teachers
 - Suicide Prevention
- **District In-service**
 - October 17, 2018
 - School Transformation; Doing it Right with guest speaker, Bondo Nyembwe
 - Teaching for Equity Training
 - Latino/Hispanic Family Engagement
 - Writing and Performing Self-Identity with Alexei Moon Casselle
 - Group Songwriting with Stefoni "Bionik" Taylor
 - Integrating Social-Emotional Games and Language with 1,000 Petals
 - Responsive Classroom

Columbia Heights Public Schools Semi-Annual Discipline Report Metrics- March 1, 2019

- Student Support Team Meeting
- ECFE Parent Engagement Training
- **District In-service**
 - November 9, 2018
 - A Good Time for the Truth: Race in Minnesota with poet, author, speaker, educator, Sun Yung Shin
 - CPI and De-escalation strategies
 - Equity and Arts
 - Responsive Classroom Teacher Conference
 - Student Support Team Meeting
 - Special Education Team Meeting
 - Social Emotional Learning - curriculum development
 - Equity break-out sessions with Sun Yung Shin
 - Equity PLCs (secondary)
 - ECSE Referral Process Training

Timing

3:45 Intro & Norms (Tara)

3:50 Communications (Lauryn & Kristen)

4:20 Windows & Mirrors (Tara)

4:25 Socratic Seminar (Zena)

4:50 PLC Problem Solving (Disa)

5:10 Homework (Jill)

5:15 Adjourn

Materials

- Name tents with predetermined groups (Tara)
- Handouts (Disa)
- School Table Tents w/Clips (Jill)
- Post-It Notes (Jill)
- Sign In Sheet (Jill)
- Popcorn, Bags, Container w/scoop (Jill)
- Extra Binders (Jill)

Teaching & Learning Leadership

November 19, 2018



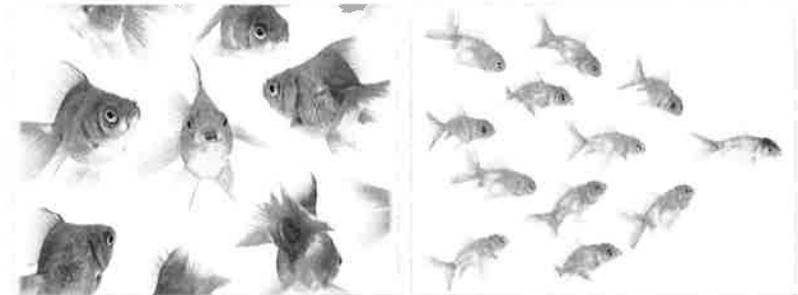
Norms

A FEW AGREEMENTS FOR OUR WORK TOGETHER:

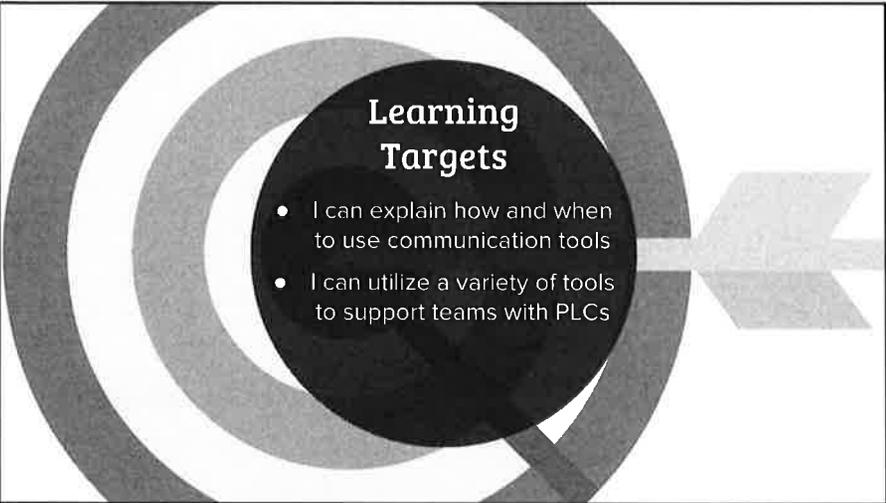
- **Ask** questions.
- **Engage** fully.
- **Integrate** new information.
- **Open** your mind to diverse views.
- **Utilize** what you learn.



Our Roles: Learner & Leader



Our Goals: Academics & Equity

A graphic featuring a target with three concentric circles and a large arrow pointing to the center. A black circle is overlaid on the target, containing the text 'Learning Targets' and a bulleted list.

Learning Targets

- I can explain how and when to use communication tools
- I can utilize a variety of tools to support teams with PLCs

Agenda



- 1- Welcome
- 2- Communications
- 3- HW debrief: A Good Time for the Truth
- 4- Socratic Seminar
- 5- PLC Problem Brainstorming
- 6- Homework



Homework from last time

- ✓ Read three chapters of your choice from A Good Time for the Truth
- ✓ Fill out Says, Means, Matters graphic organizer for each chapter





Text as a window allows us to explore the lived experiences of others and build empathy.

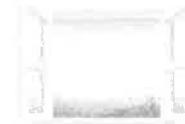


Seeing identity mirrored in text can foster positive self identity.

Synecdotes and Analogous Thinking

Complete this simile on a post-it note

A Good Time for the Truth is like a mirror/window because



Socratic Seminar/ Cat & Fish



How are the concepts of racial equity and whiteness explored throughout the collection?



1. Refer to the text when stating your opinion.
2. Paraphrase what the last person said before stating your opinion.
3. Share the "air".

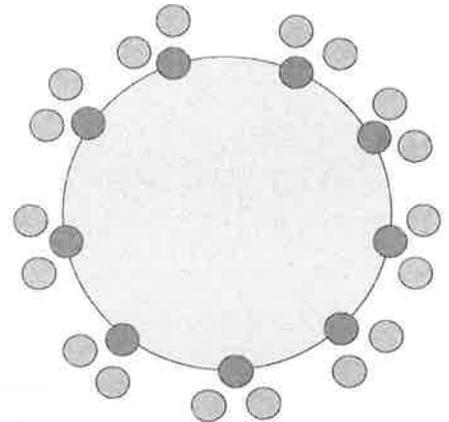
Inner Circle: Pilots

- Start as main speakers
- Confer with Co-pilots

Outer Circle: Co-pilots

- Find text evidence for pilot
- Share your ideas with pilot if needed
- Swap seats with your pilot

Bring with you:
Book, Sticky note, & Homework



SUCCESS



what people think
it looks like

PLC Problem Solving

With your group, *brainstorm solutions* for things that are currently slowing you down in your PLCs



Discussion Topic Ideas:

- Carving out time for PLC
- Use of limited time
- Team Collaboration
- School culture of PLC

PLC Problem Solving Roles (Handout)



- **Note-taker:** person who has been at the district the longest
- **Reporter:** person with the highest quantity of pets at home

Discussion Topic Ideas:

- Carving out time for PLC
- Use of limited time
- Team Collaboration
- School culture of PLC

Homework: White Privilege Article For January 23, 2019

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

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



Teaching and Learning Leadership Meeting Schedule

- ✓ September 20, 2018
- ✓ November 19, 2018
- ✓ January 23, 2019
- ✓ March 28, 2019
- ✓ May 22, 2019

2019

Equity Plan 2018-19

Columbia Heights High School

education

GUSTAVE
FLAUBERT

Georges
Duhamel

GUERRE
DU
REU

P. FRÉDÉ
—
CHASSES
AUX

LECLERCO
—
ESCALADES
DANS
LES PYRÉNÉES

E. MULLER
—
UN FRANÇAIS
EN
SIBÉRIE

STANLEY
—
TÉNÉBRES
DE
L'AFRIQUE

Activity – Imaginative Name Tag

<p>Draw something you do well.</p>	<p>Draw something you like to do.</p>
<p>Draw something you value.</p>	<p>List four words that describe you.</p>

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.

education

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.

A decorative graphic at the bottom of the slide. It features a dark horizontal bar with the word "education" written in a large, white, sans-serif font. Above the text, there are several vertical bars of varying heights, resembling the spines of books or a stylized bar chart.

education

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

A decorative graphic on the left side of the slide. It features a vertical stack of books with spines of various colors and textures. Overlaid on the books is the word "educatio" in a large, bold, white, sans-serif font. The letters are partially cut off by the edges of the books. At the bottom left, the text "fppt.com" is visible in a small, white font.

