

**5**  
**Topics**

# EXAMINE ENGAGE EXTEND

**Education Summit 2022: Systems Change**



**The National WW1  
Museum and Memorial**

## **Resource Guide**

Community Relations

Curriculum Transformation

Discipline Redesign

Human Resources

Social-Emotional Health and Well-Being



# WELCOME AND INTRODUCTION

Welcome to the Education Summit 2022: Systems Change! For myself and the large Education Summit team, thank you for participating in this inaugural event. Today, academia, legislators, businesses, and the community unite to develop action plans of change in community relations, curriculum, discipline, human resources, and social-emotional health and well-being. We are thrilled for the opportunity to learn and create together.

In 2019, a group of colleagues from the Kansas City area began exploring the idea of an education summit. Our professional backgrounds were different, but collectively, we decided to move beyond discussions of inequity toward impact on a grander scale.

Where to begin?

First, we decided to change the process. We will continue to perpetuate inequity if we do not start working differently. Collectively, all of us, from every sector, can move education forward as we examine together.

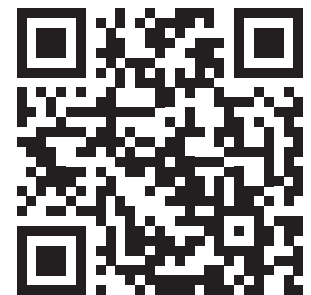
Second, we must address the root cause of education inequity. Disrupting systemic inequities is critical to safeguarding our future, our communities, and our well-being. Inequities affect everyone; all must engage to eliminate them. Included in this resource guide are tools to help identify and address the inequities in schools and organizations, but we must be prepared to acknowledge and work through issues of human differences, or we will fail. Our systemic problem requires systemic solutions.

Finally, let us extend the movement in every school, each organization, and all government facilities. This is our watershed moment for Kansas and Missouri, and the Education Summit team is prepared to help. What will we achieve together?

Our kindest and most welcome regards,

Diane Bosilevac and the Education Summit team\*  
<https://gaen.us/education-summit>  
[dbosilevac@gaen.us](mailto:dbosilevac@gaen.us)

\*Please refer to the digital resource guide for a complete list of team members.



Scan the QR Code to go directly to the Education Summit 2022 Website, where you will find the digital resource guide.



Thank you for the guidance and support of the following sponsors of the Education Summit: Our partner school, UMKC, School of Education, special mention to former Dean Justin Perry; the Education Summit dream team of schools KCKPS, Kansas State School for the Blind, and Lawrence Public Schools; Kansas City Kansas Community College; Kansas City, Kansas School Foundation for Excellence and Christal Watson for their generosity in printing the literature and visuals you see today; and FHSU, Dean Paul Adams, and his wonderful faculty. A special thank you to Reggie Banks and Blackberry Castle Productions for the videos, William Wells and aSteam village students for transport technology during the event, Hamama Bushra for her graphic designs and the Summit logo, Tyler Sisco for assembling and designing the resource guides, and ThoughtExchange and its employees for flying in from Canada to provide an equitable discussion. Thank you to Zach Saltz and his students for their work documenting this summit, and our interpreters for helping us provide a more equitable environment. Most importantly, thank you to all the hardworking, incredible facilitators, inspiring Education Summit team members and you, the participants! Finally, thank you to the National WWI Museum and Memorial for their grace and patience in creating this inaugural event.

Diane

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# EDUCATION SUMMIT 2022: SYSTEMS CHANGE

**BREAKFAST 8:00-8:50**

**Lobby and Overflow Room**

No food or drink allowed in auditorium

**WELCOMING REMARKS 9:00-9:15**

**Auditorium and Overflow Room**

Kevin Kinsella  
Carole Cadue-Blackwood

**QUESTION & ANSWER SESSION  
9:15-10:30**

**Auditorium and Overflow Room**

Zik Nwanganga, Moderator  
Academia, leaders, and stakeholders  
Visit <https://gaen.us/education-summit> for descriptions

**BREAK 10:30-10:45**

**Lobby**

**QUESTION & ANSWER SESSION  
10:45-12:00**

**Auditorium and Overflow Room**

Zik Nwanganga, Moderator  
Community members  
Audience participation via ThoughtExchange (device required)

**LUNCH 12:00-1:00**

**Lobby, Overflow, Conference and Board Rooms**

**BREAK-OUT SESSIONS 1:00-4:00**

Community Relations  
Curriculum Transformation  
Discipline Redesign  
Human Resources  
Social-Emotional Health and Well-Being

# JOIN THE CONVERSATION ON SOCIAL MEDIA

USE THE HASHTAG **#KSMOEdSUMMIT**



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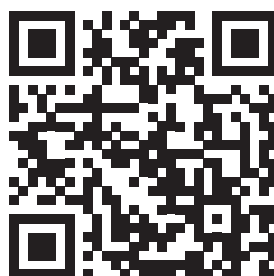
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# EQUITY RESOURCES

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The Equity Literacy Institute is an EdChange initiative.

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## Equity Literacy for Educators: Definition and Abilities

Equity literacy is a framework built to cultivate the knowledge and skills that enable educators to be **a threat to the existence of inequity** in our spheres of influence. More than cultural competence or diversity awareness, equity literacy prepares us to recognize even the subtlest ways access and opportunity are distributed unfairly across race, class, gender identity, sexual orientation, (dis)ability, language, and other factors. By *recognizing* and deeply understanding these conditions, we are prepared to *respond* effectively to inequity in the immediate term. We also strengthen our abilities to foster long-term change by *redressing* institutional and societal conditions that create everyday manifestations of inequity.

We built the equity literacy framework after considering the strengths and limitations of existing frameworks for attending to diversity in schools and other institutions. We were particularly concerned with popular approaches like “cultural competence” and their vague focus on “culture.” These approaches mask the inequities that cause educational disparities. Equitable educators should be proficient not only with cultural knowledge and appreciation, but also with knowledge and skills to eliminate inequity and advocate for equity.

