

**Hopkins Public Schools
Diversity Committee Meeting Notes
October 22, 2018**

Present: Ben Brenner, Kristen Outwater, Scott VanBonn, Katie Dana, Gary Wood

Good Things

- All buildings and departments reported a positive start to the school year.

Review/Reaffirm Committee Purpose

- Tweaked the Vision/Mission statement as follows:
 - Old statement: 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.
 - New statement: To create a physically and emotionally safe and inclusive environment for all students, staff, and parents which promotes dignity, understanding, respect and caring for all while embracing diversity.
- Stressed the need to look at data to drive committee's planning – Where are the gaps we need to fill?

Hopkins Elementary Report - attached

Sycamore Elementary Report - attached

Hopkins Middle School Report - attached

Hopkins High School Report

- Attached
- Survey & Results are also attached
 - 3 areas of inquiry/concern were:
 - How to report, comfort in reporting and disparaging remarks from teacher or other adult
- Suggestion to look at original HS survey given a few years ago

Community Update

- Ben gave an update on the composition of the committee membership including changes in roles at the tribe which may affect meeting attendance and participation.

Other

- Student Training (HS)
 - Positive Peer Relationships – Teaching the students a Culture of Value
- Suggestion to post meeting notes online

Next Meeting - January 28, 2019

**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 dignity, understanding, respect and caring for all while embracing diversity.

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

October 22, 2018

- **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)
- **NEDs Kindness Adventure Assembly** – Wednesday, Oct. 24th @1:45pm
This is a school-wide character education program that centers around NED (a loveable cartoon character whose name is an acronym for Never Give Up, Encourage others and Do your best).

Kindergarten

Unit 1: Skills for Learning

1. Learning to Listen
2. Focusing Attention
3. Following Directions
4. Self-Talk for Staying on Task
5. Being Assertive

Unit 2: Empathy

6. Feelings
7. More Feelings
8. Identifying Anger
9. Same or Different?
10. Accidents
11. Caring and Helping

Unit 3: Emotion Management

12. We Feel Feelings in Our Bodies
13. Managing Frustration
14. Calming Down Strong Feelings
15. Handling Waiting
16. Managing Anger
17. Managing Disappointment
18. Handling Being Knocked Down

Unit 4: Problem Solving

19. Solving Problems
20. Inviting to Play
21. Fair Ways to Play
22. Having Fun with Our Friends
23. Handling Having Things Taken Away
24. Handling Name-Calling
25. Reviewing *Second Step* Skills

Grade 1

Unit 1: Skills for Learning

1. Listening to Learn
2. Focusing Attention
3. Following Directions
4. Self-Talk for Learning
5. Being Assertive

Unit 2: Empathy

6. Identifying Feelings
7. Looking for More Clues
8. Similarities and Differences
9. Feelings Change
10. Accidents
11. Showing Care and Concern

Unit 3: Emotion Management

12. Identifying Our Own Feelings
13. Strong Feelings
14. Calming Down Anger
15. Self-Talk for Calming Down
16. Managing Worry

Unit 4: Problem Solving

17. Solving Problems, Part 1
18. Solving Problems, Part 2
19. Fair Ways to Play
20. Inviting to Join In
21. Handling Name-Calling
22. Reviewing *Second Step* Skills

Grade 2

Unit 1: Skills for Learning

1. Being Respectful
2. Focusing Attention and Listening
3. Using Self-Talk
4. Being Assertive

Unit 2: Empathy

5. Identifying Feelings
6. Learning More About Feelings
7. Feeling Confident
8. Respecting Different Preferences
9. Showing Compassion
10. Predicting Feelings

Unit 3: Emotion Management

11. Introducing Emotion Management
12. Managing Embarrassment
13. Handling Making Mistakes
14. Managing Anxious Feelings
15. Managing Anger
16. Finishing Tasks

Unit 4: Problem Solving

17. Solving Problems, Part 1
18. Solving Problems, Part 2
19. Taking Responsibility
20. Responding to Playground Exclusion
21. Playing Fairly on the Playground
22. Reviewing *Second Step* Skills

