

**Hopkins Public Schools
Diversity Committee Meeting Notes
January 27, 2020**

Present: Gary Wood, Scott VanBonn, Amy Mielke, Jenni DeGood, Bill DeGood, Jannan Cotto, Jessica Williams, Katie Dana, Scott Stockwell, Ken Szczepanski, Ed Pigeon, Beverly Corneille, Cyrus Corneille

Positive Points to Share – No snow days (yet)

Sycamore Elementary Report – see attached

Hopkins Elementary Report - see attached

Hopkins Middle School Report – see attached

- Clark the Juggler will be performing and addressing depression, anxiety and the truth that all have value.
- It is a touch time of the year for behavior issues.

Hopkins High School Report – see attached

Community Update -

- Jannan has been attending state-wide quarterly meetings with other tribes to address curricular improvements.
- Jannan attended a trauma-informed workshop at Kent ISD recently.
- Members of the Parents of Colorful Kids encouraged correspondence from district regarding recent racial harassments incidents. Resources were shared.
- Teacher presence in the hallways was encouraged to reduce inappropriate student behaviors. This included more engagement with the students.

Other

- Survey Data – Civil Rights Data Report was briefly discussed. Jen pointed out the percentage of discipline of Native American students seems high.
- Whole Child Grant Status – Gary gave an update on the progress. An agreement with Pine Rest to provide a social worker to the district is imminent.
- Equity Course – Gary gave an update of the last session which included stereotype threat and implicit bias.

Next Meeting

- **March 30**

Sycamore Elementary 2019-2020

Diversity Update – 1/27/20

All of our students continue to receive "A" Team tickets as part of our positive behavior plan. Drawings are every two weeks.

Safe Harbor is coming in to do lessons with each grade level on safe touch and being appropriate with others. The hope is to teach and encourage children to seek help from a trusted adult so that they can get the help that they need if they have been abused. If children learn about body safety and how to get help, they are more likely to disclose the abuse suffered and receive necessary services such as counseling.

The STEP (Student Tools for Emergency Planning) program is scheduled through the Michigan State Police. Students will learn how to implement strategies to prepare for emergencies at home.

The "Be Nice" program is just getting started. With a little time, the momentum will build. I'm excited to see this take off.

Our February PD will have some more trauma training on strategies to use in the classroom. At our staff meetings since the November training we have reviewed the material and staff are sharing ways they are using the material in their classrooms.

Music - we are studying more countries in the music room. We have gone through South Africa, China, Japan and Austria so far. We watch and learn cultural dances, study the meaning of their flag, listen to singing from the country, learn some key words in their language, and understand how to play the instruments that originated there. A lot of times we talk about how "it's different from what we are used to, but not bad. Different isn't weird or bad, it's just different" We talk a lot about understanding and appreciating their culture.

Tamara Johnston is continuing with our Second Steps curriculum. We also had a Social/Emotional parent night in December where Tamara and Rachel shared what they do and what resources are available to the students.

1st grade - We did a week study of Martin Luther King Jr. the week before his birthday. Random students were given snowflake marks on their hands when they entered the class that morning. These students were given special privileges like lining up first, using the bathroom first and given more treats than the other students. I even had a couple of the specials teachers follow along. It took a while but they soon figured out I

was treating them like the segregation we had learned about. This tied in well with our "Work HArD, Be Kind" motto here at Sycamore.

5th grade - We studied Martin Luther King, Jr. last week (of course). Last week our Time For Kids article was about six young inventors who are from a variety of countries including Mexico, Canada, and Ireland. This week we are learning about Rosa Parks. Since I teach U.S. history in 5th grade, we have been talking a lot this year about the diversity of the beginnings of our country including the Native American culture, African American culture, along with the European influence. I'm really trying hard this year to talk about different cultures (African American culture specifically) at more times of the year than just February. 5th grade is reading Wonder right now and talking a lot about how we should treat people who look different.

