

Hopkins Public Schools
Diversity Committee Meeting Notes
February 11, 2019

Present: Gary Wood, Ben Brenner, Conrad Church, Ed Pigeon, Bill DeGood, Amy Embury, Collin Church, Jannan Cotto, Katie Dana, Ken Szczepanski, Scott Stockwell, Scott VanBonn, Beverly Corneille, Cyrus Corneille

New Members

- The committee welcomed Bill DeGood, Jannan Cotto, Beverly Corneille and Cyrus Corneille. Bill, Beverly and Cyrus are representing Parents of Colorful Kids. Jannan is the new education director at the Gun Lake Tribe.

Good Things

- Gary shared about an initiative through MASA (State Superintendent's Organization) to increase the number of minority superintendents in Michigan.
- Ben summarized the scope and purpose of the diversity committee to new members.

Hopkins Elementary Report – attached

Sycamore Elementary Report - none

Hopkins Middle School Report - attached

Hopkins High School Report – attached

- It was stressed that Culture of Value training is not a sit-and-get one time training. The training has staff involvement and is ongoing.

Community Update

- Amy E. talked about PYT (Pro Youth Team) Summit coming up on May 3
- Collin mentioned college student groups as possible resources for our schools
- Conrad mentioned that he is now the culture coordinator at Gun Lake Tribe
- Bill mentioned the importance of parents having discussions with their children on how to react when they see inappropriate things occur (bystander expectations).

Other

- Data
 - HS Survey in the next month – it was mentioned that some open-ended questions may be important
 - MS/HS Trusted Adult/Student Connection Survey prior to next meeting

- Student Training (HS)
 - Positive Peer Relationships – Teaching the students a Culture of Value
- Diversity Exposure Opportunities
 - Exchange Student Presentations
 - Black History Month
 - Guest Readers for Reading Month
- Restorative Practices was discussed as a way to bring closure to incidents that occur and help create better understanding of others

Culture of Value Information

Ken,

I am happy to share the links to these videos that were used during the Positive Peer Relationship training in January. I tried to paint a little bit of the context of how they tied in to the overall message, because as a stand alone viewing they may not make sense.

- Perspective= everyone has a perspective and you don't always know or understand what they are doing. Differences actually help a team succeed.
video: Joe Everson sings the national anthem
<https://www.youtube.com/watch?v=MqU1lgBWMZc&t=1s>
- Every person has a story - you must listen and ask questions to understand others, to see past the outer appearance to the heart.
video: Chic fil a training video - every life has a story
<https://www.youtube.com/watch?v=2v0RhvZ3lvY&t=3s>
- Taking responsibility for your actions. For us to build a culture of value, each one is responsible for their thoughts, feelings and actions. In this video, each firefighter demonstrates that he takes responsibility for his role in the success.
video: Chinese Firefighters jump rope:
<https://www.youtube.com/watch?v=EtT2s71jD8>
- "don't judge people by the size of their flippers, judge them by the size of their heart." This was the closing video, reminding us that together we can make a big difference.
video: If You Want to Change the World, Start Off by Making Your Bed - William McRaven, US Navy Admiral
<https://www.youtube.com/watch?v=3sK3wJAxGfs>

I hope this helps, as you build a *Culture of Value*: where every person is respected, heard and known!

Thanks,

Ben

Upcoming Meetings

- **April 29**

**Hopkins Public Schools
Diversity Committee**

Vision/Mission:

To create a physically and emotionally safe and inclusive environment for all students, staff, and parents which promotes diversity, dignity, understanding, respect and caring for all.

Goals:

1. Data Driven: To analyze data from multiple sources to determine the extent of the problem, identify target groups and establish key messages to promote the vision.
2. Educate: Plan, implement and evaluate professional development for students, staff and/or parents which promotes the mission and targets a need identified by data.
3. Procedural:
 - a. Review policies and procedures to align with best practice principles.
 - b. Access community resources for education, programs and support.
 - c. Involve key stakeholders in the process to ensure awareness and support.