Abilities	Examples of Associated Knowledge and Skills
1. Ability to <b>Recognize</b> even the subtlest biases and inequities	<p><b>Equity literate educators:</b></p> <ul style="list-style-type: none"> <li>notice subtle bias in learning materials and classroom interactions;</li> <li>remain curious about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways; and</li> <li>reject the deficit view that outcome inequalities (like test score disparities) are caused by the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students.</li> </ul>
2. Ability to <b>Respond</b> to biases and inequities in the immediate term	<p><b>Equity literate educators:</b></p> <ul style="list-style-type: none"> <li>develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school;</li> <li>cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies; and</li> <li>foster conversations with colleagues about equity concerns in their schools.</li> </ul>
3. Ability to <b>Redress</b> biases and inequities in the long term	<p><b>Equity literate educators:</b></p> <ul style="list-style-type: none"> <li>advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices;</li> <li>never confuse <i>celebrating diversity</i> with <i>equity</i>, such as by responding to racial conflict with cultural celebrations; and</li> <li>teach about poverty, racism, transphobia, and other forms of injustice.</li> </ul>
4. Ability to <b>Create and Sustain</b> bias-free and equitable classrooms, schools, and institutional cultures	<p><b>Equity literate educators:</b></p> <ul style="list-style-type: none"> <li>express high expectations for each student through higher-order teaching;</li> <li>understand that inequities are operating <i>right now</i> in their spheres of influence and <i>proactively</i> advocate for the institutional change necessary to eliminate them at their roots rather than waiting for individual people to report, and then episodically responding to, individual manifestations of that inequity; and</li> <li>prioritize the interests of students whose interests historically have not been prioritized in all policy and practice decisions and in the cultivation of institutional culture.</li> </ul>

by Paul Gorski for EdChange and the Equity Literacy Institute. Revised June 27, 2019.

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The Equity Literacy Institute is an EdChange initiative.  
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## Ten Commitments for Equity-Literate Educators

***I will inform myself.*** I will find strategies for bolstering equity based on *evidence of what works*. I will look at this evidence in light of what I know about my own community. I will not limit “evidence” to quantitative data. I will seek the voices of local communities and stakeholders. I am not the expert of their experience.

***I will understand the “sociopolitical context” of schooling.*** I must be willing to see and understand the bigger context of societal and global inequity. Even if I don’t feel I have the power to end global poverty or systemic racism, these conditions have profound effects on students and families.

***I will work to see the conditions I’m conditioned not to see.*** The way privilege works, I’m least likely to recognize the inequities that privilege me. Learning to recognize them takes practice. I will practice.

***I will refuse the master’s paradigms.*** I will not minimize educational inequity to standardized test scores, refer to people as “at-risk,” describe somebody who has been “pushed out” as a “dropout,” or call something an *achievement gap* that is actually an *opportunity gap*.

***I will never reduce equity to cultural activities or celebrations.*** I will not settle for celebrating diversity or for “food, festivals, and fun.” Although they can be part of a bigger equity initiative, they do not make a school more equitable.

***I will not confuse equity with universal validation.*** Educational equity is not about valuing every perspective. An equity view does not value heteronormativity or male supremacy *even when they are grounded religion*. An equitable space—a school or university, for example—cannot be both equitable *and* hegemonic.

***I will resist simple solutions to complex problems.*** Simple solutions are tempting, but they distract me from finding serious solutions to complex problems. I will not buy into approaches that over-simplify complexities, regardless of how popular they are.

***I will work with and in service to marginalized communities.*** I will practice the ethic of working *with* rather than working *on* marginalized communities. I will apply my commitment to equity and social justice, not just in the *content* of my equity work, but also in my *processes* for doing that work.

***I will reject deficit ideology.*** I will refuse to identify the source of social problems by looking *down* rather than *up* power hierarchies. I reject the notion that people are marginalized due to their own “deficiencies.” I understand that educational outcome disparities have nothing to do with the grittiness, mindsets, or cultures of marginalized students. I commit to fixing injustice, not students.

***I will prioritize equity over peace.*** Although conflict resolution and mediation programs can be useful, they should not replace equity and justice efforts. Never, under any circumstance, should equity concerns be handled through processes that assume parties occupy similar spaces along the privilege-oppression continuum. In the end, peace without justice renders the privileged more privileged and the marginalized further marginalized; a condition that might be understood as the exact opposite of authentic equity.

by Paul Gorski for EdChange and the Equity Literacy Institute. Revised December 8, 2017.



## Criteria for an Equitable Classroom – Equity Audit

An equitable classroom reflects the overall school environment and is characterized by:

1. An inclusive climate and visual environment;
2. Multicultural and culturally responsive pedagogy, curricula, and materials;
3. A wide variety of instructional strategies to meet differing learning styles and backgrounds;
4. Utilization of student funds of knowledge and outside resources to provide diverse tools, strategies, and role models;
5. Availability of extracurricular activities to enrich the curriculum and provide multicultural experiences;
6. Active outreach to and substantive involvement of parents/families from all groups in varied aspects of the educational program, both planning and instructional; and
7. Recognition of multiple intelligences and student strengths through academic opportunities, honors, leadership roles, and creative options.

### Academic Placement/Tracking and Grouping

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher use flexible and heterogeneous grouping to provide enrichment and higher order thinking skills for all students in differing subjects and activities?			
2. Are students reassessed regularly for appropriate academic placement and content?			
3. Does the teacher assign classroom seating patterns, projects, and other structured group activities to integrate students by race, gender, disability, and/or ethnic group?			
4. Are educational decisions based upon student profiles that include parent, student, and teacher recommendations, as well as classroom tests and grades, interest inventories, and standardized tests?			

### Disclaimer

*The Mid-Atlantic Equity Consortium, Inc. is committed to the sharing of information regarding issues of equity in education. The contents of this practitioner brief were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.*

### Student Leadership and Recognition

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher structure classroom activities in order to promote the development and exercise of leadership skills among a variety of students?			
2. Does the teacher encourage parents and other community members of diverse backgrounds to act as role models and help students to develop their abilities and obtain needed resources?			
3. Does the teacher facilitate diverse student representation in curricular, extracurricular, and co-curricular activities?			
4. Does the teacher nurture student self-esteem through the study of student backgrounds and cultures?			
5. Are there established areas of recognition and processes for conveying honors which acknowledge a wide range of contributions, achievements, and services?			
6. Are there opportunities to enable diverse students to develop leadership skills in problem solving and intergroup communication?			

### Classroom Environment

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Are expectations for students from different racial, ethnic and socioeconomic status equitable?			
2. Are all classroom procedures and patterns, including seating, lines, and activity areas, as well as academic and athletic groupings, integrated and equitable?			
3. Are the instructional materials multicultural and nonbiased regarding gender, race, national origin, age, socioeconomic status, and disability?			
4. Are classroom tasks distributed equitably without regard to gender, race, national origin, or disability?			
5. Do the bulletin board illustrations and other visual materials depict females and males of varied racial, ethnic, age, and disability groups in a variety of roles'?			
6. Is there an effort made to use nonbiased verbal and nonverbal language in the classroom?			
7. Does the teacher provide an invitational environment where commonalities are appreciated and differences are understood and valued?			