Hopkins Elementary

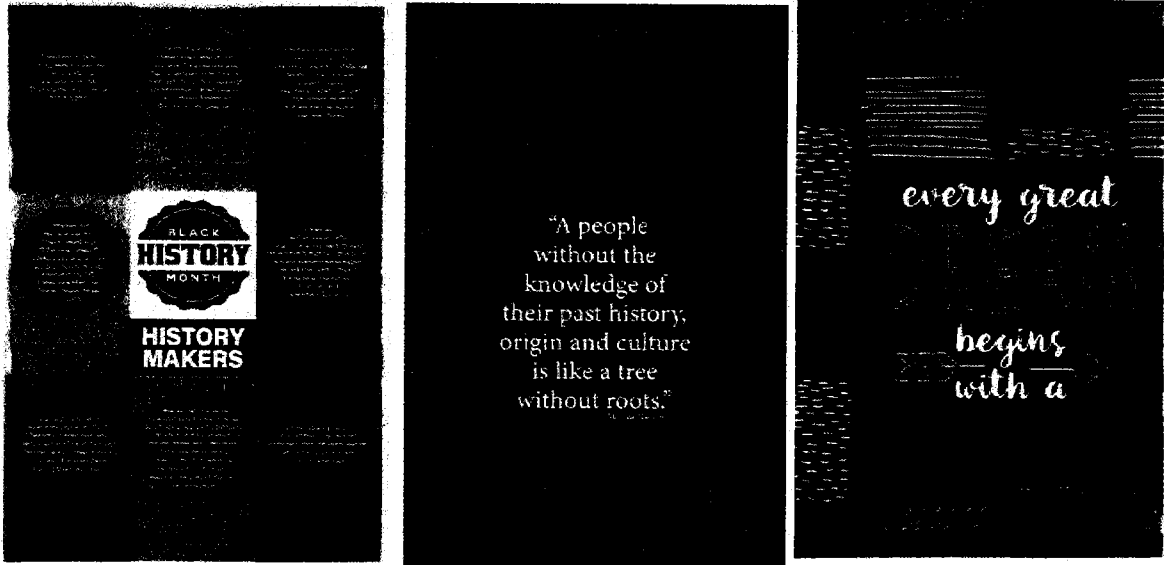
Diversity Committee Update

January 27, 2020

- HES Behavioral Expectations (VIKES) Very Respectful, Including Everyone, Keeping it Together, Excited about learning and Staying Safe. (Weekly drawings to reward students)
- Tamara Johnston – Classroom Lessons with Second Step curriculum. She is getting into every classroom monthly. (See attached Scope/Sequence for grades K-5)
- Leading for Equity in Education – (Year-long series through KISD)
National Equity Project – “Every child in America has the right to a quality education. We support people to make good on that promise.” (Next session Feb. 18th)
- **“Bigfoot gets Bullied”** – Jeff Veley is an award-winning youth motivational speaker, social skills educator, and entertainer who specializes in resilience education for bullying prevention. An advocate for social and emotional learning, Jeff is the co-author of *Golden Rule Ambassadors*, *SQUABBLES®*, and *Bigfoot Gets Bullied* (a #1 Amazon best seller). Over 1 million people have been impacted by Jeff’s bullying prevention strategies. As a result, he’s received two international awards for effectiveness in conflict resolution. www.jeffveley.com
(Working on scheduling a date for the last week of February for Jeff to visit HES.)
- HES Library adds multiple new titles from a variety of cultural/ethnic backgrounds
 - Fry Bread – American Indian Youth Literature Award
 - Indian No More - American Indian Youth Literature Award
 - The Bell Rang – Coretta Scott King Award
 - Genesis Begins Again – Coretta Scott King Award
 - New Kid – Coretta Scott King Award
 - Sulwe - Coretta Scott King Award
 - Across the Bay – Pura Belpre Award
 - Lety out Loud - Pura Belpre Award

1. **HMS is gearing up for Black History Month:** to highlight the achievements and contributions of black Americans in the classroom. The Diversity Committee has purchased Black History Month posters for all classrooms, and will be distributing them to every teacher at the next staff meeting (each classroom will receive 2 posters). The Diversity Committee will also be encouraging all classroom teachers to contribute during Black History Month by teaching meaningful lessons related to their content area.

Examples of classroom posters below:



2. **HMS Diversity Committee Poster Initiative Results from November:** The staff/teachers chose Maya Angelou as the winner of the diversity poster to represent in the hallways at HMS. The poster is framed and hanging across from the Cafeteria for students to see.



3. **Classroom Advisory Lessons to promote diversity currently under review:** The HMS Diversity Committee is currently researching lessons for the middle school classroom on Building Community and Combating Hate based on a publication from Partners Against Hate. The lessons build upon one another to cultivate dialogue with students about tolerance. The lessons include understanding stereotypes, defining prejudice, discussing the escalation of hate, and helping students take personal responsibility for their language and behavior. We are currently working on the best ways to give the lessons a Viking spin, and are in discussion on best practices for implementation.