Grade 3

Unit 1: Skills for Learning

1. Being Respectful Learners
2. Using Self-Talk
3. Being Assertive
4. Planning to Learn

Unit 2: Empathy

5. Identifying Others' Feelings
6. Understanding Perspectives
7. Conflicting Feelings
8. Accepting Differences
9. Showing Compassion
10. Making Friends

Unit 3: Emotion Management

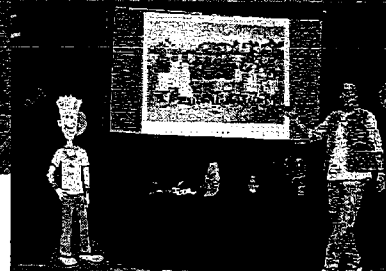
11. Introducing Emotion Management
12. Managing Test Anxiety
13. Handling Accusations
14. Managing Disappointment
15. Managing Anger
16. Managing Hurt Feelings

Unit 4: Problem Solving

17. Solving Problems, Part 1
18. Solving Problems, Part 2
19. Solving Classroom Problems
20. Solving Peer-Exclusion Problems
21. Dealing with Negative Peer Pressure
22. Reviewing *Second Step* Skills

NED'S KINDNESS ADVENTURE

assembly information



summary

The Kindness Adventure is a live, 45 minute assembly for elementary schools. The performer will take a trip to Kenya with his initially skeptical sidekick, NED. This is where the adventure begins! Through storytelling, music and interactive videos, everyone discovers that it's the differences that make experiences and new friendships so great.

The Kindness Adventure assembly can support your initiatives for developing a positive and caring school climate. Its proactive approach aims to prevent many forms of mistreatment, including bullying, by showcasing the sense of satisfaction that takes place when a child chooses to show **kindness, respect and acceptance.**

program cost

The Kindness Adventure assembly is brought to your school at no cost because of our unique Pay-It Forward® program. Through this program, another school has already made it possible for us to visit your school and you can do the same for other schools. After the assembly, students will have the opportunity to purchase beaded and carved jewelry and other hand-crafted items, made by artisans in Kenya.

Each item purchased *pays it forward* in three ways:

- 1 **gives** your students a kindness reminder
- 2 **sends** the **Kindness Adventure** assembly to other schools
- 3 **provides income** for artisans in Kenya

💧 **A small portion** from each item sold provides over **100 gallons** of clean water for kids in Kenya.

see what's happening at: kindnessadventure.com/giving.html

assembly themes:

caring is cool
include others
I can make friends
anywhere
each person matters
a lot
Different can be good



Not one dime
is taken from
**YOUR
SCHOOL'S**
budget

There is
NO
MINIMUM
sale
requirement

We provide
information on
how to run a
smooth and
efficient sale

Products
are
HANDCRAFTED
in Kenya

We pay the
**RETURN
SHIPPING**
on all unsold
items

100%
product
satisfaction
GUARANTEE

Kindness Adventure is on tour across the US for this school year.
Please check with us ASAP to learn which week we are in your area.

The Embassy of the Republic of
Kenya is pleased to endorse and
support NED's Kindness Adventure.



visit www.kindnessadventure.com call today: 1-877-872-9696

Sycamore Elementary 2018-2019

Diversity Update – 10/22/18

All of our students are receiving "A" Team tickets as part of our positive behavior plan. Two prize drawings have taken place so far. Also, an added expectation this year is simply the phrase "Be Kind."

Molly Khang is doing 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 tie in nicely to the training students and staff received last year from Dr. McEvoy.

2nd grade is doing our Holidays Around the World unit in December, we also cover Black History Month as well as Women's History, also with our reading find the evidence papers we learn a lot about people and events around the world.

3rd grade is promoting the Pacer National Kids Against Bullying day on October 24th. We are making posters this week to hang around the school telling all to wear the color orange on Unity Day 10/25.

5th grade just finished a unit in social studies covering Native American Cultural regions. We learned about the different tribes that live in each region as well as the government and family structure. We have also read several articles that highlight diversity. For example, "A Hero with Heart" is about a girl who was adopted from Peru. She was working to raise money to help an orphanage in her native country. Another article was called "The Boy Who Couldn't Smile" which was about children born with cleft lips and a nonprofit called Smile Train that helps these children get surgery for free.

