

Hopkins Public Schools
Diversity Committee Meeting Notes
October 28, 2019

Present: Gary Wood, Ben Brenner, Scott VanBonn, Amy Mielke, Jenni DeGood, Jannan Cotto, Jessica Williams, Katie Dana, Scott Stockwell, Ken Szczepanski, Ed Pigeon, Conrad Church

Positive Points to Share – Ciana successfully graduated, MS Student of the Month (Zac). Conrad has a kid in the district (again)

Sycamore Elementary Report – handout attached

Hopkins Elementary Report - handout attached

Hopkins Middle School Report – handout attached

- Career Day was successful
- Mix It Up Day will be November 4
- BIT chairs (Jessica Williams and Katie Dana) reported
- Parents of Colorful Kids will help look up resources to assist BIT team

Hopkins High School Report – handout attached

- 9th Graders visited businesses (ACT for Freshmen) – thanks to GLT
- A student leadership team attended a Mental Health Summit in Lansing this fall

Community Update -

- Parents of Colorful Kids donated Hair Love book to elementary schools
- Discussed promoting diversity committee meetings better through website, newsletters, Viking View, orientations, etc.
- Discussed providing teachers with resources that help address diversity in lessons
- Jenni brought up that we need to look at the Civil Rights Data to ensure accurate reporting
- Jannan discussed the role Native American tribes in Michigan played in the development of the new social studies standards. She mentioned that resources are being developed to support the curriculum.

Other

- Whole Child Grant was discussed by Gary. This grant is intended to provide additional mental health support to our students. The district will likely need to partner with another agency (school, tribe, mental health provider) to make this successful.
- The district has a team of administrators and teachers attending a course offered through Kent ISD and conducted by The National Equity Project. The course has 9 3-hour sessions intending to design a network to facilitate equity leadership development in complex systems to increase student engagement and learning with a focus on the students who are not yet being well served.

- Survey Data – summary of 2019 survey was passed out and Gary went over comments made by racial minority students
- Future Data Collections – MIPHY Surveys, Student Focus Groups
 - It is hoped that the focus groups can bring better insight into the needs of our students

Next Meeting

- **January 27**

**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.

Sycamore Elementary 2019-2020

Diversity Update – 10/28/19

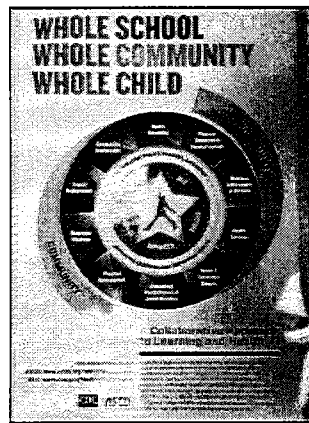
All of our students are receiving "A" Team tickets as part of our positive behavior plan. Four prize drawings have taken place so far. Our overall theme this year is "Work Hard. Be Kind." We sold t-shirts at the beginning of the year and also had a "Positive Message Day" where students and staff wore any apparel that had a positive message on it.

Betsy Bott and Kim Siebers have reached out to the "Be Nice" organization as an extension of our school theme. An assembly will take place in November to spread the message and really promote kindness in multiple ways. Other area schools have been a part of this program and really spoke well about it making a positive impact in their schools.

Tamara Johnston is continuing to do social behavior lessons in every grade level once a month. Lessons range from how to be a friend to anti-bullying and sticking up for each other. These lessons are a continuation from what Molly Khang started last year. Tamara is also doing some friendship groups, and other small groups to work on anger and stress management, and coping skills.

Student council promoted the Pacer National Kids Against Bullying day on October 23rd. They made posters to hang around the school telling all to wear the color orange on Unity Day 10/23.

Upcoming professional development opportunities have been designed for ALL staff with the idea of taking care of the WHOLE child. In October, the training is entitled Understanding, Preventing and Responding to Behaviors. In November, our training is called Understanding Neurodevelopmental Trauma training.



Hopkins Elementary
Diversity Committee Update
October 28, 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”** Our 5th graders will once again participate in a Michigan STEP program (Student Tools for Emergency Planning).
- **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.”