Hopkins High School Report for Diversity Committee 1/27/20


Events that have happened this year that have a direct correlation with addressing our diversity needs:

1. Matt Oeverman and I have attended the Regional Network: National Equity Project- Leading and Designing Equity in Complex Systems. Matt and I have shared at all staff meetings and in conjunction with DPPD
2. Full staff development on Diversity, Equity and Inclusion by Kathryn Curry
 - a. May 3, 2019- intro and discussion- attached
 - b. October 31, 2019- in depth
 - c. Jan 13, 2020 – continue and implement

When we meet in January for that DPPD with Kathryn Curry you have been asked to bring a lesson plan that has culturally responsive strategies embedded. You should be able to discuss/explain/justify the constructs of your lesson plan. I will remind you as we get closer... by then you should have a large number from which to choose from☺


"Poverty, Race,
&
Equity"
Kathryn J. Curry

Hopkins High School
Hopkins, Michigan
May 3, 2019

 Kathryn's Klips, 2019

OBJECTIVES

- 1 Explore poverty, race, & equity
- 2 Challenge beliefs and attitudes
- 3 Learn/Share views & strategies

 Kathryn's Klips, 2019

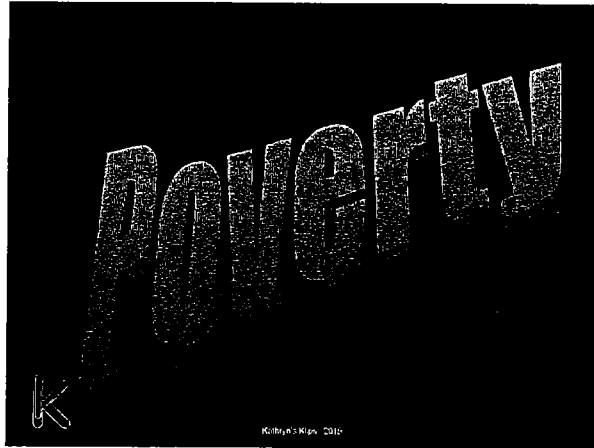
DEI
NORMS

 Kathryn's Klips, 2019

Diversity, Equity, &
Inclusion
NORMS

- Listen to Understand
- Share Courageously
- Challenge Your Personal Beliefs

 Kathryn's Klips, 2019

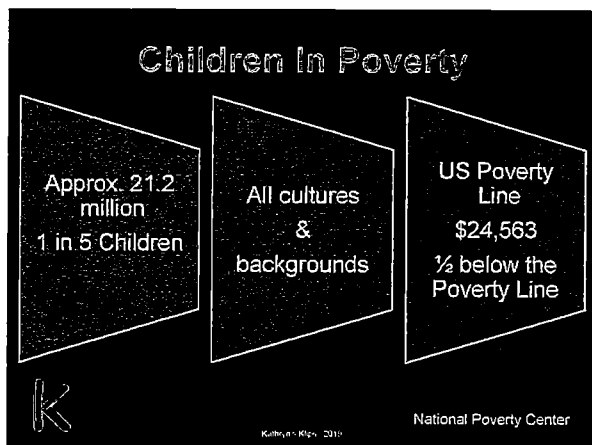


US PUBLIC SCHOOLS

- 51% of Students in US Public Schools are Poor.



Kellyn + Kips, 2012



CHILD POVERTY BY RACE

- Black 39%
- American Indian 37%
- Hispanic 33%
- Two or More Races 23%
- White 14%
- Asian 14%



ASCD Policy Points, May, 2015

Kellyn + Kips, 2012



Attitudes

- First knowledge/awareness of race
- Memorable experiences (positive & negative)

K

Kathryn's Hope, 2018

Thoughts

How does race factor in with views and attitudes in school?