educatio

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

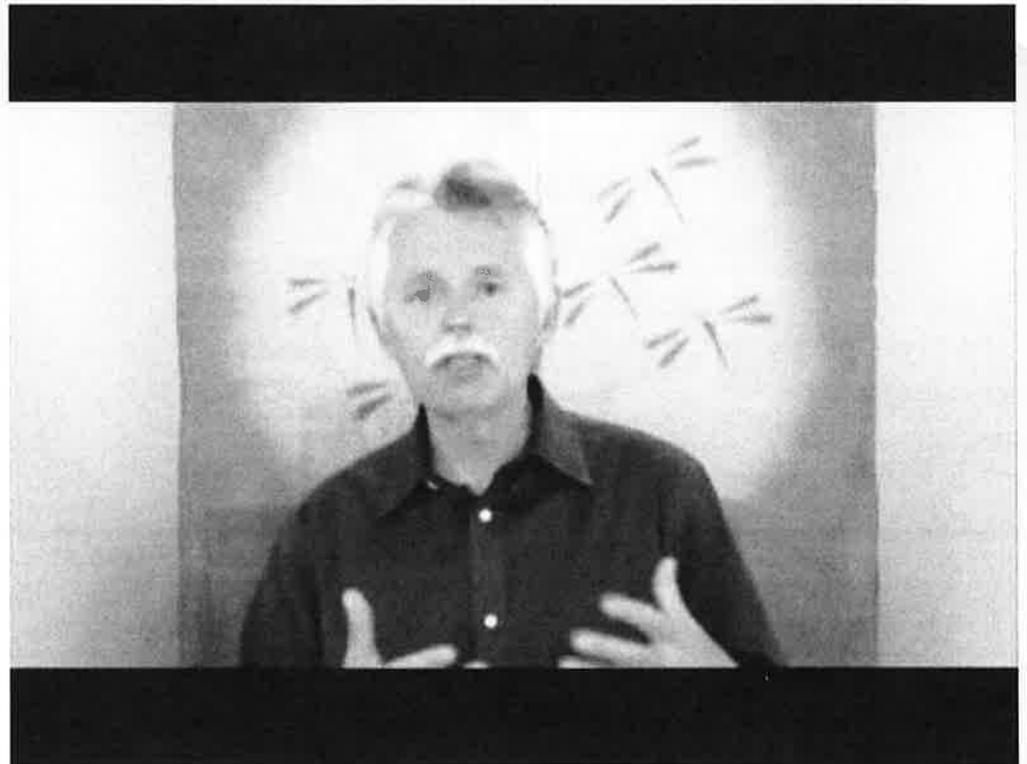
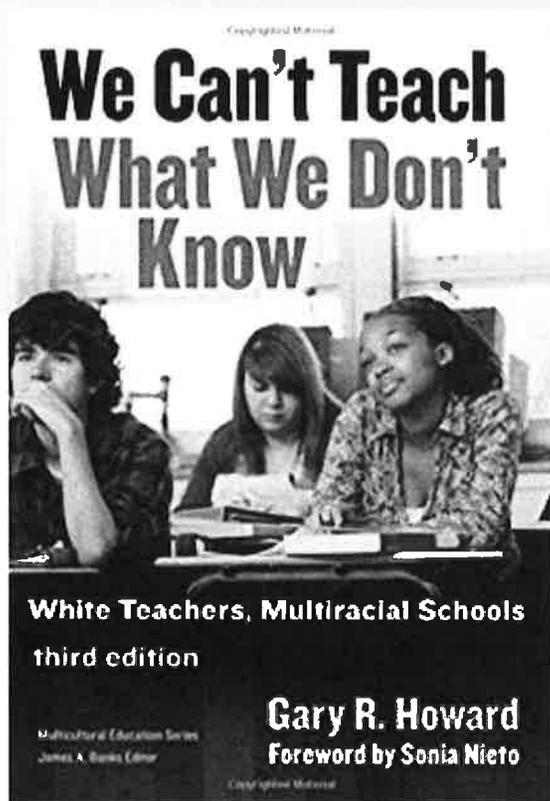
Book Study - Four Options

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

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education

We Can't Teach What We Don't Know by Gary Howard



education

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.

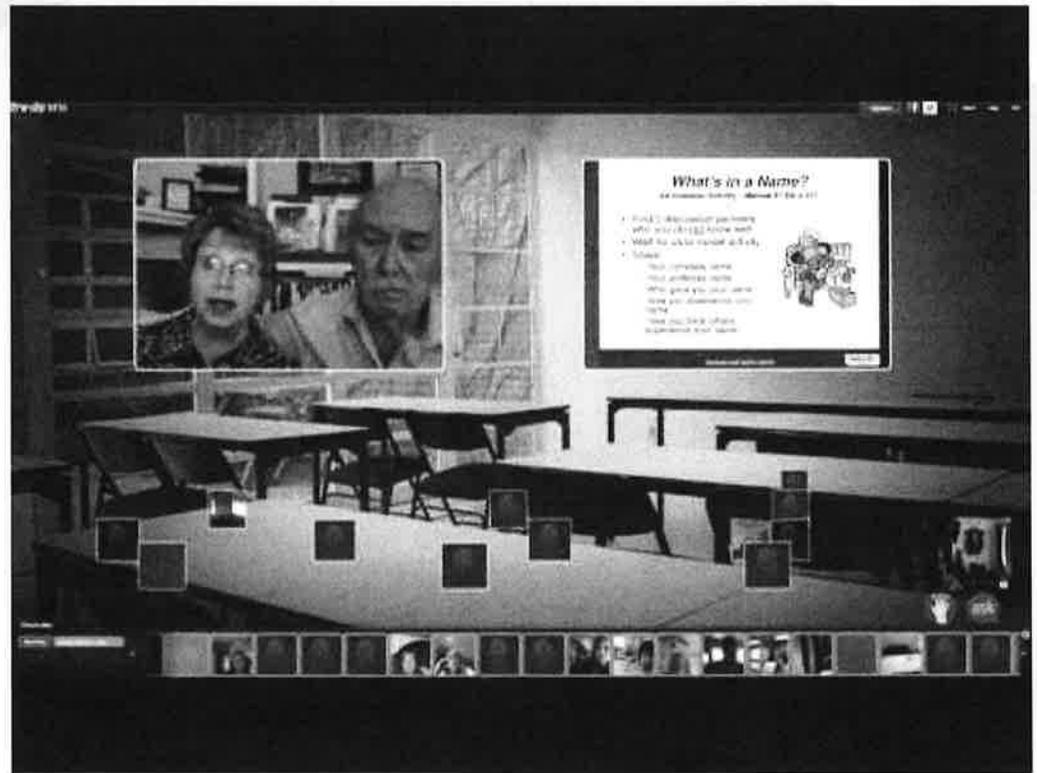
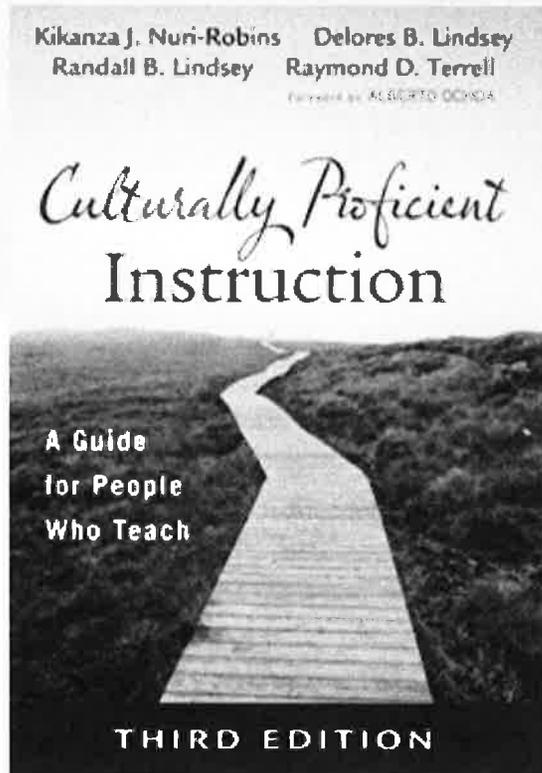
New for the Third Edition:

- 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.

A decorative graphic at the bottom of the slide. It features a dark horizontal bar with the word "education" written in large, white, lowercase letters. Above the bar, several books of varying heights and colors are stacked, creating a silhouette effect.

education

Culturally Proficient Instruction



education

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:

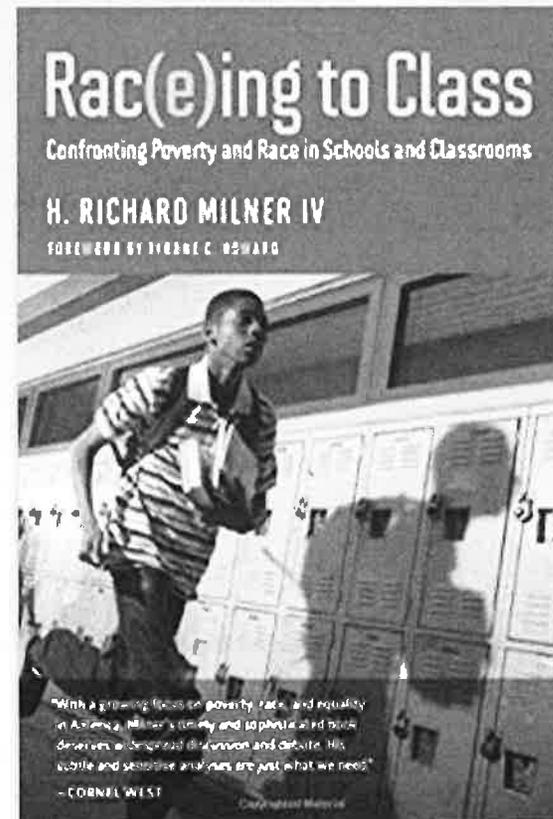
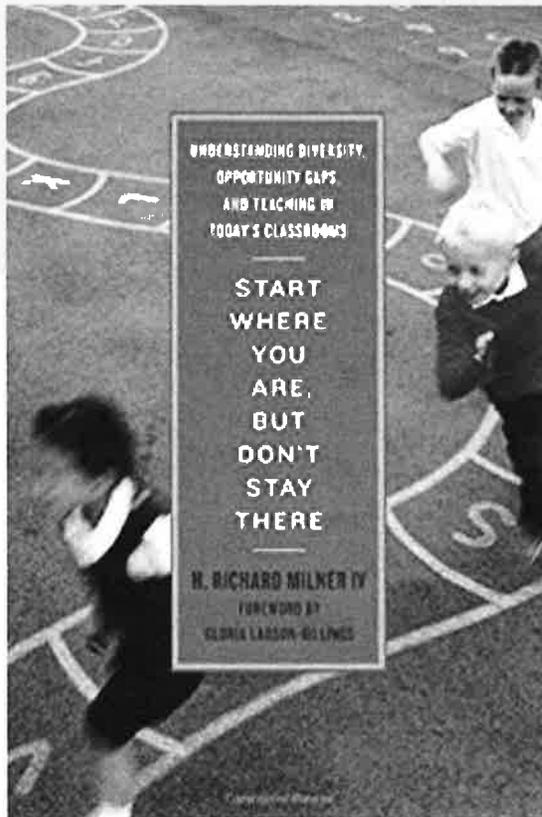
- An updated discussion of standards-based education guidelines
- A conceptual framework for the tools of cultural proficiency
- New language for understanding the microaggressions of dominant cultures
- An integrated guide for use with study groups

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

A decorative graphic at the bottom of the slide. It features a dark horizontal bar with the word "education" written in large, white, lowercase letters. Behind the letters are several vertical bars of varying heights, resembling the spines of books or a stylized bar chart.