Hopkins Elementary

Diversity Committee Update

February 11, 2019

- **HES Behavioral Expectations (VIKES)** Very Respectful, Including Everyone, Keeping it Together, Excited about learning and Staying Safe. (Weekly drawings to reward students)
- **TEAM Programs through MSP** – “Feeling safe/secure”, “Don’t be a Bully, Be a Friend”, and “Being a Good Friend/Classmate” (Trooper Summerhays is our school liaison)
Our 5th graders will once again participate in a Michigan STEP program (Student Tools for Emergency Planning).
- **Molly Khang – Classroom Lessons with Second Step curriculum.** She is getting into every classroom at least one time each month. (See attached Scope/Sequence for grades K-5)
- **Alan Kazam –“Southwest Michigan’s Favorite Magician”** will be coming to Hopkins Elementary on Wednesday, March 20th. Below is a brief description of the topics he will be covering during his assemblies.

"No Bullies Allowed!" My most topical program teaches students the value of respecting others for who they are. No two people in the world are exactly alike...GOOD!!! This program has been updated to include "Cyber-Bullying," which has been making lots of headlines these days. It also gives some great strategies for dealing with bullies, including the fact that it's ok to approach teachers and adults for help.

"I Can Do It!" My popular self-esteem show encourages kids to recognize the fact that it's WHO YOU ARE ON THE INSIDE that matters and why you should never give up! It also emphasizes the value of teamwork, believing in yourself and getting along with others.

Kindergarten

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Learning to Listen	6. Feelings	12. We Feel Feelings in Our Bodies	19. Solving Problems
2. Focusing Attention	7. More Feelings	13. Managing Frustration	20. Inviting to Play
3. Following Directions	8. Identifying Anger	14. Calming Down Strong Feelings	21. Fair Ways to Play
4. Self-Talk for Staying on Task	9. Same or Different?	15. Handling Waiting	22. Having Fun with Our Friends
5. Being Assertive	10. Accidents	16. Managing Anger	23. Handling Having Things Taken Away
	11. Caring and Helping	17. Managing Disappointment	24. Handling Name-Calling
		18. Handling Being Knocked Down	25. Reviewing <i>Second Step</i> Skills

Grade 1

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Listening to Learn	6. Identifying Feelings	12. Identifying Our Own Feelings	17. Solving Problems, Part 1
2. Focusing Attention	7. Looking for More Clues	13. Strong Feelings	18. Solving Problems, Part 2
3. Following Directions	8. Similarities and Differences	14. Calming Down Anger	19. Fair Ways to Play
4. Self-Talk for Learning	9. Feelings Change	15. Self-Talk for Calming Down	20. Inviting to Join In
5. Being Assertive	10. Accidents	16. Managing Worry	21. Handling Name-Calling
	11. Showing Care and Concern		22. Reviewing <i>Second Step</i> Skills

Grade 2

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Being Respectful	5. Identifying Feelings	11. Introducing Emotion Management	17. Solving Problems, Part 1
2. Focusing Attention and Listening	6. Learning More About Feelings	12. Managing Embarrassment	18. Solving Problems, Part 2
3. Using Self-Talk	7. Feeling Confident	13. Handling Making Mistakes	19. Taking Responsibility
4. Being Assertive	8. Respecting Different Preferences	14. Managing Anxious Feelings	20. Responding to Playground Exclusion
	9. Showing Compassion	15. Managing Anger	21. Playing Fairly on the Playground
	10. Predicting Feelings	16. Finishing Tasks	22. Reviewing <i>Second Step</i> Skills

Grade 3

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Being Respectful Learners	5. Identifying Others' Feelings	11. Introducing Emotion Management	17. Solving Problems, Part 1
2. Using Self-Talk	6. Understanding Perspectives	12. Managing Test Anxiety	18. Solving Problems, Part 2
3. Being Assertive	7. Conflicting Feelings	13. Handling Accusations	19. Solving Classroom Problems
4. Planning to Learn	8. Accepting Differences	14. Managing Disappointment	20. Solving Peer-Exclusion Problems
	9. Showing Compassion	15. Managing Anger	21. Dealing with Negative Peer Pressure
	10. Making Friends	16. Managing Hurt Feelings	22. Reviewing <i>Second Step</i> Skills

Second Step Scope and Sequence cont'd

Grade 4

Unit 1: Empathy and Skills for Learning

1. Empathy and Respect
2. Listening with Attention
3. Being Assertive
4. Respecting Similarities and Differences
5. Understanding Complex Feelings
6. Understanding Different Perspectives
7. Conversation and Compliments
8. Joining In
9. Showing Compassion

Unit 2: Emotion Management

10. Introducing Emotion Management
11. Managing Strong Feelings
12. Calming Down Anger
13. Managing Anxiety
14. Avoiding Jumping to Conclusions
15. Handling Put-Downs