K

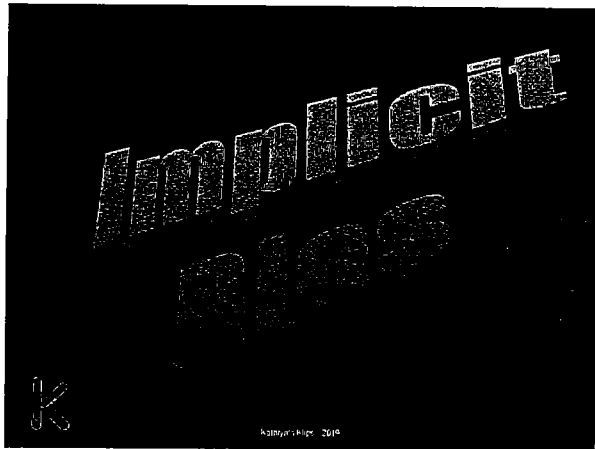
Kathryn's Hope, 2018

Color Blind or Color Brave?

Mellody Hobson

K

Kathryn's Hope, 2018



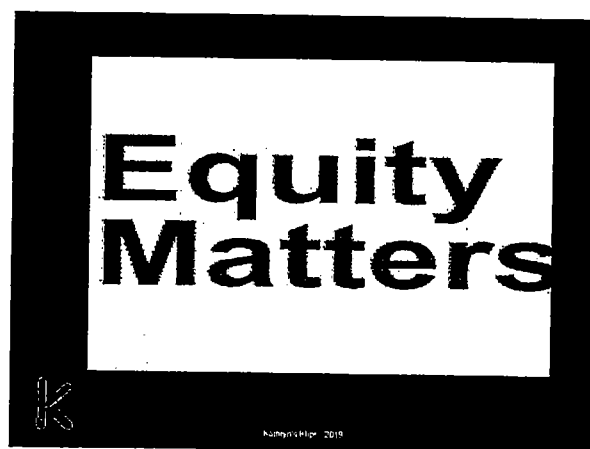
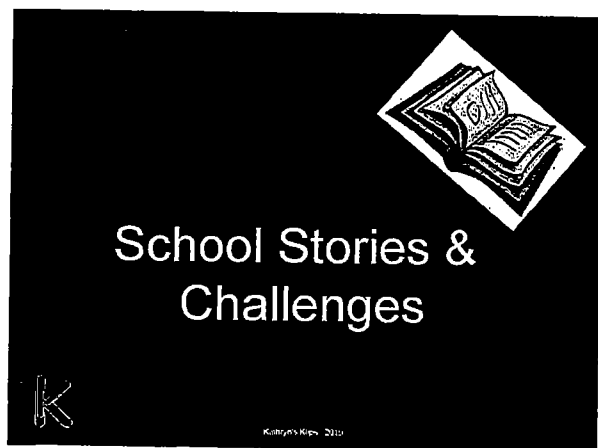
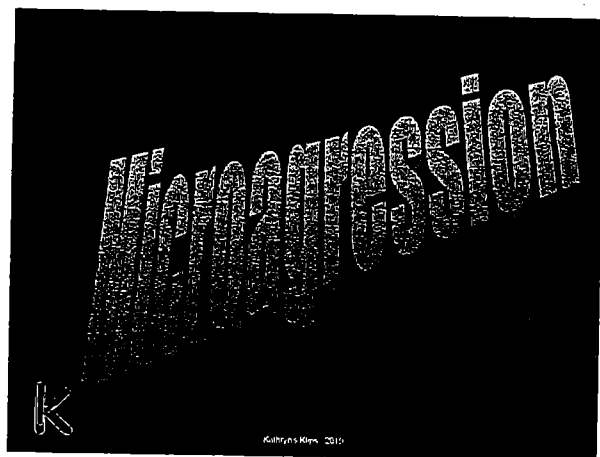
Implicit Bias

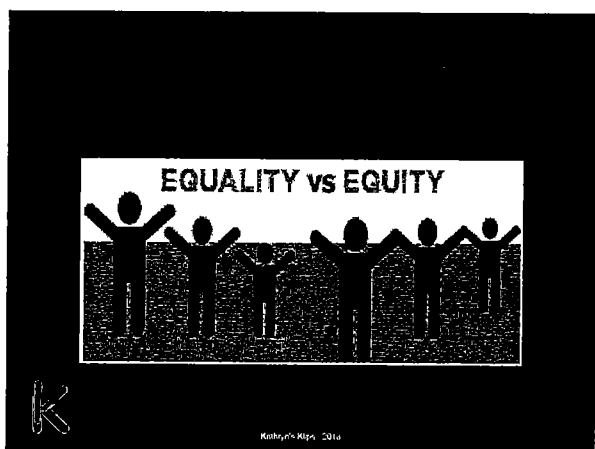
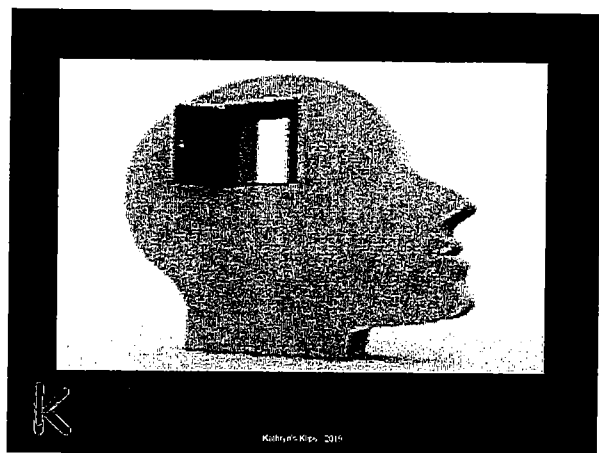
The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Ohio State University / Kirwan Institute