education

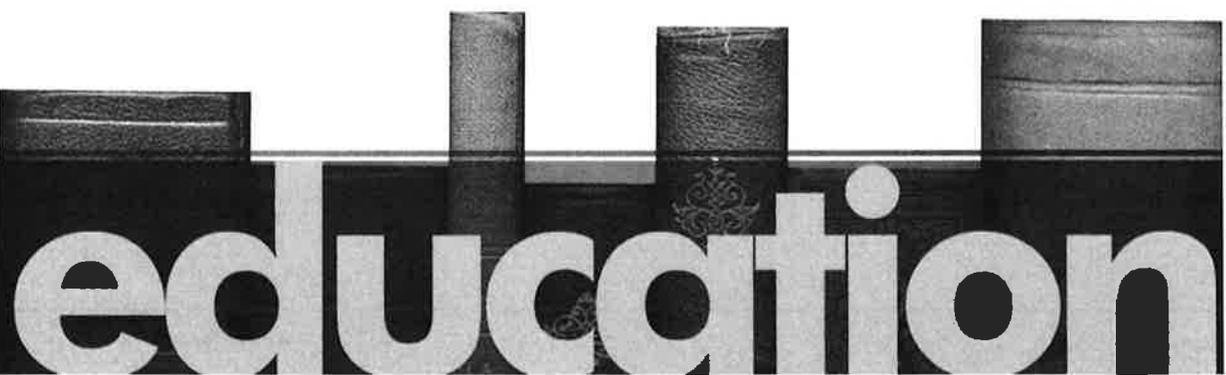
Rac(e)ing to Class by Richard Milner



education

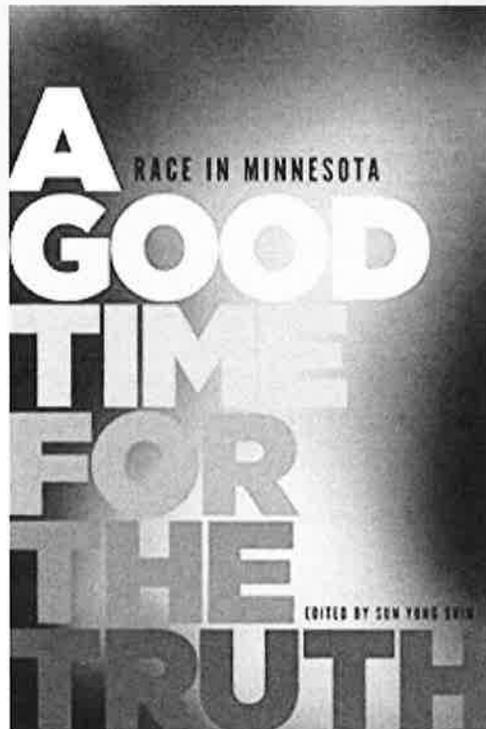
Rac(e)ing to Class by Richard Milner

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 decorative graphic at the bottom of the slide. It features a dark horizontal bar with the word "education" written in a large, white, sans-serif font. Behind the text, there are several vertical, dark, rectangular shapes that resemble the spines of books, creating a layered effect.

education

A Good Time for the Truth



education

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.

education



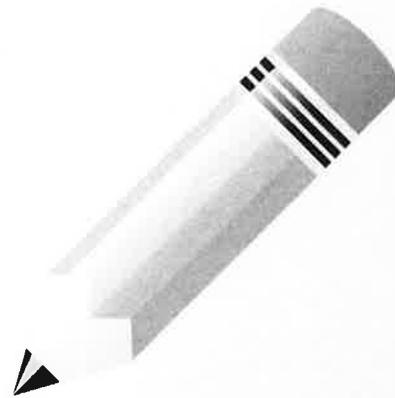
Book Study Directions

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

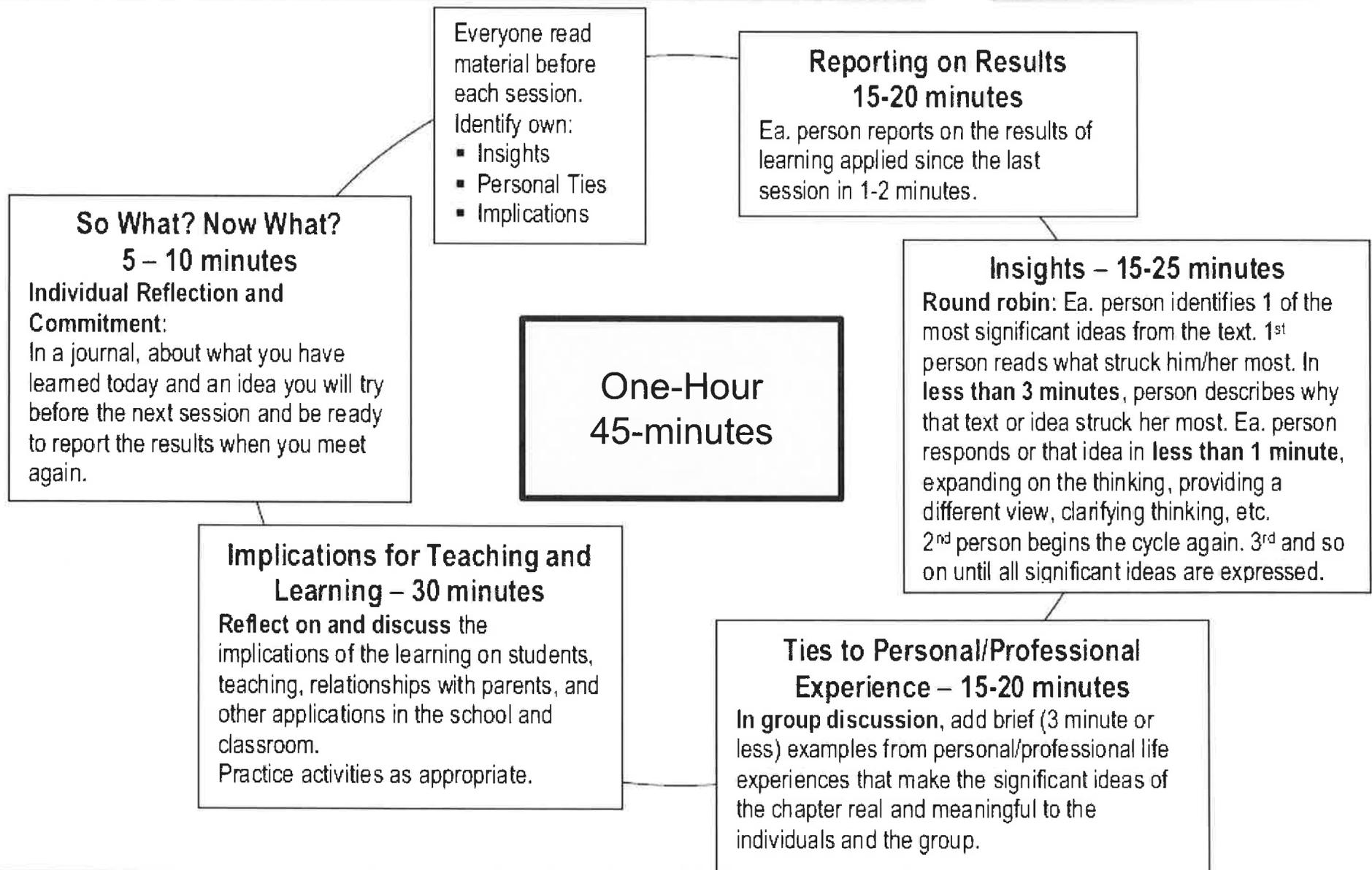
Quick Write:

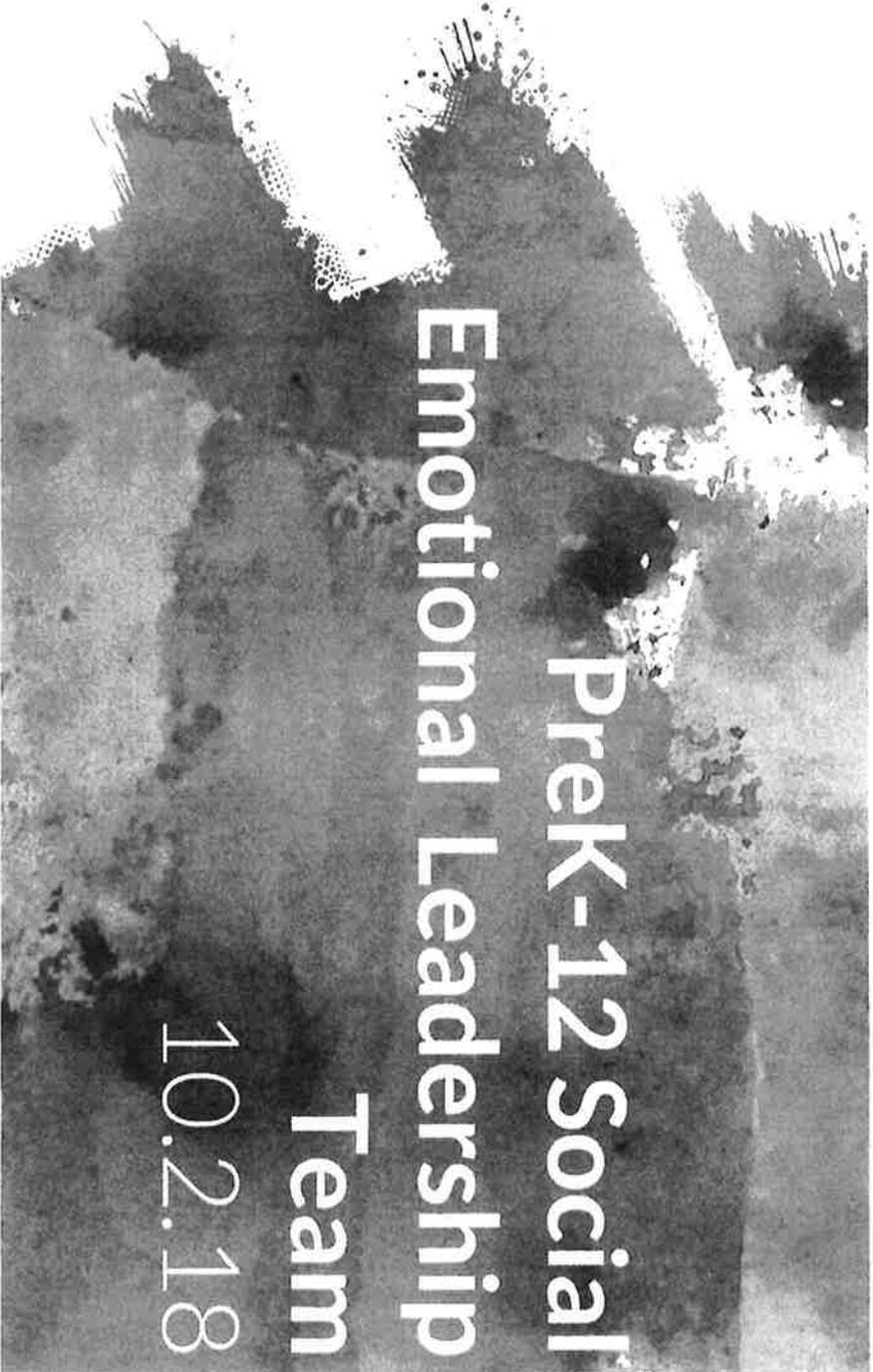
Why did I choose the book to read for the book study? What do I hope to learn from my book choice?