Music - Currently we are adding in some Hawaiian and tropical Island music. We are playing instruments from those islands, learning a little bit about their culture, listening to music from those islands and talking about how their culture and life is reflected in that music.

**Diversity Committee
Middle School
Updates for 10/22/18**

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
 - o September: “Integrity”

Living in integrity means that everything we say and everything we do are true reflections of what we value, what’s important to us. Think about what your behavior says about you. Does it clearly show others what you value? Do you show up as honest and committed, or dishonest and indifferent? Are you spending your time with the people and activities you value, or is your focus elsewhere?

When we live in integrity we are sincere and true to ourselves—we don’t say or think one thing and do another. People trust and respect us, our relationships are solid, and we feel good about ourselves. Those positive feelings from others and within ourselves reinforce our values and build our reputation and self-esteem, leading us to greater success in all areas of our lives.

- o October: “Failure leads to success”

When we live the Key of Failure Leads to Success we see failures as feedback, we learn from them and make the changes needed to be more successful in the future.

To live this Key successfully we may need to change the way we think about failure. Rather than viewing failure in a negative way where we put ourselves down and think WE are a failure, think of failure as a valuable learning experience. When we look at our mistakes with a view to learning from them, rather than sending ourselves negative messages, we are on the path to success.

We may be reluctant to try different things because we’re afraid of failing. Fear of failure does nothing but keep us in our comfort zone where we stick with the familiar, the “safe” choices where we don’t “risk” another failure. When we step out of our comfort zone—when we’re willing to try something new—that is when we take a step toward success.

The only real failure is not learning from our mistakes. The key to success is to look carefully at what went wrong, change what we did the first time, and try again by applying what we learned.

Counseling Department

- The annual Career Fair was last week Friday. Students learned from current professionals in a variety of fields. The details are below:
 - o 45 Presenters on Careers
 - o 100 career presentations
 - o 9 Colleges represented
 - o 3 Branches of the Military
 - o 275 Students given the opportunity to explore Careers

Hopkins High School Report for Diversity Committee 10/22/18

Events that have happened since the beginning of the year that have a direct correlation with addressing our diversity needs:

1. The teaching staff spent 8 of 12 hours during their DPPD in August addressing School safety in three areas: physical safety, social/emotional safety and academic safety. Highlights that address the diversity of our school included:
 - a. Physical Safety: addressing mean behaviors, being present for students in the hallways and unstructured areas. Investigate all claims of harassment.
 - b. Social/Emotional Safety- counseling for students under stress for "any" factor.
 - c. Academic safety for whoever may be falling behind because of socio-economic hardship or gender bias
2. Students were given a survey on school climate developed by the Teaching Tolerance initiative of the Southern Poverty Law Center which included question that reflect 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. We are also developing planning for student programming based on the results. Mr. Wood has the survey results.
3. We have sent a group of students along with Mr. Miller, Ms. Bosscher and Mrs. Robrahn to Hudsonville this month to join in on a Josten's Renaissance presentation where celebrating kids, differences and adults was the theme. They also produce a series of films that can be used in small settings including ones on diversity and acceptance.
4. Began the groundwork for introducing and implementing "Positive Peer Relationships" with our staff and students.
5. Developed the following SMART goal for this year: See next page

Goal:

Hopkins High School will utilize multiple programs to address how students treat one another with an emphasis on respect and care within the parameters of our diversity.

Strategic: Below are the multiple strategies we will use to achieve our goal

- Survey for information
- Creation of a list of potential ways to address diversity- choose multiple ideas for this year and expand in the future (attached)
- First idea chosen- outside group to work on positive relationship between all students- Grace Adventures: teacher and student training on a continuum throughout the year- Positive Peer Relationships
- Second idea chosen- Continue building on the Dr. McEvoy in addressing mean behaviors from last year
- Third idea chosen- Bring in Renaissance resources for small group discussions

Measurable: This is how we will judge our progress on the goal.