Unit 3: Problem Solving

16. Solving Problems, Part 1
17. Solving Problems, Part 2
18. Making a Plan
19. Solving Playground Problems
20. Taking Responsibility for Your Actions
21. Dealing with Peer Pressure
22. Reviewing *Second Step* Skills

Grade 5

Unit 1: Empathy and Skills for Learning

1. Empathy and Respect
2. Listening with Attention
3. Being Assertive
4. Predicting Feelings
5. Taking Others' Perspectives
6. Accepting Differences
7. Disagreeing Respectfully
8. Responding with Compassion

Unit 2: Emotion Management

9. Introducing Emotion Management
10. Calming Down
11. Managing Anxiety
12. Managing Frustration
13. Resisting Revenge
14. Handling Put-Downs
15. Avoiding Assumptions

Unit 3: Problem Solving

16. Solving Problems, Part 1
17. Solving Problems, Part 2
18. Making a Plan
19. Seeking Help
20. Dealing with Gossip
21. Dealing with Peer Pressure
22. Reviewing *Second Step* Skills

**Diversity Committee
Middle School
Updates for 1/28/19**

Curriculum:

This year Ms. Dana has added an "Art of Diversity" Elective Class. She will be teaching this to 6th, 7th and 8th graders each trimester respectively.

Common Advisory topics the past two months

- November: Ownership
 - Take responsibility for actions. Be responsible for your thoughts, feelings, words and actions. "Own" the choices you make and the results that follow.
- December: This is it
 - Make the most of every moment. Focus your attention on the present moment. Keep a positive attitude.

Mix-it-up Day:

The entire middle school participated in Mix it up day on Tuesday, November 6th. Students were randomly assigned a seat at lunch. They were asked to do some "get-to-know-you" activities with the new faces at their tables. Afterwards, they participated in team building in the form of a lunch-themed scavenger hunt.

Future Lunchroom Plans:

The Middle School Building Needs team met to discuss making the lunchroom a "netbook free" zone for students. The idea behind this is to encourage students to set aside the netbook games and interact face-to-face with each other. We are in the process of coming up with designated "homework" tables for those students who need the time to work during lunch. Expect communication on this topic through our newsletters within the next month.

From the 8th Grade:

In December we took a trip to the Allegan Event Center. All the students had access to the rock walls and high ropes course. It was a great day of watching students conquer fears and trying something new. It was so cool to see the kids encourage, motivate, and team up with each other.

In Advisory, Growth Mindset lessons and activities have been part of the weekly agenda. Since I don't an advisory class, I can't give too much more detail (Krystal, can you?). In addition, we have been promoting the concept of "the power of yet." The goal of this is to help students change their outlook and mindset on challenging tasks...they might not be successful now, but they can and will be.

LINKS Program:

Mrs. Johnston and Mrs. Weick are running a peer-to-peer support for students with autism. 30 6th grade students were trained to help in the areas of socialization and independence for our students with

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autism. Students help out in each class throughout the day and are supported with monthly check in meetings during lunch.

Plans for Black History Month

Mr. O'Dell is planning to feature one historically prominent Black-American each day during the month of February on our scrolling announcements located in each hallway. Check out the slideshow on our Middle School Web-page under "HMS Announcements" at www.hpsvikings.org.

New Media Center Page - ready space to make videos,

Hopkins High School Report for Diversity Committee 1/25/19

Events that have happened since the October update that have a direct correlation with addressing our diversity needs:

1. Students and Staff took part in the Culture of Value assemblies on January 9 and 10. There were multiple communications about these events shared with parents: newsletter information, e-mail, Tweet and a podcast to students and parents (also included Homeroom). See attached document that will go out with progress reports and be placed on our website.
2. During Homeroom we have conducted one follow up activity to follow up with the COV presentations about giving kind words for everyone. There are four more scheduled activities. Our culture committee will be working on other ways to keep the idea of respecting each other in the forefront. Building "Positive Peer Relationships" with our staff and students.

Coming Soon:

Students will be given a 2nd survey on school climate developed by the Teaching Tolerance initiative of the Southern Poverty Law Center which included question that reflects in part slurs and other racially sensitive behaviors. We plan on using this survey three times this year and see if we move the needle to the positive.

Checking Progress:

Evidence placed on SMART Goal (attached)