### ASSESS YOUR OWN CLASSROOM.

### HOW CAN YOU BE MORE EQUITABLE?

Instructional Strategies

CRITERIA/QUESTIONS	NO	YES	NEEDS IMPROVEMENT
1. Does the teacher provide support to all students based on individual needs and learning preferences?			
2. Does the teacher set consistent expectations, rules, and consequences for student behavior?			
3. Does the teacher praise students for the intellectual quality of their work, irrespective of the student’s race, gender, national origin, or disability, from a set of criteria which has been announced to the students?			
4. Does the teacher promote cooperation and integration of students through activities which help students to work together more effectively?			
5. Does the teacher use instructional strategies, such as cooperative learning, to accommodate varied learning styles and backgrounds?			
6. Does the teacher develop appropriate lessons for limited English proficient students?			
7. Does the teacher communicate high expectations and respect for all students including equitable praise, questioning, wait time, feedback, and rewards?			
8. Does the teacher direct the classroom discussion to enable all students to participate?			
9. Does the teacher analyze his or her interactions with students to determine any differential patterns, and take actions to counteract and balance differences?			

Source: *Elements of Equity: Criteria for Equitable Schools*

Developed by Jill Moss Greenberg and Susan Shaffer, Mid-Atlantic Equity Consortium, Inc., 1991, 2016





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## Criteria for an Equitable School – Equity Audit

An equitable school provides the climate, process, and content which enable students and staff to perform at their highest level. An equitable school ensures successful academic outcomes by providing equitable resources and appropriate instructional strategies for each student. The equitable school:

1. Has a clear mission which is committed to equitable access, processes, treatment, and outcomes for all students, regardless of race, gender, national origin (English Learners), disability, or socioeconomic status.
2. Provides an inclusive visual environment - halls, displays, and classrooms exhibit pictures and information about diverse students and cultures.
3. Reflects and works in collaboration with the various socioeconomic, racial, ethnic, language, gender, and disability groups within the school community.
4. Works in partnership with parents, the business community, and civic and community organizations to enrich the curriculum, provide consistently high expectations for all students, and develop supports and opportunities for all students.

### School Policy

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. Does the school/school system have a specific policy regarding educational equity?			
2. Does the policy clearly explain the procedures for reporting complaints, fact finding, and appeals?			
3. Does the school have a clear mission statement regarding educational equity?			
4. Are the policy and mission statement publicized regularly to staff, students, and parents?			
5. Is the policy monitored for consistent and complete implementation as well as any necessary modification?			
6. Has the school developed an equity plan of action based on the policy, mission statement, and analysis of its current equity needs?			
7. Did all component groups: the staff, parents, students, and community participate in the development of the mission statement and equity plan?			

**ASSESS YOUR LOCAL SCHOOL.**

**HOW CAN IT BE MORE EQUITABLE?**

8. Is there an equitable distribution of highly-qualified teachers?			
9. Is there a policy and procedure to assure that no student is denied participation in extracurricular or co-curricular activities because of financial reasons or because of transportation limitations?			

School Organization/Administration

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. Are school administrator(s) able to identify equity issues, and trained to provide leadership in developing alternative strategies to achieve excellence and equity among staff and students?			
2. Is there a team or advisory committee that coordinates school improvement and assures equity compliance in all phases of school management?			
3. Have interpreters been identified for the varied languages present in the school community?			
4. Are enrollments monitored in special education and gifted and talented programs for disproportionate representation of one racial or ethnic group or by gender?			
5. Is data regularly collected, disaggregated, and analyzed in the following areas and by different ethnic groups? (check all which apply) ___ Course level enrollment ___ Grade point average/achievement scores ___ Standardized test scores ___ Student discipline, suspensions, and expulsions ___ Cross cultural friction or harassment ___ Participation in school activities and honors			
6. Have policies or programs been implemented to respond to this data?			
7. Have curriculum and/or instructional strategies been modified as a result of data analysis combined with anecdotal and other information?			
8. Are the parents, community members, and business people involved in school planning, support, and governance, representative of the school community?			
9. Are values of equity, fairness, and inclusion modeled by all school staff?			

School Climate/Environment

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. Do bulletin boards, displays, hall decorations, classrooms, and offices show males and females, members of varied racial or ethnic groups, and people with disabilities in a variety of roles?			
2. Does the interaction of school staff with each other, students, and parents, convey a respect of people regardless of race, ethnicity, language, gender, disability, age, religion, or socioeconomic status?			
3. Are special efforts made to achieve classroom integration when students self-segregate in the classroom (e.g. teams for contests, groups for instruction, other forms of classroom organization)?			
4. Is the code of student conduct applied fairly and equitably to all students?			
5. Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?			
6. Are the people involved in planning school events and programs representative of the school community by race, ethnicity, language, gender, disability, and socioeconomic status?			
7. Do all segments of the school community attend and participate in school events including athletic, dramatic, service, PTA/PTO, etc.?			
8. Are school emblems, mascots, team names, and other symbols free from racial, ethnic, gender, or disability bias?			
9. Does the library/media center have recent visual, print, and non-print materials which accurately provide information about males and females of varied groups in traditional and non-traditional roles?			
10. Are materials, notices, and other school communication available in multiple languages, Braille, or audio versions as required?			

Staff

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. Are all students talked to in the same manner and held to consistent standards of behavior?			
2. Are discipline infractions and praise distributed equitably in the classroom?			
3. Are students given access to resources, facilities, and academic placement dependent on individual talent, skill and interest?			
4. Are acceptable standards for students' behavior, language, and dress non-			

Criteria for an Equitable School – Equity Audit

discriminatory?			
5. Is the composition of the school staff representative of the racial/ethnic/gender/disability composition of the student body and larger school community?			
6. Are staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across the various job classifications from administration to noncertified positions?			
7. Are all staff members familiar with the varied demographic groups and neighborhoods in the school?			
8. Do staff members communicate well and on a regular basis with staff members from other ethnic, racial, language, gender or disability groups?			
9. Have all staff members received in-service training to recognize strategies for countering bias?			
10. Are members of the instructional staff able to utilize personalized instructional methods to meet diverse student needs and learning preferences?			
11. When staff members are assessed, are competencies in educational equity an integral part of their performance?			
12. Are people at different job levels, paid or volunteer, treated with comparable respect?			