educatio

Book Study Protocol





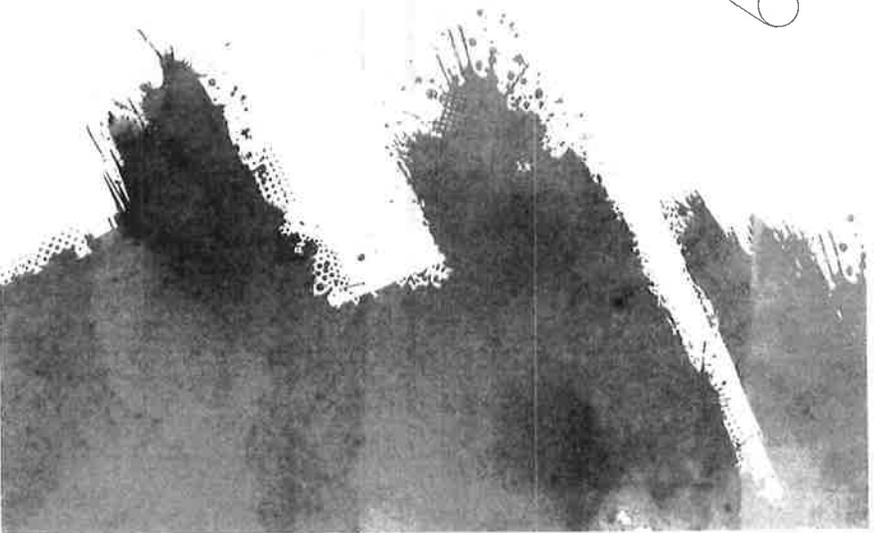
**PreK-12 Social
Emotional Leadership**

Team

10.2.18

Goals for 2018-2019

- **Inform** staff & stakeholders of the MDE Social Emotional Competencies
- **Assess** where we are with implementing competencies at various levels
- **Recommend** Professional Development, resources, programs, etc... to support Social Emotional Learning in Columbia Heights



Agenda (3:45-4:45 pm)

- Introductions (15 min)
- Guidance from MDE (2 min)
- Competencies (3 min)
- One-Pager Activity (25 min)
- Share Out (10 min)
- Closing (5min)



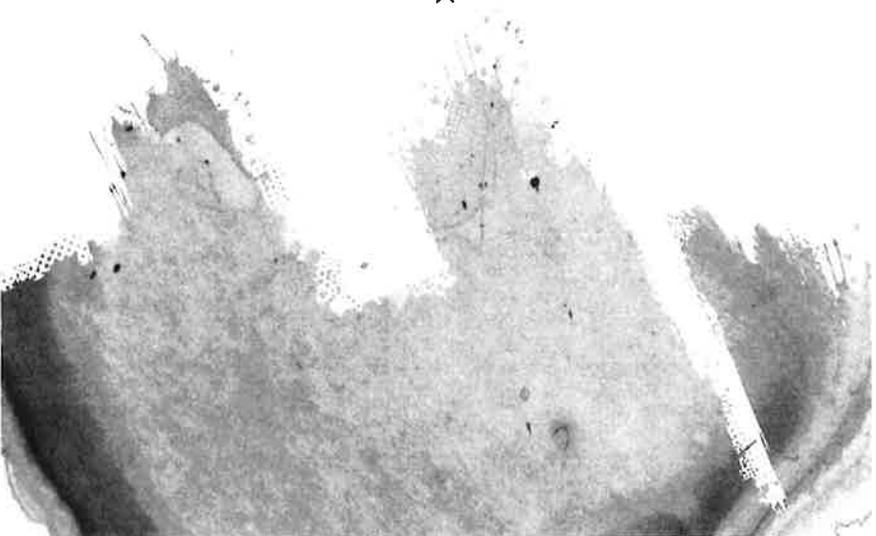
Introductions



Guidance from MDDE

District Focus

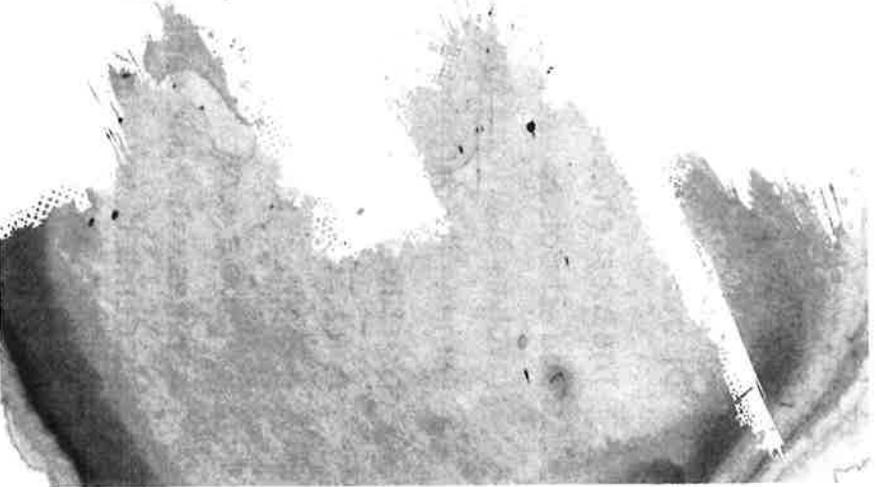
The most effective SEL implementation requires districts and schools to use a **strategic, systemic approach** that involves everyone from district and school leaders to community partners and families. Everyone needs to work together to ensure **students receive the support they need**. Successful SEL implementation is not achieved through a stand-alone program or an add-on lesson; it must be a **central part of how schools, communities and families value and support the social, emotional and academic development of their children**.

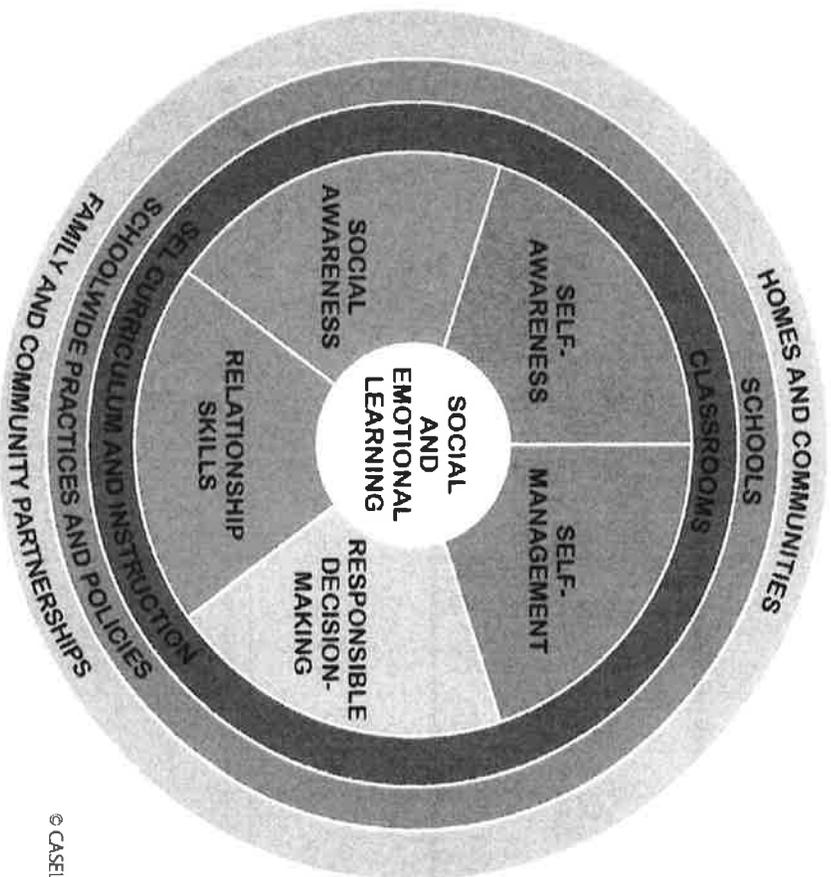


Guidance from MDDE

This SEL implementation guidance is a suggested framework for comprehensive districtwide SEL implementation using CASEL's Theory of Action framework, which is outlined below.

- Develop a **vision** that prioritizes academic, social and emotional learning.
- Conduct an SEL-related resources and **needs assessment** to inform goals for schoolwide SEL.
- Design and implement **professional learning** programs to build internal capacity for academic, social and emotional learning.
- Adopt and **implement evidence-based programs** for academic, social and emotional learning across all grade levels.
- Integrate SEL at all three levels of school functioning (**curriculum and instruction, schoolwide practices and policies, family and community partnerships**).
- Establish processes to **continuously improve** academic, social and emotional learning through inquiry and data collection.