- We will measure the growth of our student body based on perception data (survey 3x's a year)
- Discipline information will add to the story
- Number of sessions and feedback from students
- Feedback from the Culture Committee

Attainable: Applying the correct resources to the goal

- Yes we can do all of these events and happenings as long as we change our schedule to allow for interventions and presentations
- Contract with Grace Adventures

Results: What we seek from this goal is...

- Create a common language between staff and students regarding- "Everyone has Value", "Building Positive Relationships" and "Everyone Taking Responsibility".
- Having teachers lead discussion about relationships in a safe setting (student survey information)
- Reduction in discipline referrals regarding intolerance, applying restorative practices as outcomes

Time Bound: The above work will be completed by the end of the year

- Each strategies takes place within their time limitations

Diversity Integration Ideas

- **Survey Students & Staff-**
- <https://www.tolerance.org/sites/default/files/2017-08/teaching-tolerance-school-climate-questionnaire.pdf>
- <https://www.tolerance.org/professional-development/examining-your-schools-climate>
- Staff: read "Be the hero you've been waiting for" by Dutra-St.John
- Keep refining the program delivered last year on addressing mean behaviors by Marcia McEvoy
- Challenge Day- Approx. \$8,000/one- must have other schools in the area on the schedule (they come from CA)
- Leadership Journey- (Brian and Tim) Contacted 9/17, meeting scheduled for 9/28 w/ Ken and Amanda
- Poverty Simulation
 - <http://www.povertysimulation.net/about/>
 - <https://www.wearesaltandlight.org/learn-together/learning-activities-poverty/>
- Guest Speakers- different cultures, backgrounds, experiences, races
- <http://www.makingglobalchange.org/bridges-building-relationships-including-diversity-gaining-external-support/>
- Student community service opportunities: getting them out into the world
- <https://ntlp.org/our-programs/customized-workshops/>
- <https://www.challengeday.org/videos/mtv/>
 - Show in classrooms
- Utilization of the Culture Committee to stimulate ideas and solutions- Zach Miller and his Master's project
- Schedule specific times to address issues into the school day (along with RTI)
- Contact Julie Mushing at KISD and see if what they have is improved over the years. <http://www.kentisd.org/instructional-services/diversity/> - sent e-mail 9/27
- Josten's Program: Upcoming training for 3 staff and 10 students- October 9th- registered

Positive Peer Relationships

Teaching the Students a Culture of Value:

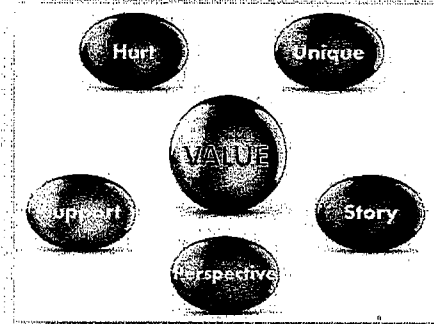
- that everyone has value
- how to build positive relationships
- each student must take responsibility to lead

Outline of Teaching:

Everyone has **value**:

We need to see past the outside and realize:

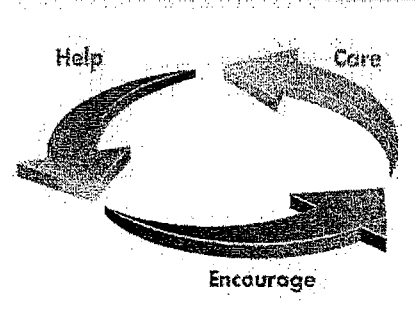
- we all hurt
- we are all unique
- we all have a story
- we each have a perspective
- and we need support



Building Positive **relationships**:

We need people who will:

- encourage us
- help us
- care for us



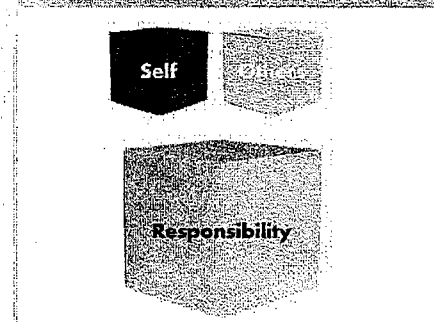
We need to provide that for others.