Assessment/Placement

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. Are multiple instruments used for student assessment, including performance measures?			
2. Is all assessment data analyzed according to individual student progress as well as disaggregated patterns and outcomes by race, gender, ethnicity, disability, socioeconomic status, and geographic location?			
3. Are assessment procedures available which accommodate English Learners and students with disabilities?			
4. Are all levels of classes, including special education, vocational education, and gifted and talented programs, comprised of students who proportionately reflect the diversity within the overall student population?			
5. Is guidance and counseling provided to encourage all students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses?			



Professional Learning

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. In order to ensure flexible, heterogeneous, and integrated grouping within classes, are teachers exposed to a variety of instructional approaches to meet differing learning preferences and foster both competitive and cooperative skills?			
2. Are relevant equity issues infused throughout all professional learning activities?			
3. Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training regarding educational equity issues and concerns relevant to specific populations?			
4. Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?			
5. Are in-service opportunities offered to provide dialogues between policy-makers, administrators, teachers, support staff parents, as well as business and community leaders, to develop comprehensive strategies for addressing equity issues?			
6. Are translators or sign language interpreters available for participants in staff development who are from particular language minority or disability groups?			
7. Is content training offered to provide staff with curricular information and knowledge of multicultural print, non-print, and human resources available to enhance educational equity?			
8. Do staff members receive training in cross-cultural communication and group processes to increase their effectiveness in working with diverse populations?			
9. Are critical educational issues addressed in ways that do not stereotype or stigmatize particular groups?			
10. Are presenters and facilitators of in-service programs representative of the gender, racial, ethnic, and disability composition of the school system?			
11. Is professional learning delivered in ways which model techniques and authentic perspectives which are relevant to the diverse groups in the school community?			

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Standards and Curriculum Development

CRITERIA/QUESTIONS	YES	NO	NEEDS IMPROVEMENT
1. Are all teachers involved in curriculum development to meet standards?			
2. Are all students held to the same standards?			
3. Are the policy and instructional modifications put in place when students are unable to meet the standards?			
4. Does the curriculum utilize print and non-print materials that represent diverse groups?			
5. Do recommended textbooks and other instructional materials reflect, as much as possible, the experiences and perspectives of both genders and different cultural groups?			
6. Are the teachers' classroom activities and examples multicultural according to race, ethnicity, language, gender and disability?			
7. Does the teacher use classroom lessons to increase awareness and counter the past effects of bias and discrimination?			
8. Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?			
9. Are people with disabilities shown in the curriculum actively interacting with both people with and without disabilities?			
10. Is language used which does not stereotype people or groups?			
11. Does the curriculum suggest ways to examine the perspectives and contributions of people of color and women in every subject area, especially in Mathematics, Science, Social Studies, History, and English?			
12. Are teachers encouraged to use and provide examples of materials produced by women, people of color, and people with disabilities as part of the curriculum?			
13. Are lists and descriptions of resources (e.g. community organizations, parent volunteers, events, historical sites, etc.) provided to reinforce curriculum relevant to the experiences and contributions of diverse cultural groups?			



## Teacher Behaviors that Encourage Student Persistence – Equity Audit

Below are checklists for: (1) measuring your strengths in encouraging students' persistence in learning and (2) marking areas for self-improvement. Check the appropriate column on the right.

- A = Always
- S = Sometimes
- R = Rarely
- N = Never

### Instructional Interventions

DOES THE TEACHER:	A	S	R	N
1. Ask open-ended questions?				
2. Communicate positive expectations?				
3. State requirements for successful completion of assignments clearly and definitively?				
4. Avoid ambiguous statements and directions?				
5. Encourage students to explore new ideas and approaches to problem-solving?				
6. Encourage student self-assessment and evaluation to identify strengths and weaknesses?				
7. Analyze the impact of teaching styles on students learning and make appropriate adjustments in style?				
8. Encourage students to set realistic timetables for completing assignments?				
9. Help students identify milestones in reaching their goals?				
10. Assist students in celebrating milestones and utilizing failure as constructive learning for planning?				
11. Provide opportunities for students to use hands-on materials?				

**ASSESS YOUR OWN BEHAVIORS.**

**HOW CAN YOUR ACTIONS BE MORE EQUITABLE?**

## Teacher Behaviors that Encourage Student Persistence

### Curriculum Interventions

DOES THE TEACHER:	A	S	R	N
1. Provide opportunities for students to relate their interests to required curriculum?				
2. Provide as many choices in curriculum content and activities as possible?				
3. Identify a wide range of knowledge and skills which students could acquire if they stayed with the task?				
4. Provide opportunities for students to use hands-on materials?				
5. Provide challenging work that is neither too easy nor too difficult?				
6. Use culturally responsive and multicultural curriculum supplements?				

### Classroom Management Interventions

DOES THE TEACHER:	A	S	R	N
1. Model cooperative and collaborative behavior by encouraging students' participation in classroom management decisions?				
2. Demonstrate flexibility and fairness in situations which evoke conflict and potential classroom disruption?				
3. Rotate classroom management responsibilities to give all students an opportunity to be leaders and problem solvers?				
4. Reward and praise students' work equitably and consistently?				

### Interpersonal Interventions

DOES THE TEACHER:	A	S	R	N
1. Find opportunities to improve interpersonal skills?				
2. Share problems and persistence techniques?				
3. Provide appropriate verbal and concrete rewards for students' efforts?				
4. Encourage cooperation between students?				
5. Call on students by name?				
6. Admit own learning role by acknowledging information provided by students?				

## Teacher Behaviors that Encourage Student Persistence

7. Empathize with students' thoughts, feelings, sense of insecurity, and concerns?				
8. Establish a warm personal relationship that helps students know they are liked and expected to succeed?				
9. Send positive messages home as well as concerns?				

Excerpted from Bessie C. Howard's *Learning to Persist, Persisting to Learn*, published by the Mid-Atlantic Center, adapted 2016

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**THANK YOU TO THE MID-ATLANTIC EQUITY CONSORTIUM FOR PERMISSION TO REPRINT THIS ESSENTIAL DOCUMENT TO PROMOTE AND GUIDE CONVERSATIONS AROUND EQUITY.**

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# COMMUNITY RELATIONS

Goal: By 2023-2024, schools and community groups in Kansas and Missouri will implement a strategically designed parent advocacy approach in partnership with parents, businesses, and community resources to ensure and enhance the healthy growth, development, and access to educational opportunities for all children. By 2024-2025, a network of parent leadership programs will span the Kansas City region and the states of Kansas and Missouri.

The Education Summit 2022 is focused on opportunities and success for all children. This goal can only be achieved through collaborative efforts by all stakeholders: students, parents, educators, civic leaders, and community individuals and organizations. We are in this together.