© CASEL 2017



MDE Competencies

1. Relationship Skills
2. Responsible Decision Making
3. Self-Awareness
4. Social Awareness
5. Self-Management

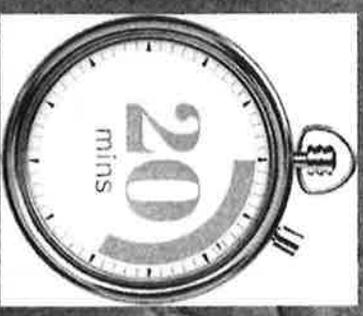
Create a One-Pager

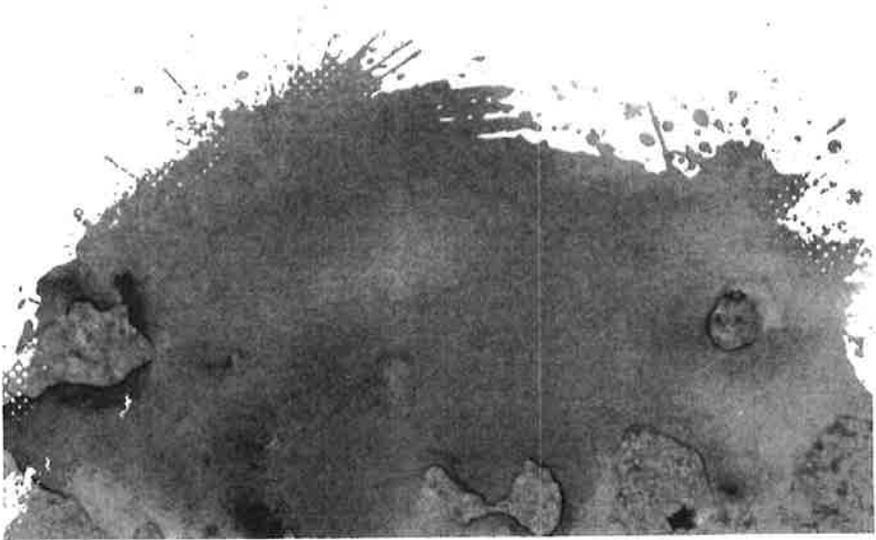
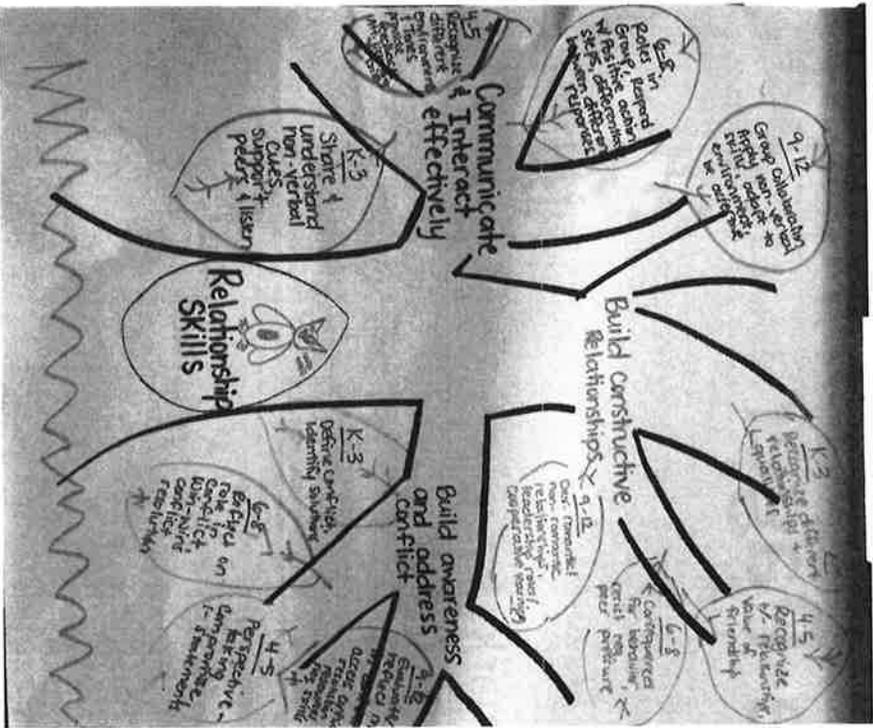
Include:

- Competency
- Learning Goals
- Overview of the benchmarks by grade-bands for each learning goal

May Include:

- Visuals
- Example activities
- Related Academic Standards





Responsible Decision-Making

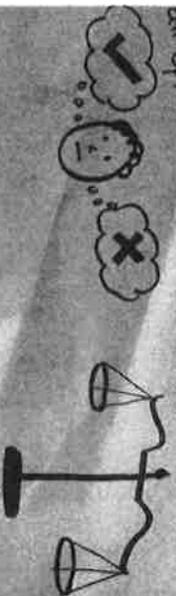
Learning Goal #1: Considers ethical standards, social and community norms and safety concerns in making decisions.

Learning Goal #2: Applies and evaluates decision-making skills to engage in a variety of situations.

ELEMENTARY BENCHMARKS: Understanding 'safe' and 'unsafe'; Means + consequences; Problems + solutions.

Middle School Benchmarks: Understanding; Rules, Regulations, and where standards fit in social/circles; How does decision-making affect + progress towards personal goals?

Secondary: Learning from Past Experience. Weighing all options to make an informed decision.



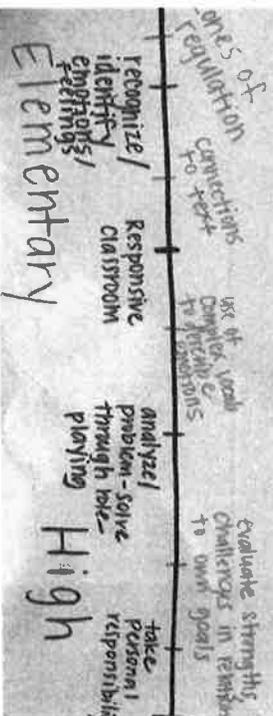
Self-Awareness

* Recognize one's emotions and thoughts and their influence on behavior.

Students will demonstrate an awareness of...

- own emotions
- personal rights/responsibilities
- personal strengths/challenges & aspirations
- cultural, linguistic and community assets

Middle



• SELF-MANAGEMENT •

Learning Goals:

1. Demonstrates the skills to manage & express emotions, thoughts, impulses & stress effectively

Elementary

- Calming strategies (yoga, calm, zones, breathing, etc.)
- Feelings affect choices - we have both
- perseverance

Secondary

- Self care / Calming strategies (yoga, calm, breathing, etc.)
- Core values: RISE UP, keep it REAL!
- Text to self connections w/ literature
- Self management: planners
- T.H.I.N.K. PROCESS

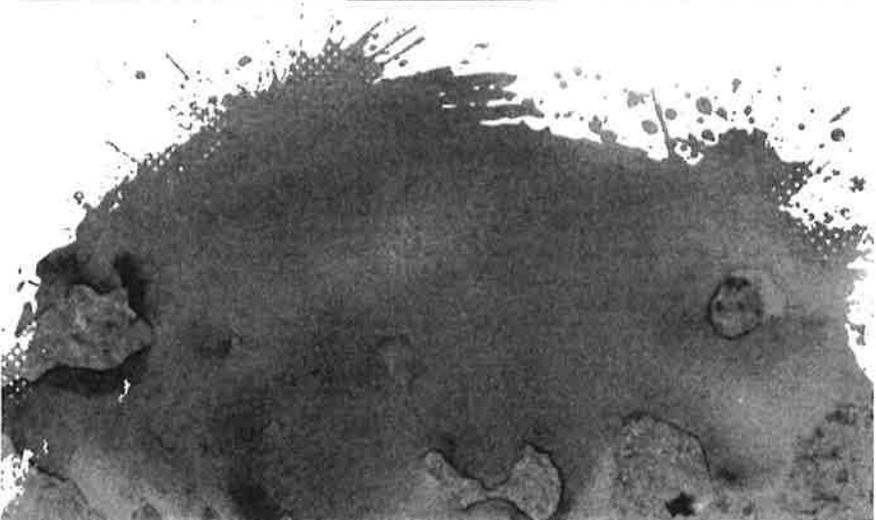
2. Demonstrates goal setting.