We must take the **responsibility**:

Each of us can make a difference.

We must take responsibility for our own thoughts, feelings, and actions.

We can influence others, but they must take responsibility for themselves.



Together, the impact is even greater

Grace Adreitors
Peer to Peer
Relationship

Diversity Questionnaire- Students

* Required

1. What grade level are you? *

Mark only one oval.

- ☐ 9th
☐ 10th
☐ 11th
☐ 12th

2. Students in our school get along well *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. Students choose to interact primarily with people most like themselves *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

4. Students in my school know how to report harassment or racial abuse to school officials *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

5. Students in my school would feel comfortable reporting harassment or racial abuse to school officials *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

6. Teachers in my school actively work to create a safe and welcoming environment for every student. *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. Every student in my school feels like he or she belongs here. *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. My school creates opportunities for students to get to know each other *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. At my school, teachers, administrators, staff, students and parents listen to one other *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. I look forward to coming to this school in the morning *

Mark only one oval.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. I've seen biased vandalism or graffiti at school *

Mark only one oval.

- ☐ True
☐ False

12. I've heard a student use a slur, epithet or other derogatory put-down. *

Mark only one oval.

- ☐ True
☐ False

13. I've heard a student tease or ridicule another student *

Mark only one oval.

☐ True

☐ False

14. I've heard a teacher or other adult in the school make disparaging remarks about a particular group of students. *

Mark only one oval.

☐ True

☐ False

15. I've had a conversation with someone about our school's climate *

Mark only one oval.

☐ True

☐ False

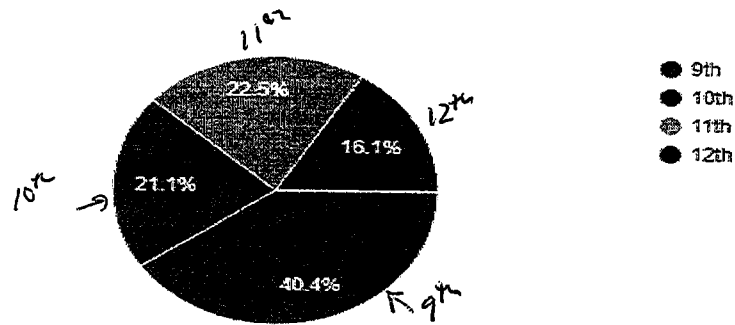
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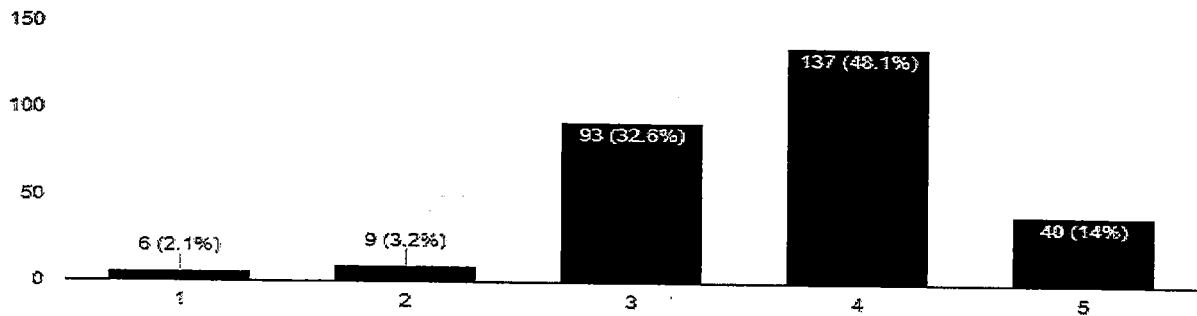
What grade level are you?