The topic of community relations, under the umbrella of education, infers that it is the responsibility of the school to connect with the community. Discussion within the Community Relations Team over the past few years has evolved into more of a Community Engagement concept, which indicates a shared benefit and responsibility as well as a common goal. Topics such as federal and state requirements and resources, special education, migrant families and English as a second language, foster care, workforce development, poverty, mental health, educator skills and supports, and parent engagement underscored the enormity of the challenge. This team has worked to identify the commonalities among such diverse needs and stakeholders.

What is at the heart of strong communities, effective schools, and successful learners? It is the whole village of stakeholders who nurture children and enable them to thrive. The action of parenting is central to this theme but not limited to parents. We all have a role in raising all our children. Addressing these challenges by aligning community stakeholders to a common goal and collaborative plan of action creates a momentum toward our vision for effective and equitable education for all.

Scan the QR Code with your phone to go  
directly to the Community Engagement Site.

Or, type in the url:

<https://gaen.us/community-relations>



## WHAT IS COMMUNITY ENGAGEMENT AND HOW DOES IT SUPPORT EDUCATION?

“What is a community? As with most interpersonal things, it begins with relationships. These relationships, either by choice or necessity, lead to some connection which brings others into your community. There are myriad ways these can develop. Engaging a community happens through a shared interest or belief. We often look for areas of connection or commonality even with someone we have just met. We do it almost instinctively. It often requires a ‘champion’ or leader to initiate engagement in a way that shared experiences or interests lead to a developing trust. It can lead to circles of care and concern for many parts of life. Some people have very few in their community, while others may have a huge number in their community. Each relationship requires some level of commitment and nurturing to develop, with time being an essential component to growth and the necessary trust. In relation to education, it becomes the common interest that brings the community together.” Joe Natasi, local school board member

## WHAT DOES COMMUNITY ENGAGEMENT MEAN TO YOU? WHAT DOES IT MEAN TO EDUCATION?

What does it look like? Who will make this happen? How do we make it happen? This team believes that considering the overwhelming importance of the well-being of the children in the community, we must build the relationships and connections of community. Beyond the parental desire for children to succeed, the community must recognize that this is important for creating successful communities, that a strong community sets up success for families, schools, businesses, and all other segments of society. Strong community engagement can create strong communities when there is a commitment to justice. This will mean listening to and learning about others, recognizing that the whole community is enriched by the perspectives and experiences of all who share the community. It will mean adopting a strong attitude of respect for all and commitment to competent advocacy systems that afford dignity for all participants through simplicity and clarity of processes for meeting needs.

Check out the online resource guide for research, best practice, and exemplary programs. Submit additional resources by emailing them to [drnibbelink@gmail.com](mailto:drnibbelink@gmail.com)

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# COMMUNITY RELATIONS (CONT.)

## COMMUNITY ENGAGEMENT IN EDUCATION IS MULTIFACETED:

### **Funding:**

In public schools, community members and businesses provide funding through taxation at the local, state and national level. Individuals and businesses also donate funds.

### **Leadership:**

Most schools/districts have a board that provides oversight to the schools. Some boards are composed solely of individuals from within the school community. Community members may have the opportunity to serve as board members.

### **Volunteers:**

Most schools provide opportunities for volunteers, mentors, and parent leaders.

### **Work based opportunities:**

Many businesses and industries form partnerships with schools for experiential opportunities such as internships. Real World Learning has become a popular initiative that partners business and industry with schools to create systems where students can experience work type experiences while still in school. These initiatives attempt to make school more relevant and in turn prepare students to be work ready.

### **Community agencies and churches:**

Various groups provide support for social and emotional needs of students and families.

### **Parent/family engagement:**

Schools, daycares, and even post-secondary institutions understand the powerful value of parent/family engagement. Parents and guardians are a child's first, and usually longest, teachers. Some schools offer parent workshops, parent organizations, and opportunities for involvement. Often, parents who choose these programs are already skilled and savvy care providers. Many successful parenting programs find success because of a charismatic leader but struggle to sustain success over time.

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## PARENT/FAMILY ENGAGEMENT VALUE:

*“Positive relationships with other families and community members also support family well-being. Parents who have more supportive and extensive social networks and feel greater connection to their communities create warmer, more responsive, and more stimulating home environments for the children, communicate better with their children, and feel more confident in their role as parents.”*

**(US Dept of Health 2016)**

*“Families have strong and sustained effects on children’s development, learning, and wellness. Studies indicate that nurturing, responsive, and sensitive parenting promotes social-emotional competence and academic success.”*

**(US Dept of Education 2016)**

*“The two-generation approach combines an integrated set of family education, employment, workforce training and related social services supports for adults and their children.”*

**(The Aspen Institute 2012)**

*“Studies of students from elementary school to high school show a beneficial relationship and the following constructs... school engagement, intrinsic/extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation, and motivation to read.” Gonzalez-DeHass, Willems, & Doan Holbein.*

**(Educational Psychology Review 2005)**

## PARENT ENGAGEMENT AT SCHOOL

ESSA: The Every Student Succeeds Act is the federal Law that governs the use of most federal education funds. The legislation underscores the importance of parent and family engagement and authorizes family engagement centers in each state. The act requires assurances from school and community agencies that they will provide staff training, parent communication, parent input, and collaboration.

As noted above, federal funding sources require schools to have a parent engagement plan. Regardless of the requirement, every school seeks meaningful parent involvement. Some non-traditional schools and programs set parent involvement requirements such as working at school activities. Some quality programs offered to parents have low attendance. Most schools have some sort of parent engagement plan yet, many schools struggle to get parents involved in meaningful ways. The relationship between parents and teachers/staff can be significant for a parent and their child. A team member who is an elementary teacher uses an app allowing her to send frequent texts to engage the parent.

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## COMMUNITY ORGANIZATIONS IN SUPPORT OF PARENT/FAMILY ENGAGEMENT

This may look different for different places and contexts. This group includes libraries, churches, mental health agencies, before- and after-school care, health care, foster care systems, police, legal services, neighborhoods, recreation, tutoring programs, civic initiatives, transportation, employment opportunities, policies, and funding sources. The diversity of the group and the services they provide make it difficult to communicate available resources and coordinate those efforts. There is a need to create a living database to aid families in accessing needed resources.

The best fit for our communities requires strategic planning. For some this may start with a survey or community input meetings that engage diverse stakeholders to help a community answer these questions.