10/28 Diversity Committee Update-HMS

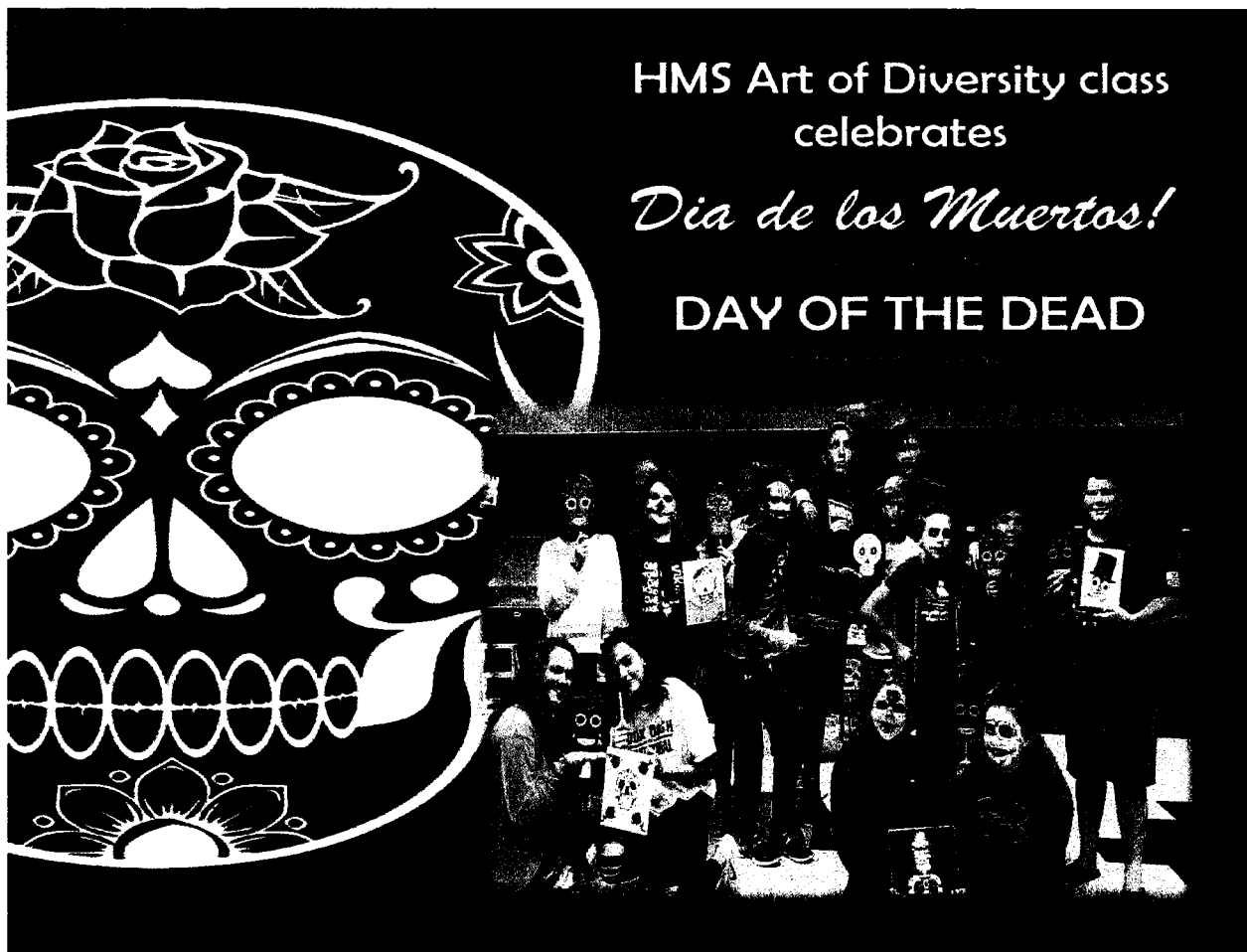
1- Diversity/Inclusion Poster Initiative

The goal is to get inspirational posters around HMS that inspire and promote diversity/inclusion. HMS Diversity Committee will research possible options, and will send out a voting poll using Survey Monkey to get staff/teacher input. The goal is to place 1 poster a month throughout the hallways to promote diversity in our school. Survey results for HMS teacher/staff vote will occur within the week, and posters will begin appearing in HMS hallways soon.

2- Class Advisory Authentic Diversity Discussions

The goal is to provide the teachers with classroom advisory lessons that promote diversity and classroom discussions and topics on inclusion. How can we better understand those who might seem different from us? What are ways that HMS teachers can inspire open, honest dialogue with students about diversity that may help facilitate understanding/tolerance.