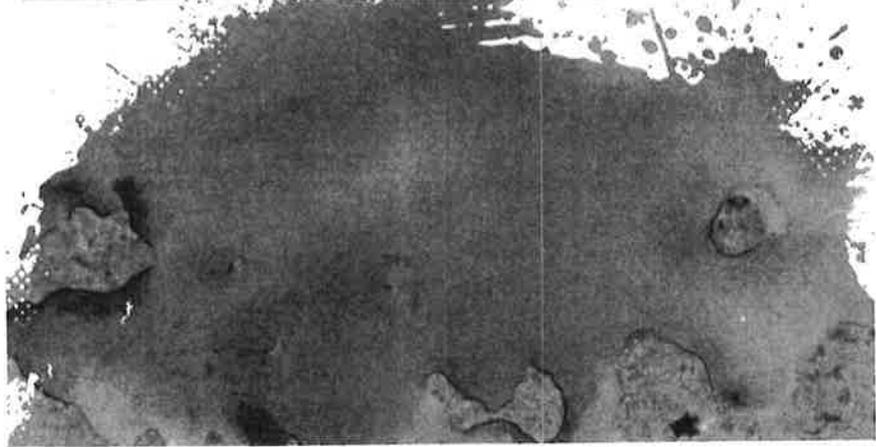
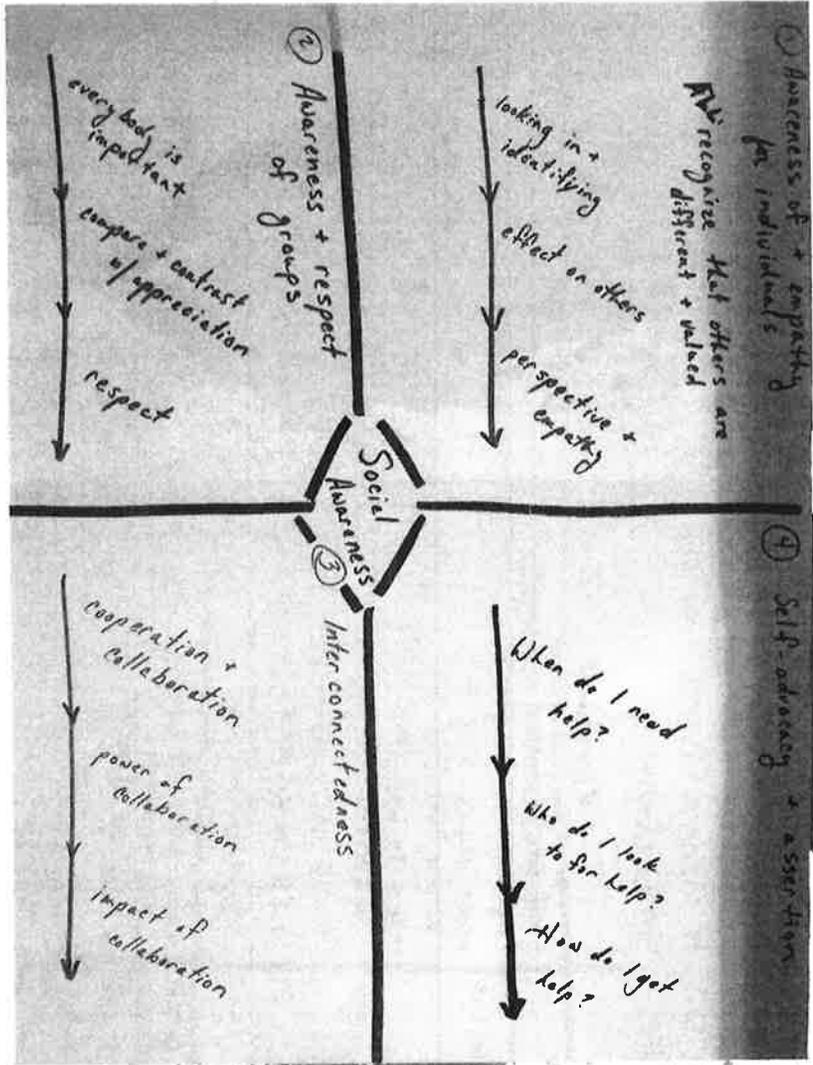
Elementary

- Hopes & Dreams, Over in (marks student conference)
- Celebrating growth
- receive feedback

Secondary

- STRR / Advisory - weekly
- AVID strategies
- Celebrate growth!





Next Steps

Poster

- ✓ Present to administration and building leadership teams

Meetings

- ✓ **January 3:** Needs assessment - where are we at each level?
- ✓ **May 20:** Recommendations for supporting SEL competencies for 2019-20

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

World's Best Workforce - December 11, 2018

Data from Climate Survey (Note: Data will be available Spring 2019.)

Social and Emotional Learning Leadership (Note: Included with Strategy 4.)

Teaching and Learning Leadership (Note: Included with Strategy 4.)

Equity and Family Engagement - October 29, 2018

American Indian Advisory Council - Spring 2019

CHPS Community Education Advisory Council - Spring 2019

Special Education Advisory Council - Spring 2019



**Equity and Family
Engagement
2018-2019**

Welcome, Please Do Now...

**NAME and
School/Program**

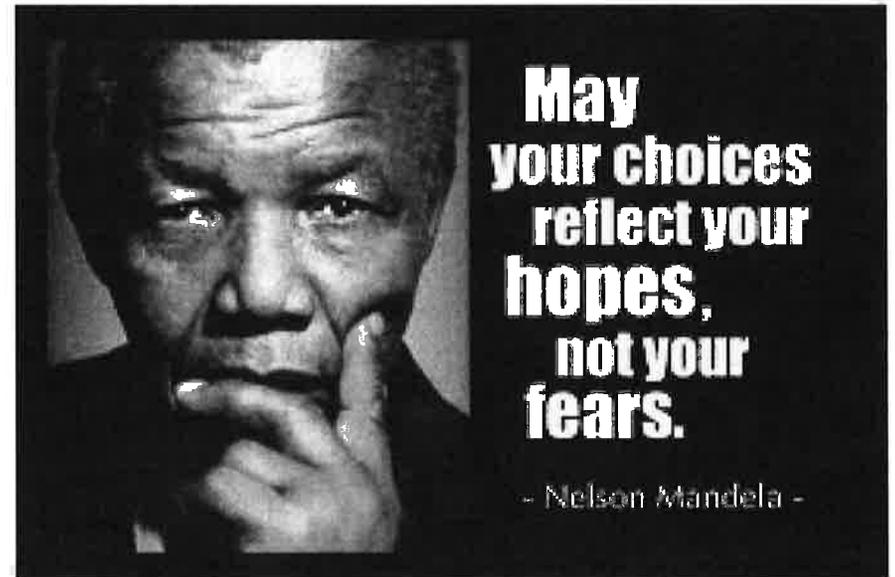
In 10 words or less: What motivates you to be part of this team?

66

October 29, 2018

Agenda

- 3:45-3:55 Introductions
- 3:55-4:15 School Current Realities
- 4:15-4:25 Family Engagement
- 4:25-4:45 Equity
- 4:45 Closing



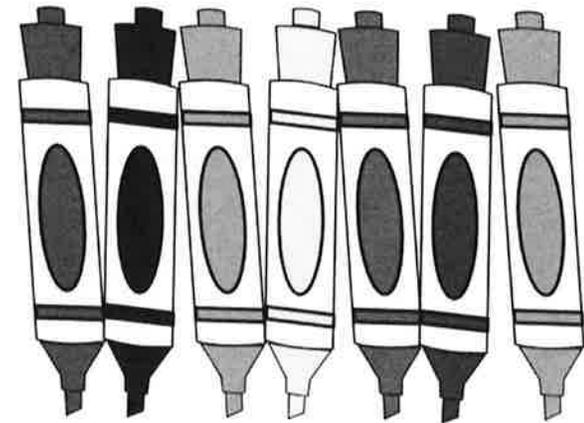
Family Engagement vs Family Involvement

1. On a post-it note, write all the school activities for families you can think of (either at your own school/program OR at another school you are connected with)
2. Circle all the activities in which families leave knowing more about what their child should know
3. Of those circled, star ☆ the ones that families leave knowing how to employ a new tool

The ones circled and starred are examples of **family engagement** --creating partnerships with our families

Current Realities in our Schools

- Create a poster sharing what your current reality is for:
 - Equity
 - Family Engagement
 - Family Involvement
- You could add...
 - Upcoming activities or ideas
 - Graphics
 - School Goals



Ideas for next meeting:

- Conduct an equity audit...for example
 - # of students in advanced classes broken down by race/ethnicity
 - Communication to stakeholders (respectful tone, language, etc)
 - % of students achieving grade level, or making growth PLUS how are we communicating with families when they are not proficient or making growth? How often? How soon?
 - Focus groups- students (if age appropriate) Who are they connecting with at school? How are they feeling at school...etc
 - Example from North Carolina
 - <https://www.corningareaschools.com/docs/district/cpp.equity.report.2018.final.pdf?id=935>
 - Pg 12 from link above- Race and Identity Section (*Note- this report focuses solely on black & white and no other race/ethnicity*)
- Inclusive Curriculum- Hispanic/Latino
 - [5 Hispanic Mathematicians](#)
 - [Influential Hispanic people](#)
 - [45 Latinas who have changed the world](#)
 - [Latino MN \(Book\)](#)
 -



WORLD'S BEST WORKFORCE

Community Forum
October 9, 2018

Rationale for WBWF: ACHIEVE Report (2012)

Finding #1: U.S. workforce will require **more education** and skills in the near future

Finding #2: Low skills jobs provide few opportunities for **advancement** or **security**

Finding #3: The **skills** mismatch is real

Finding #4: There are many pathways to middle and high skills jobs, but education and training beyond high school is the common denominator

The bottom line: Employers are demanding more education and training (and will continue to do so in the future) and jobs that require a high school diploma or less are disappearing.

Achieve is an independent, nonpartisan, nonprofit education organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments, and strengthen accountability created in 1996 by a bipartisan group of governors and business leaders.

EDUCATING THE WORKFORCE OF THE FUTURE

Since 1973, the number of jobs that require at least some college has more than tripled, while those requiring a high school diploma or less have flattened.

A collaboration between GOOD and Hyperakt, in partnership with University of Phoenix.

BACHELOR'S AND ABOVE

ASSOCIATE'S OR TRADE SCHOOL

HIGH SCHOOL DIPLOMA OR LESS

1973

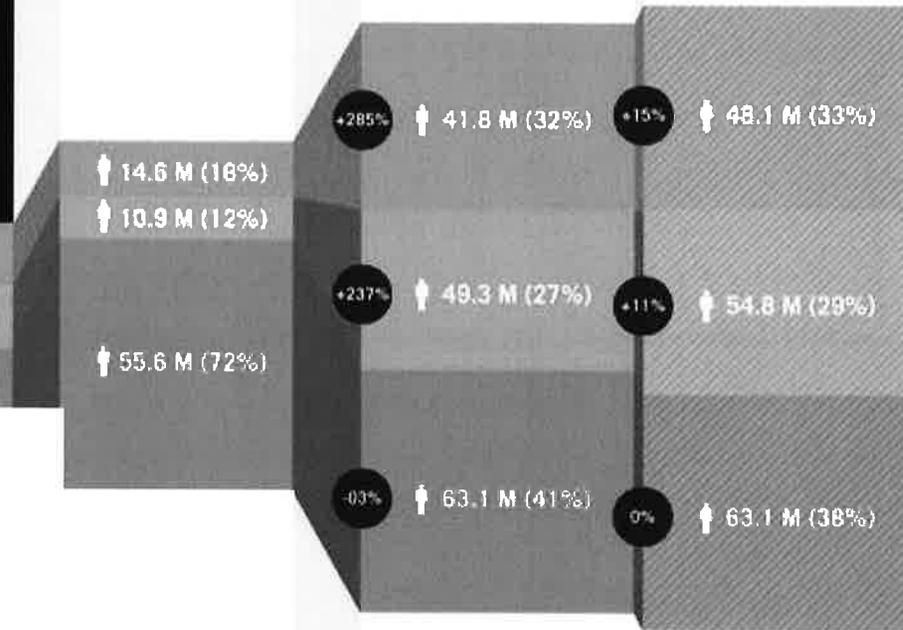
91 MILLION WORKERS

2007

154 MILLION WORKERS

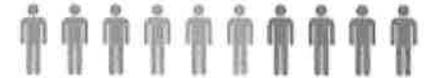
PROJECTED
2018

166 MILLION WORKERS



60%

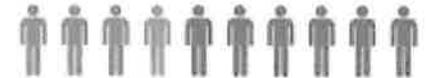
OF JOBS (AND GROWING) REQUIRE
AT LEAST AN ASSOCIATE'S DEGREE



BUT ONLY

40%

OF AMERICANS OBTAIN AN
A.A. OR B.A. BY THE AGE OF 27



WORLD'S BEST WORKFORCE (WBWF)