### POSSIBLE PLANNING QUESTIONS:

- What is our goal?
- Who are our stakeholders and possible partners?
- What information do we have from stakeholders? Do we need more?
- What is currently working well? What is not working well?
- What resources do we have available within the organization?
- Who are some possible partners who could support our goal?
- How will we communicate with all stakeholders?
- What measurable intermediate steps can we assess and revise if needed?
- How will we know if we achieved our goal?
- How will we ensure that the program continues to be effective?

## WHAT IS THE ROLE OF BUSINESS AND INDUSTRY?

Over the last five years there has been excitement in the partnership between business/industry and schools. Across the nation we have seen career pathways in high schools and internships on worksites. Employers are advocating for a more work-ready graduate. This is an exciting partnership and a great example of community engagement. An area that has not been considered is employers advocating for leadership in parenting. Business/Industry partnerships with schools to provide strong parent skills has true value for them as well as the community. Such a partnership will: develop the crossover skills of their employees as parents and employees; develop strong skills in parents that will influence the future generation of employees; and provide an opportunity for business/industry to impact the greater good of the community.

To this end, we have selected one set of employee competencies created in the KC region and added a parenting competency crossover. This engages parents, as the child's first teacher, in beginning the process of competency attainment prior to and during any formal education.

The KC Rising initiative has a shared vision for regional prosperity. "To achieve a shared vision of regional prosperity for all by aligning and accelerating community efforts for greatest impact." KCRising.com

KC Rising has created Common Sector Competencies. This document focuses on integrating workforce skills within education. We propose to blend workforce and education skills with support and training for a child's first and most important teacher, the individual who parents them. The basic competencies have been translated into parenting competencies and can serve as a guide for parent leadership within business/industry, education and other community organizations. The diagram below provides a sample of such a crosswalk.

Common Sector Competencies <a href="http://kcworkforce.org/Assets/reports/CommonSectorCompetenciesReport.pdf">http://kcworkforce.org/Assets/reports/CommonSectorCompetenciesReport.pdf</a>	Workplace alignment	Education alignment	Parenting alignment	Parenting notes:
Definition: "Competency is the combination of observable and measurable knowledge, skills abilities and personal attributes required to successfully perform tasks in a defined work setting."				
<b>1. Price of Admission - Fundamental Core</b>				
1.1 Focus on the customer	x	x	x	Focus on the child. Learn about your child's needs. Identify opportunities that will benefit your child. Build a strong relationship with your child.
1.2 Drive results	x	x	x	Model realistic goal setting and help your child do the same.
1.3 Collaborate	x	x	x	Work collaboratively within your community to support your child's needs.
1.4 Instill trust	x	x	x	Model honesty, integrity and authenticity.
1.5 Plan and align	x	x	x	Create and follow a family calendar. Assist your child with understanding and taking the steps necessary for their success.
1.6 Read for information	x	x	x	Insist that reading is a part of your child's life beginning at birth and through adulthood. Discuss what your child is reading. Help them identify the main idea, the important details and ask them to summarize what they have read. Encourage your child to take higher level courses when available.
1.7 Use basic applied mathematics	x	x	x	Show your child how you use math in your daily life. Practice basic math skills. Talk about it's importance for your child's learning. Encourage them to take higher level math courses when possible. Assist your child with asking for help when needed.

In sum, the challenge of community engagement is truly the opportunity of community engagement. Schools, community groups, and businesses share a common goal and benefit from engaged collaboration. The conference will provide an opportunity for those interested in community engagement to collaborate with others in attendance to address the what and the how of community engagement. The diversity of conference attendees will allow meaningful discussion of community engagement within different groups. An ongoing plan for networking will allow for idea sharing and assessment of our goals.

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# CURRICULUM TRANSFORMATION

All students have cultural identities. These may be based on ethnic origin or ancestry or even on religion. The Education Summit team has included digital resources that address these issues. Identities based on sexual orientation and/or gender identity/expression will intersect with these other cultural identities. Therefore, the team has included these printed resources which discuss LGBTQ+ identities and how to support them. Please refer to the digital resource guide for additional resources.

## PRONOUNS: A RESOURCE

SUPPORTING TRANSGENDER AND GENDER NONCONFORMING (GNC) EDUCATORS AND STUDENTS



### **Why focus on pronouns?**

You may have noticed that people are sharing their pronouns in introductions, on nametags, and when GSA meetings begin. This is happening to make spaces more inclusive of transgender, gender nonconforming, and gender non-binary people. Including pronouns is a first step toward respecting people's gender identity, working against **cisnormativity**, and creating a more welcoming space for people of all genders.

### **How is this more inclusive?**

People's pronouns relate to their gender **identity**. For example, someone who identifies as a woman may use the pronouns "she/her." We do not want to assume people's gender identity based on gender **expression** (typically shown through clothing, hairstyle, mannerisms, etc.) **By providing an opportunity for people to share their pronouns, you're showing that you're not assuming what their gender identity is based on their appearance.** If this is the first time you're thinking about your pronoun, you may want to reflect on the privilege of having a gender identity that is the same as the sex assigned to you at birth.

### **Where do I start?**

Include pronouns on nametags and during introductions. Be cognizant of your audience, and be prepared to use this resource and other resources (listed below) to answer questions about why you are making pronouns visible. If your group of students or educators has never thought about gender-neutral language or pronouns, you can use this resource as an entry point.

### **What if I don't want to share my pronouns?**

That's ok! Providing space and opportunity for people to share their pronouns **does not** mean that everyone feels comfortable or needs to share their pronouns. Some people may choose not to share their pronouns for a variety of reasons, e.g. they are questioning or transitioning their pronouns, they don't use or like any pronouns, they don't feel comfortable sharing them at that moment or in that space, or they fear bullying or harassment after sharing.

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Scan the QR Code to the right with your phone to go directly to the Curriculum Transformation site. Or, type in the url:  
<https://gaen.us/curriculum-transformation>



In the case that someone has left pronouns off the nametag or chosen not to share their pronouns, please refrain from using pronouns for that person and refer to the person by name.

## Misgendering

Misgendering refers to the experience of being labeled by others as a gender other than one that a person identifies with. The essential thing to do after learning someone's pronouns is remembering to use those pronouns when referring to that person. If you accidentally use the wrong pronoun when identifying someone, please correct yourself in front of that person and begin using the right pronoun. Everyone makes mistakes, and making visible your work to respect and use someone's pronoun after a mistake is an important moment to take. It is not the responsibility of the transgender or GNC person to address your feelings after misgendering.

## What about PGP?

There has been a shift away from the term "preferred gender pronoun" or "PGP" to using "pronoun." This change was made because a person's pronouns are not just *preferred*; they're the pronouns that must be used.