285 responses



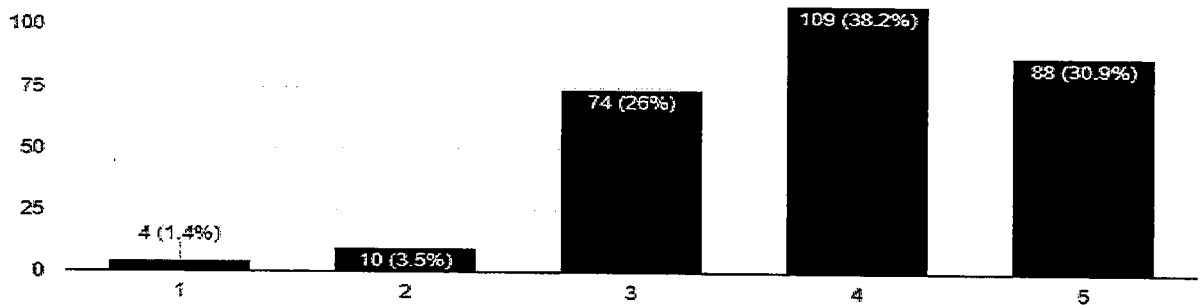
Students in our school get along well

285 responses



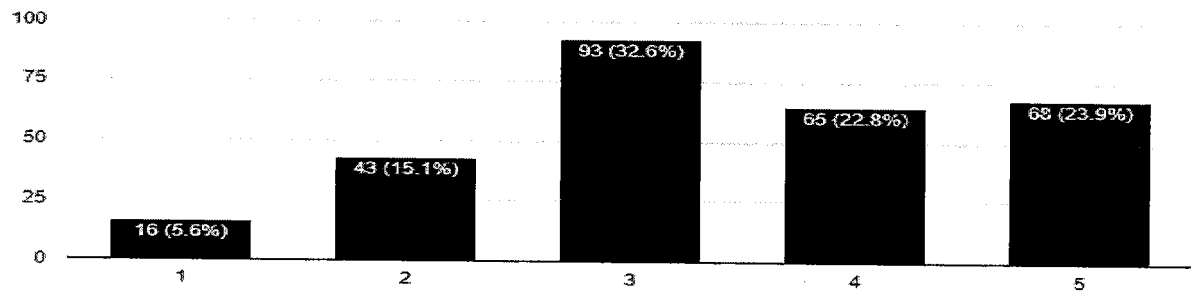
Students choose to interact primarily with people most like themselves

285 responses



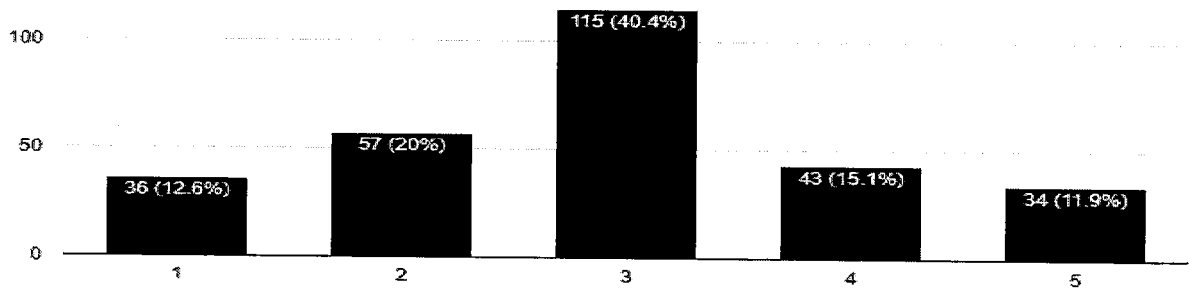
Students in my school know how to report harassment or racial abuse to school officials

285 responses



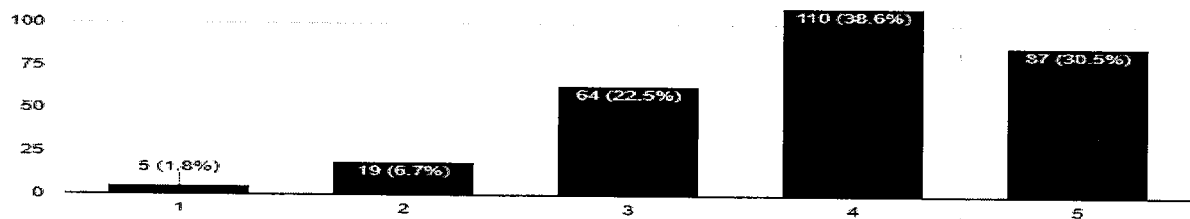
Students in my school would feel comfortable reporting harassment or racial abuse to school officials