District strategic plan to support teaching and learning must be aligned with creating the world's best workforce

Minnesota Statutes 2013, section 120B.11

Key WBWF Components

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

Stakeholder Engagement

- Annual Report: Due December 15, 2018
- Annual Public Meeting (October 9, 2018)
- District Advisory Committee



Key WBWF Components

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

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

Strategies for 2018-2019

- PreK 3 and PreK 4 teachers will:
 - Assess students in the Fall and Spring
 - Meet monthly for data meetings and share data results
 - Adjust group instruction and individualize student instruction based on assessment results
- PreK3 and PreK4 teachers will join many district leadership teams
- Pilot other assessments that are state approved and prepare students for Kindergarten

Strategies for 2018-2019

- PRESS intervention system for Kindergarten-5th Grade
- Literacy Professional Development for K-5 teachers
- PLCs implemented at schools to analyze data and improve instruction
- K-5 Literacy Leadership Team
- ENCORE

Strategies for 2018-2019

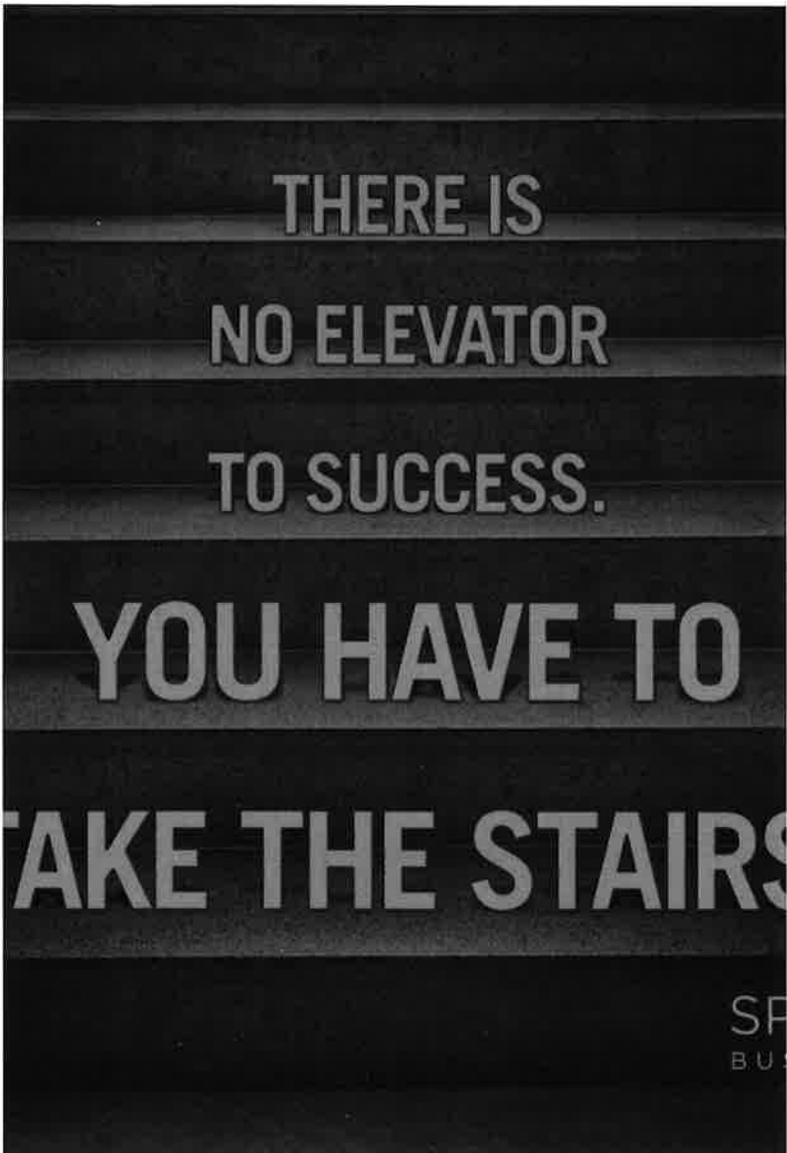
- AVID at all schools
- Equity Teams (District and School)
- Schoolwide Book Clubs
- Professional Development
- Inclusive Curriculum
- Data cycles and Intervention
- ENCORE

Strategies for 2018-2019

- Literacy and Math Interventions K-8
- AVID in all 5 schools
- ENCORE 21st Century Community Learning Grant
- 6-12 School Wide Focus on Literacy
- Literacy coaches at Columbia Academy (SRCL grant)
- Academic Readiness Course at CHHS
- 9th Grade College Boost: Math
- 10th Grade College Boost: English Lang Arts
- College Possible and Ramp Up at CHHS

Strategies for 2018-2019

- Naviance
- Homework Lab
- Credit Recovery
- Early College Boost Classes & Academic Readiness Course
- AVID Elective and AVID School Wide
- College Possible
- PSAT, SAT, and Khan Academy at CA and CHHS
- Check and Connect
- American Indian Specialist



Checking in on progress...

- Gathering data often to ensure we are on the right path
- Teachers meet in PLCs (Professional Learning Communities) each week
- Principals and District staff meet monthly to look to analyze data
- Benchmark testing three times a year
- Data shared with families at conferences, family engagement events, or report cards

Columbia Heights Public Schools

WORLD'S BEST WORKFORCE



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.

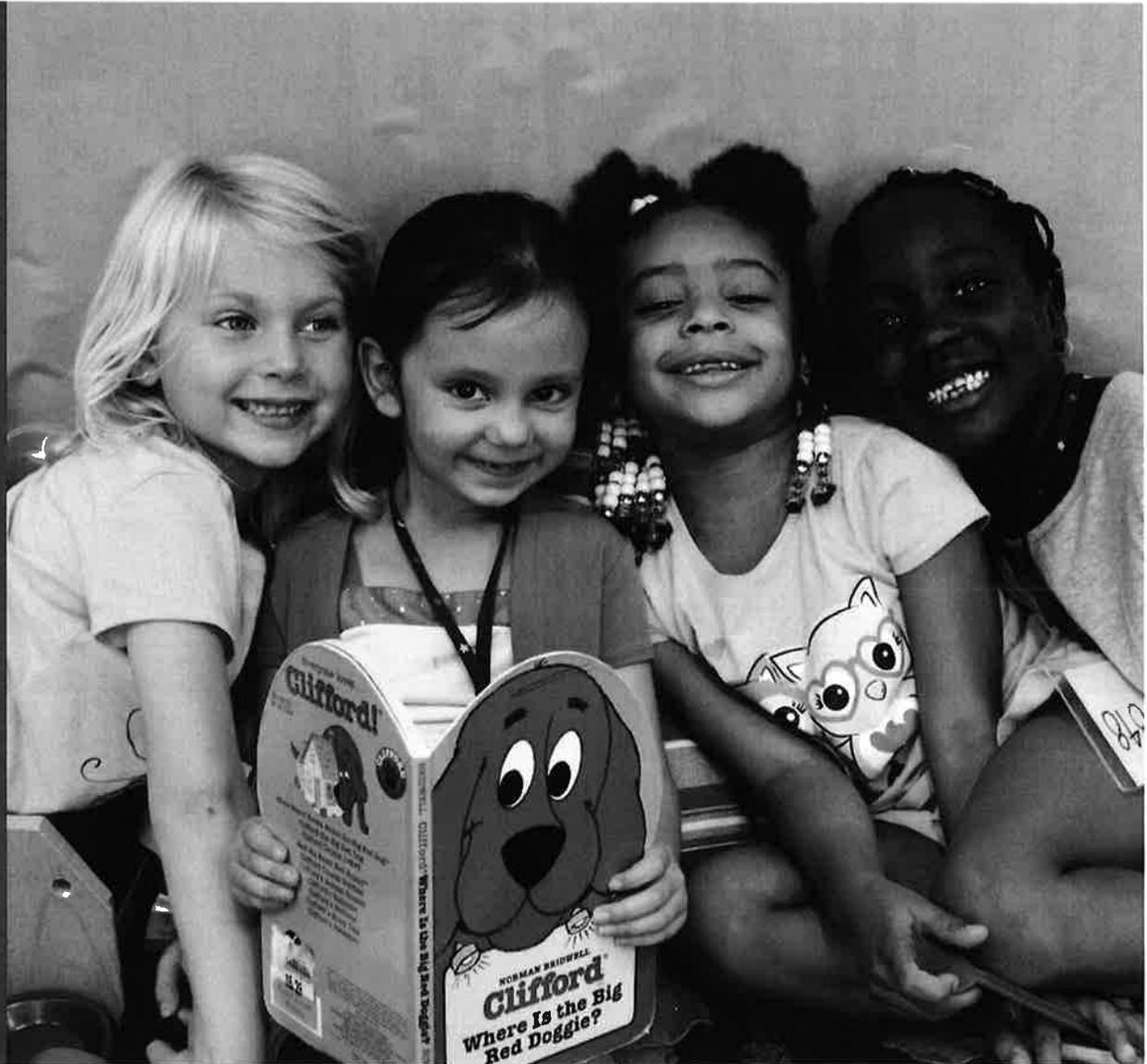
December 11, 2018

□ □ □ □ □

"EMBRACING JOY" IN YOUR
LIFE (AND IN OUR
CLASSROOMS)

Dean Shareski:
Whatever Happened to
Joy?