## Make your support visible!

- Include "pronoun:" under "name:" in nametags and introductions as an opportunity for participants to make visible their gender pronouns.
- Put up a sign or statement like this near the nametags, classrooms, or GSA meeting spaces:
- [Your School or Group Name] is including pronouns because we are working to make our spaces more inclusive of transgender, gender nonconforming, and gender non-binary people.
- Put up this sign near nametags with pronoun sections:
- We encourage you to fill in the pronoun section along with your name, so that we use the correct pronouns with each other from the beginning. We have left the pronoun section blank so that you can fill in any/all pronouns you use.
- Wear and distribute pronoun buttons or nametags at school.

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## Tips for Gender-neutral Language:

- If you feel comfortable, introduce yourself with your pronouns as a model. For example: "Hi, I'm Anjelique. I use she/her and they/them pronouns" or "I'm Milo, and I use they/them pronouns."
- Practice, practice, practice! Use gender-neutral pronouns such as "they" and "ze" while visualizing the person who uses them.
- Whenever possible, take the lead from the transgender and GNC students and educators in your school, especially during the planning stages.
- Welcome feedback, and be ready to make adjustments as you continue to make your spaces more inclusive: "If you have any feedback for us on how to make this GSA a more welcoming space for transgender, gender nonconforming and gender non-binary people, please let us know!"
- When addressing groups of people or people whose pronouns you haven't been told, use gender-neutral language such as, "friends," "folks," "all," or "y'all," rather than "guys," "ladies," "ma'am," or "sir."

## Other resources from GLSEN for supporting Trans/GNC Youth

- [Webinar for Educators: Supporting Trans and GNC Students](#)
- [Be a Better Ally to Trans and GNC Youth](#)
- [Know Your Rights: A Guide for Transgender and GNC Students](#)
- Video on [genderfluidity](#) by one of GLSEN's National Student Council members
- [Blogs](#) on nonbinary identity and transgender binary-privilege
- [Make your GSA more Trans and GNC Inclusive](#)

## Leading Organizations for Transgender Advocacy:

- National Center for Transgender Equality – [transequality.org](http://transequality.org)
- Transgender Law Center - [transgenderlawcenter.org](http://transgenderlawcenter.org)
- Trans Student Educational Resources (TSER) - [transstudent.org](http://transstudent.org)
- Trans Women of Color Collective - [twocc.us](http://twocc.us)

## IMPORTANT TERMS:

**Cisgender:** A person whose gender identity and expression are aligned with the gender they were assigned at birth.

**Cisnormativity:** The assumption that cisgender identity is the norm, which plays out in interpersonal interactions and institutional privileges that further the marginalization of transgender people.

**Gender:** A set of cultural identities, expressions and roles – codified as feminine or masculine – that are assigned to people based upon the interpretation of their bodies, and more specifically, their sexual and reproductive anatomy. Since gender is a social construction, it is possible to reject or modify the gender one is assigned at birth, and to develop, live and express a gender that feels truer and just to oneself.

**Gender Binary:** A socially constructed system of viewing gender as consisting solely of two categories, “male” and “female,” in which no other possibilities for gender are believed to exist. The gender binary is a restrictive and inaccurate way to view gender because it does not take into account the diversity of gender identities and gender expressions among all people. The gender binary is oppressive to anyone that does not conform to dominant societal gender norms.

**Gender Expression:** The multiple ways (e.g., behaviors, dress) in which a person may choose to communicate gender to oneself and/or to others.

**Gender Identity:** A personal conception of oneself as male, female, both, neither and/or another gender. Gender identity can be the same as or different from the gender a person is assigned at birth. Gender identity is a matter of self-identification; no one can tell anyone else how to identify or what terms to use. Gender identity is different from sexual orientation, and everyone has both a gender identity and a sexual orientation.

**Gender Non-binary:** An umbrella term for gender identities used by people whose gender is not exclusively male or female

**Gender Nonconforming:** A descriptive term and/or identity of a person who has a gender identity and/or expression that does not conform to the traditional expectations of the gender they were assigned at birth. People who identify as “gender nonconforming” or “gender variant” may or may not also identify as “transgender.”

**Pronouns:** The pronoun or set of pronouns that a person identifies with and would like to be called when their proper name is not being used. Examples include “she/her/hers,” “he/him/his,” “ze/hir/hirs,” and “they/them/theirs.” Some people prefer no pronouns at all.

**Transgender:** An umbrella term describing people whose gender identity does not match the gender they were assigned at birth.

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## GLSEN'S FOUR SUPPORTS

Founded in 1990, GLSEN is the leading national organization working to create safe and inclusive schools for all. We envision a world in which every child learns to respect and accept all people, regardless of sexual orientation, gender identity or expression. Each year, GLSEN programs and resources reach millions of students and educators in K-12 schools, via action at the national, state, and local level. GLSEN has improved conditions for LGBTQ students across the United States and launched an international movement to address LGBTQ issues in education and promote respect for all in K-12 schools.

GLSEN research has identified four major supports that schools can use to cultivate a safe and supportive environment for all of their students. When these Four Supports are in place, LGBTQ students experience less harassment and discrimination, do better in school, and experience a better school climate. These Four Supports are the focus of GLSEN's programs, advocacy, research, and policy work.



### COMPREHENSIVE POLICIES

Passing and implementing comprehensive policies around key issues for LGBTQ students is crucial to ensuring that LGBTQ students can learn and grow in a supportive environment. These can include:

- Harassment, bullying, and non-discrimination policies
- Policies for facilities accessibility for trans, gender non-conforming, and nonbinary students
- Policies affirming trans and gender non-conforming students' participation in athletics

There are a number of ways educators and schools can support inclusive, comprehensive policies, as well as fight against discriminatory state legislation, like "no promo homo" laws. Check out our resources to learn about the importance of enumeration in anti-bullying policies and our model policies to help guide your own advocacy efforts in your states, districts, and schools.



### SUPPORTIVE EDUCATORS

Supportive educators save students' lives. Just one visibly supportive educator in a school can help LGBTQ students feel safer and more seen. Educators can advocate on LGBTQ students' behalf to school administration, and can also directly implement LGBTQ content in class curriculum, address anti-LGBTQ bullying or harassment, and serve as advisors for students to formally organize supportive groups at school. For many students, having adult allies in school to whom they can turn for support — or even simply knowing that LGBTQ allies exist at their school — creates a more welcoming and safe environment for students to learn.