285 responses



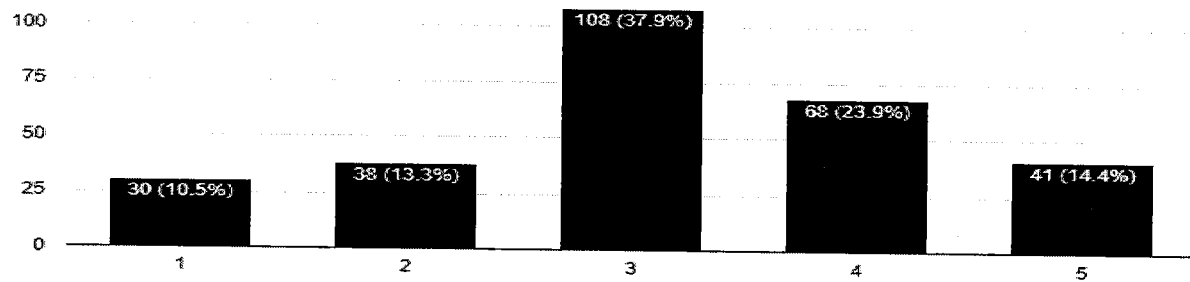
Teachers in my school actively work to create a safe and welcoming environment for every student.

235 responses



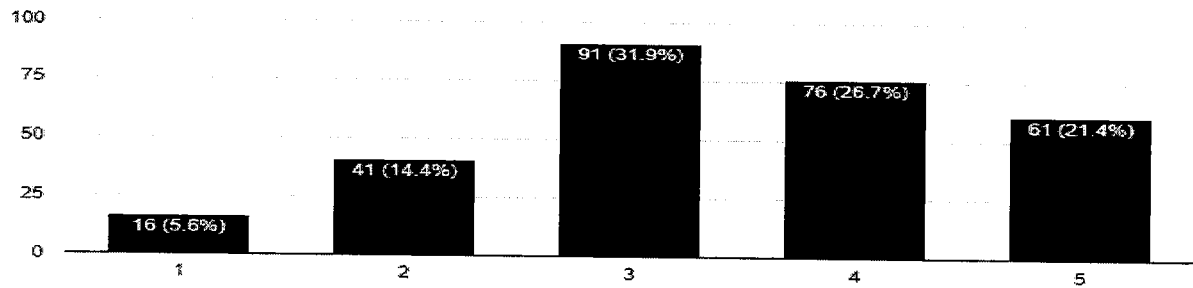
Every student in my school feels like he or she belongs here.

285 responses



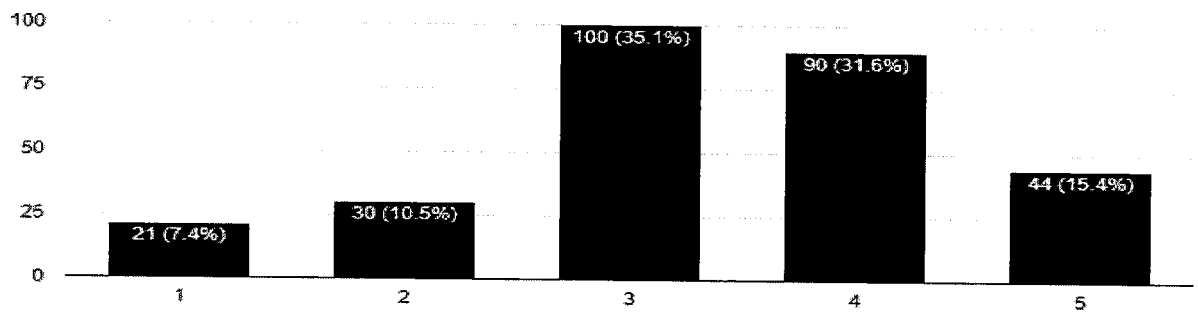
My school creates opportunities for students to get to know each other