1:54-4:19



SHARING JOY

- With a partner, share a picture on your phone that depicts joy. Describe why this creates joy for you or others.
- OR share an experience/memory where joy was created

GOALS OF THE WBWF COMMITTEE

- Support Columbia Heights Public Schools (CHPS) with the World's Best Workforce (WBWF) Goals by providing feedback and input. WBWF is...
 - ◆ Aligned with district Strategic Plan
 - ◆ Aligned with federal and state grants including Title I/II/III and Achievement & Integration
- Provide feedback on district curriculum, early childhood programming, professional development, gifted services, and testing

TONIGHT'S AGENDA

- Results on goals from 2017-2018 & Goals for 2018-2019
- Gifted Identification
- Testing Calendar
- Closing

Key WBWF Components

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

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

FEEDBACK AND INPUT

While sharing our results and goals:

- Take notes on graphic organizer
- Write feedback (comment, question, ideas) on the post it note labeled with the goal

After sharing our results and goals:

- With a partner, discuss feedback (while walking or sitting)
- Post feedback on the poster with the goal



ALL STUDENTS READY FOR KINDERGARTEN

Strategies for 2018-2019

- PreK 3 and PreK 4 teachers will:
 - Assess students in the Fall and Spring
 - Meet monthly for data meetings and share data results
 - Adjust group instruction and individualized student instruction based on assessment results
- PreK3 and PreK4 teachers will join many district leadership teams
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ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE LEVEL LITERACY



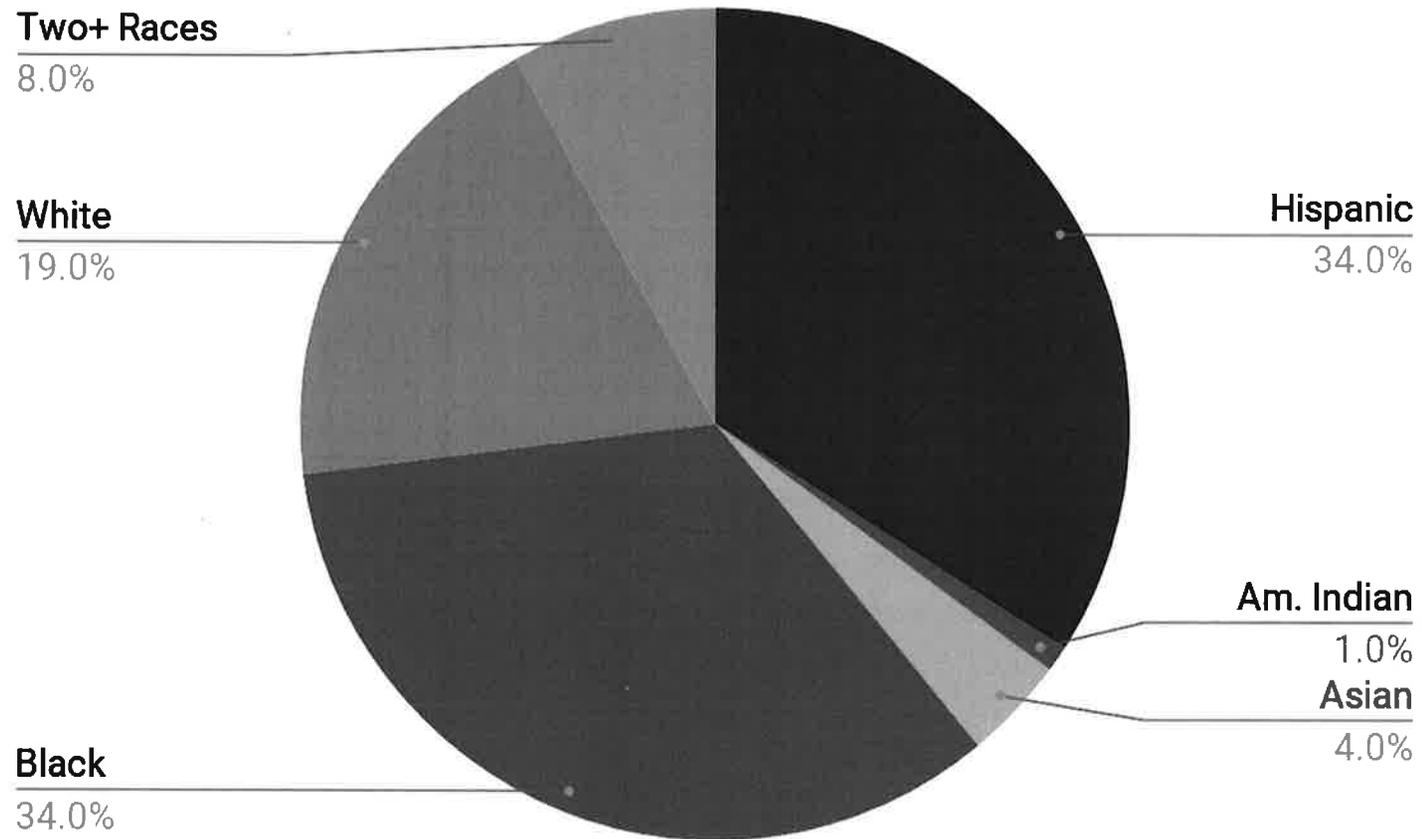
Strategies for 2018-2019

- PRESS intervention system for Kindergarten-5th Grade
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- PLCs implemented at schools to analyze data and improve instruction
- K-5 Literacy Leadership Team
- ENCORE

CLOSE THE ACHIEVEMENT GAP AMONG ALL GROUPS



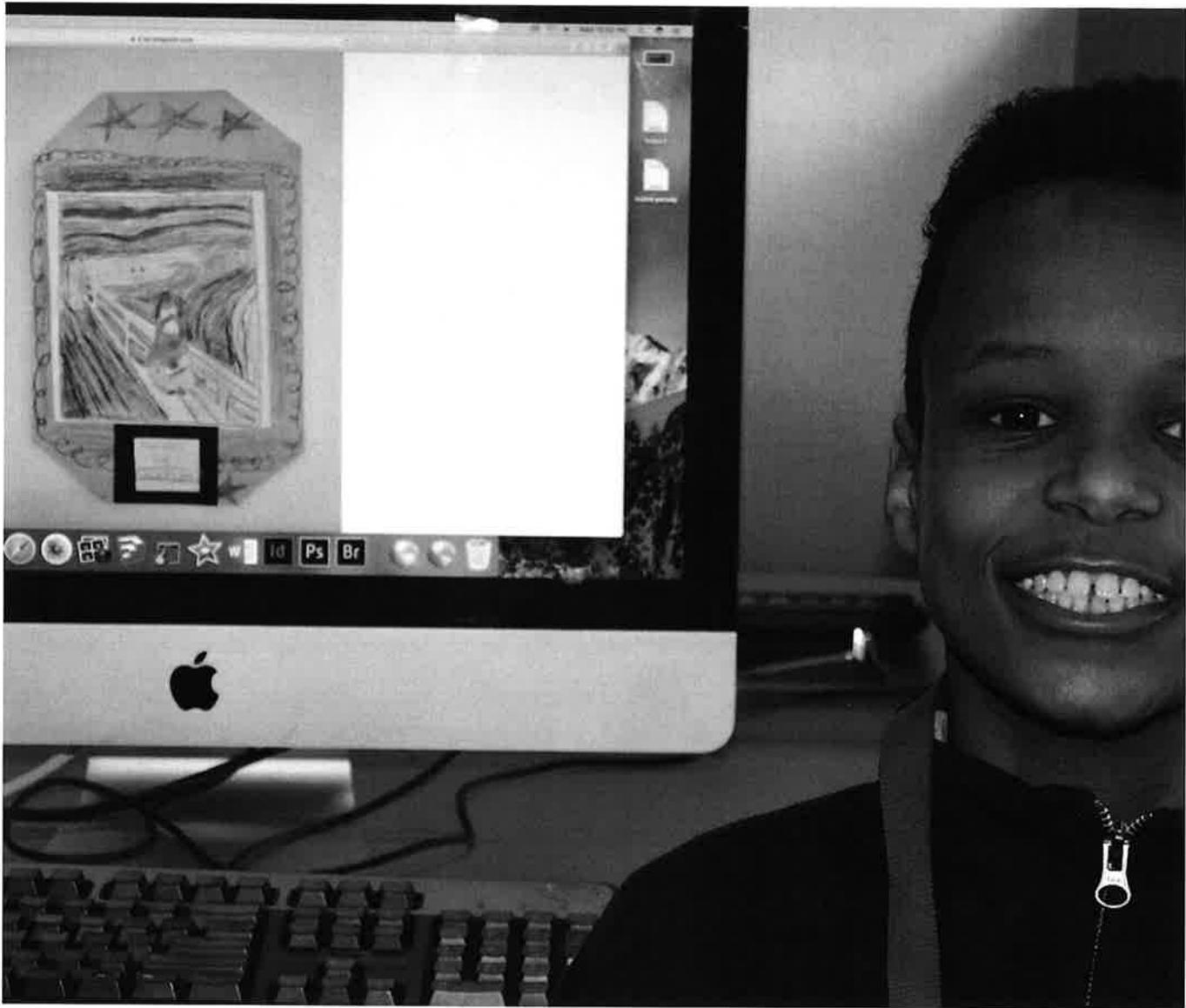
CHPS DEMOGRAPHICS



Strategies for 2018-2019

- AVID at all schools
- Equity Teams (District and School)
- Schoolwide Book Clubs
- Professional Development
- Inclusive Curriculum
- Data cycles and Intervention
- ENCORE

ALL STUDENTS
ACHIEVING COLLEGE AND
CAREER READINESS
BEFORE GRADUATING
FROM HIGH SCHOOL



Strategies for 2018-2019

- Literacy and Math Interventions K-8
- AVID in all 5 schools
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ALL STUDENTS GRADUATING FROM
HIGH SCHOOL

Strategies for 2018-2019

- Naviance
- Homework Lab
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- American Indian Specialist

NEXT MEETING (APRIL 4, 2019)

- Curriculum Update
- Equitable Access to Teachers
- American Indian Education Program
- English Learner Programming
- JOY in Heights