October HMS Diversity Highlight- Dia de los Muertos celebration in 'Art of Diversity' class throughout the early weeks of October celebrating Mexican art and culture.



Hopkins High School Report for Diversity Committee 10/28/19

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

1. COV- Culture of Value presentations
 - a. Freshman orientation - August
 - b. Grades 10-12 refresher - September
2. Our Culture Committee created a sub-committee that will keep working on ideas to keep the idea of respecting each other in the forefront. Building "Positive Peer Relationships" with our staff and students.
3. Matt Oeverman and I are part of a collaborative group "Leading and Designing Equity in Complex Systems" through the KISD. We look forward to sharing our experiences with staff.
4. Kathryn Curry introduced us to her work last year on "Poverty, Race & Equity" and will be returning October 31 and January 12 to work with the high school staff. Her focus is to inform, give perspective, and instruct on equitable practices. The power of the presentation will be in the discussions and actionable practices we can implement in this building and classrooms.

2019 Hopkins High School Diversity Survey Results (Overview)

Key summary point after sifting through the data:

- This is the third time we have had students complete the survey (the first year since 2016-2017 due to other types of student climate surveys being given).
- Last time we had students complete the survey 374 students participated, as compared to 402 students this time. We believe this growth (while the total student population went down by 10 students) was due to having students complete the survey during the homeroom time we now have in our schedule.

Grade Level	Total in Grade	American Indian	Asian	African-American	Pacific Islander	Caucasian	Hispanic	Other	Unclassified
SIS Total	521	12	4	6	2	487	8	0	2
Survey Results	402	18	11	12	0	375	14	0	6

- A large percent of our students still feel **closely tied to a religious identification** and feel it is important in their life.
- We had roughly the same percentage of students (**10%**) choose **“other”** rather than **“heterosexual”** regarding the question of sexual orientation as we did in our last survey. Since this was very close to the first survey as well, we can estimate these results in the future (close to 10% of our student population).
- With a mostly Caucasian population, we would expect to get the answers **“All”** or **“Most”** to **“what percentage of your close friends at school are similar to you regarding race/culture?”** and that is what we saw. We did not see any major changes ($\pm 5\%$) in the **“None”** and **“Few”** student responses to any of the other categories in this area of questioning (gender, religious identification, political/social beliefs, and financial standing of your family). There is also the question about how the students identified the term **“close friend”** and this may have changed a few of their answers as well.
- 25% of student answered **“Yes”** to the question **“Have you felt harassed at this high school?”** (again, not a shift in $\pm 5\%$ from the previous survey). The percentages that show how the form in which this harassment comes stayed the same as previous surveys, with most still sharing that this harassment took place in the appearance of **verbal comments, rumors, stares and social media**. There was a slight increase in stares category and a decrease in the pushing/shoving/hitting/punching category (over 5% change). The classroom and hallways were the predominant answers regarding where the harassment occurred (classroom and locker room increasing since the last survey). **Social media did not show growth in this area, but we know it is still an area in which harassment exists.**
- There were also no major areas in question 9 (areas in which respect by students, teachers and administration are shown for different racial/cultural students/situations) that showed any major improvements/changes since the last survey. This was disappointing due to the trainings we have had as a district overall, but it gives us the drive to continue to educate our staff on how best to help these populations. Issues regarding **not treating people equally** (or making mean remarks) still exists the most for students regarding **sexual orientation and those dealing with weight/size issues.**
- There were still very low overall scores regarding staff making mean remarks towards students in the categories listed in question 18.

- I still expected a **bell curve regarding the question “do you believe that students receive consequences for bullying/harassment when it occurs”** and that is what we see (though skewed slightly toward the positive side). While they don’t exactly know what happens in the office, it is positive to know that the student body understands that the staff takes bullying/harassment complaints seriously (although many might not know anything regarding what happens with these situations when answering this question).
- Even though Mr. Szczepanski and Ms. Bosscher went into every 3rd hour class at the beginning of every school year (to help remind students of available resources and how to communicate if there are problems/issues), **roughly 27% of the students answered “No” or “Unsure” regarding knowing the policy**. Students may know they shouldn’t do it, but may not remember specific parts of the policy and mark “no” on their answers (or just “no” to write “no”).