Activity

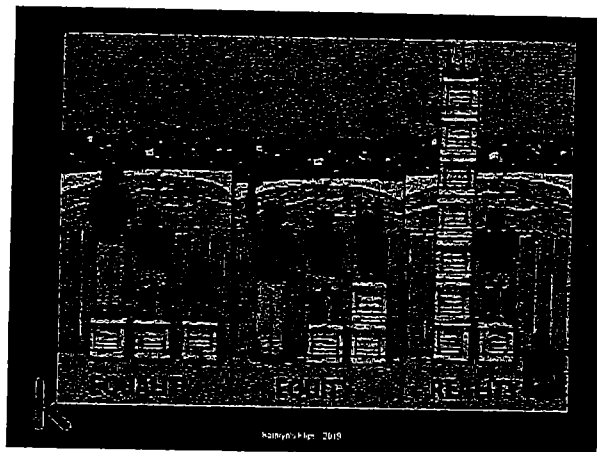
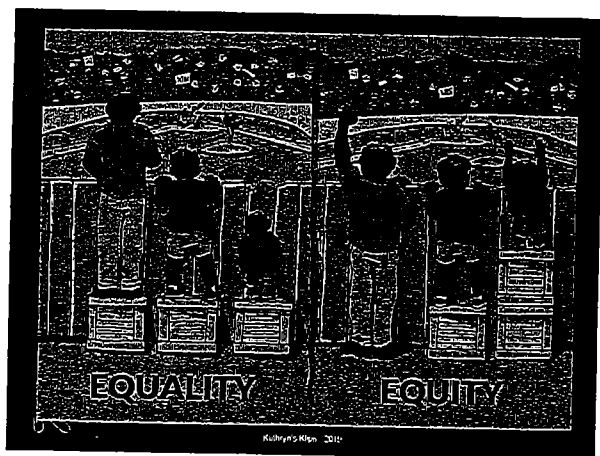
Stereotypes





EQUITY / EQUALITY

- Equity is: Giving everyone what they need to be successful.
- Equality is: Treating everyone the same.
- Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.



CHALLENGES

- How do the attitudes of society pertaining to poverty, race, and equity affect learning in the classroom?



Kathy's Kips 2018



School Stories & Challenges



Kathy's Kips 2018

Culturally Relevant Teachers

- Believe in ALL children
- Work to connect students with their respective cultural identities
- Assume the majority responsibility for success.
- Maintain extended relationships
- Develop skills and strategies to construct knowledge
- View the curriculum critically in order to modify to meet all needs when necessary



Dillon, 2000

Kathryn's Klips, 2018

Classroom Strategies

- Build Relationships
- Find Any Barriers
- Early/On-Going Intervention
- High Expectations
- Build on Student's Strengths
- Promote Success / Model Hope
- Connect Home/School Experiences
- Culturally Relevant / Role Models & Mentors
- Goal Planning for College



Classroom Strategies

- Align Curriculum to Standards
- Backwards Design Model
- Strategic Lesson Design
- Pre / Post Testing
- Stress Core Vocabulary
- Chunk Information
- Teach Critical Thinking
- Cooperative Learning Structures
- Assessment



Kathryn's Klips, 2018

My Contact Info.



Kathryn's Klips
Educational Consulting

Kathryn J. Curry, M.Ed

Workshops, Conferences, Keynotes, Leadership Coach,
Poverty, Race, & /Equity, Curriculum & Learning

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Kathryn's Klips, 2019