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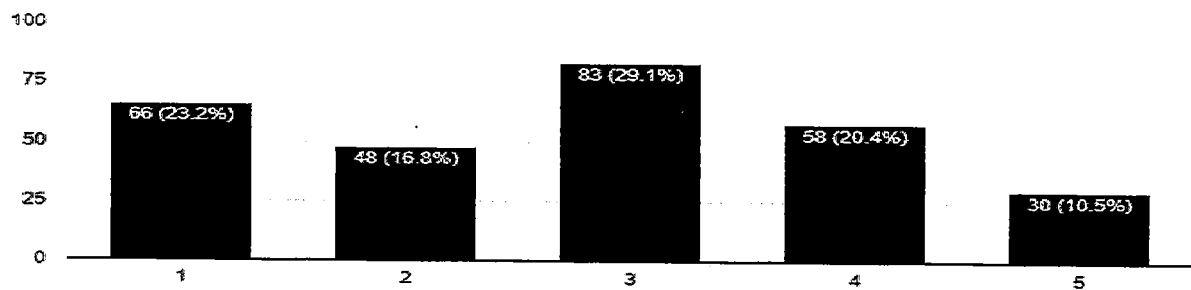
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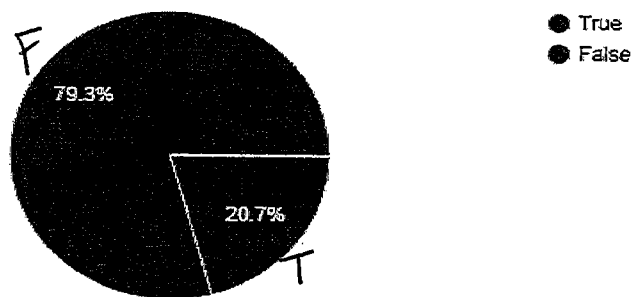
I look forward to coming to this school in the morning

285 responses



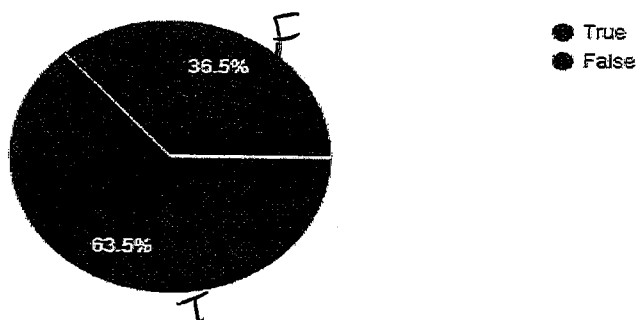
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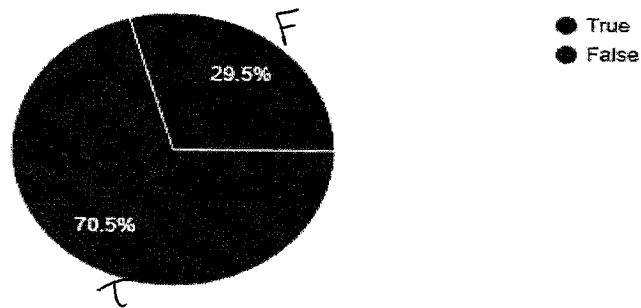
I've heard a student use a slur, epithet or other derogatory put-down.

285 responses



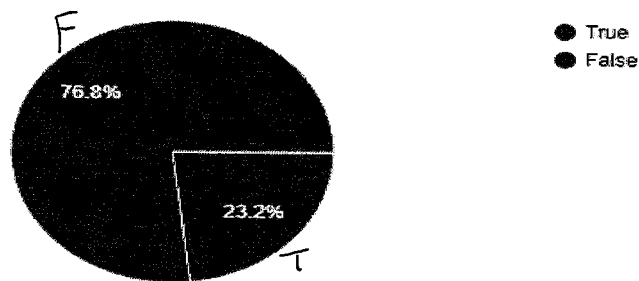
I've heard a student tease or ridicule another student

285 responses



I've heard a teacher or other adult in the school make disparaging remarks about a particular group of students.

285 responses



I've had a conversation with someone about our school's climate

285 responses