## STUDENT-LED CLUBS

Research indicates that GSAs (Gender and Sexuality Alliances) improve school climate, individual well-being and educational outcomes for LGBTQ youth. Participation in GSAs is related to stronger school connectedness and improved academic achievement for LGBTQ youth, and regardless of whether LGBTQ students themselves participate in their school’s GSA, just having a GSA in their school can create a more positive school climate for LGBTQ students.



## INCLUSIVE CURRICULUM

GLSEN research shows that LGBTQ students who attend schools with curriculum that is inclusive of LGBTQ people, history, and events experience a better school climate and improved academic outcomes. Curriculum serves as a mirror when it reflects individuals and their experiences back to themselves. At the same time, curriculum serves as a window when it introduces and provides the opportunity to understand the experiences and perspectives of those who possess different identities. An inclusive curriculum should be balanced and include diverse windows and mirrors for every student.

Having LGBTQ-inclusive mirrors and windows in school curriculum can help create a more positive environment and healthy self-awareness for LGBTQ students, while raising the awareness of everyone.

Implementing these four supports in K-12 schools can help to address and prevent bullying and harassment and work towards cultivating a school environment where all students feel welcome and ready to learn. The four supports benefit non-LGBTQ students too, reducing bullying and harassment of all kinds, and making everyone more college- and career-ready by being respectful of LGBTQ diversity.

### THINK ABOUT YOUR SCHOOL OR DISTRICT:

- **ARE YOUR FORMAL POLICIES INCLUSIVE AND EQUITABLE FOR LGBTQ STUDENTS?**
- **ARE THE EDUCATORS WORKING WITH THOSE STUDENTS BEING SUPPORTIVE? HOW DO YOU KNOW? HAVE THEY RECEIVED ANY FORMAL TRAINING?**
- **ARE THERE STUDENT-LED CLUBS, LIKE GSAs, IN YOUR SCHOOL OR DISTRICT? IF NO, WHY NOT? IF YES, ARE THOSE CLUBS SUPPORTED BY PEOPLE IN THE SCHOOL? DO THE STUDENTS FACE HARASSMENT WHEN THEY MEET?**
- **IS YOUR CURRICULUM INCLUSIVE? ARE YOU TALKING ABOUT LGBTQ PEOPLE AND ISSUES IN YOUR CLASSROOM(S)?**

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## DEVELOPING LGBTQ-INCLUSIVE CLASSROOM RESOURCES

### BEST PRACTICE: INCLUSIVE AND AFFIRMING CURRICULUM FOR ALL STUDENTS

One way that educators can promote safer school environments is by developing lessons that avoid bias and that include positive representations of lesbian, gay, bisexual, transgender and queer (LGBTQ) people, history, and events. For LGBTQ students, attending a school with an inclusive curriculum is related to less-hostile school experiences and increased feelings of connectedness to the school community. Inclusive curriculum benefits all students by promoting diversity and teaching them about the myriad of identities in their communities.

#### REFLECTION

How inclusive is my curriculum of LGBTQ people, history and events?

### THEORY: CURRICULUM AS WINDOW AND MIRROR

Curriculum can serve as a mirror when it reflects individuals and their experiences back to themselves. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books. At the same time curriculum can serve as a window when it introduces and provides the opportunity to understand the experiences and perspectives of those who possess different identities. These windows can offer views of worlds that may be real or imagined, familiar or strange. Applied to LGBTQ-inclusive curricular content, these mirrors and windows can help create a more positive environment and healthy self-concept for LGBTQ students while also raising the awareness of all students. Inclusive curriculum supports students' abilities to empathize, connect, and collaborate with a diverse group of peers, skills that are of increasing importance in our multicultural, global society.<sup>1</sup>

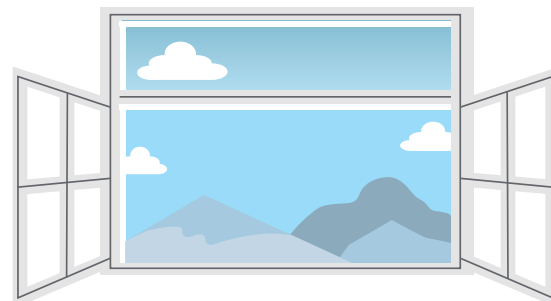
#### REFLECTION

How can I ensure that my lessons provide "mirrors" and "windows" for all my students?



#### LGBTQ-INCLUSIVE CURRICULUM BENEFITS ALL STUDENTS BY:

- Exposing them to more inclusive and accurate accounts of history.
- Helping them have better understanding of LGBTQ people.
- Encouraging them to question stereotypes about LGBTQ people.
- Promoting acceptance



#### LGBTQ-INCLUSIVE CURRICULUM BENEFITS LGBTQ STUDENTS BY:

- Validating their existence and experiences.
- Reinforcing their value and self-worth.
- Providing space for their voices.

<sup>1</sup> Rudine Sims Bishop (1990)

## CONSIDERATION: ENSURING COHERENT CURRICULUM

At times, educators' efforts to be inclusive and supportive can lead to curricular "fragmentation," or "isolation." This occurs when topics are taught without context and/or are positioned in such a way that they fail to connect to the big ideas of the topic being studied, such as when LGBTQ themes are only introduced during LGBTQ History Month (October) or LGBTQ Pride Month (June). Additional fragmentation occurs when educators include only lesbians or gay men to the exclusion of bisexual and transgender people, or when lessons fail to represent ethnic, racial and other forms of diversity that exist among LGBTQ individuals.

### REFLECTION

Who am I including from the LGBTQ community? What identities do they hold?

## CLASSROOM AND SCHOOL ENVIRONMENT

Responding to Anti-LGBTQ Language and Behavior

LGBTQ-Inclusive lessons and discussions are best introduced in a supportive school environment. Introducing school-wide days of action and visibility, such as GLSEN's Ally Week (September), No Name-Calling Week (January), and the Day of Silence (April) are great ways to shift school culture to be more affirming of LGBTQ people. Additionally, ensuring that you, as educators, can also create a safer classroom environment by interrupting anti-LGBTQ remarks or comments is critical to the success of teaching LGBTQ-inclusive lessons and discussions.

### REFLECTION

What other pedagogical practices do I need to consider to make my classroom a safe, respectful and inclusive learning space for all students?

Follow these steps when you witness anti-LGBTQ name-calling, bullying or harassment.

- 1. Address Name-Calling, Bullying or Harassment Immediately.** Concentrate on stopping the behavior in that moment. Sometimes it's a simple response to hearing a derogatory term like, "That language is unacceptable in this classroom." Remember: no action is an action.
- 2. Name the Behavior.** Describe what you saw and label the behavior. "That word is derogatory and is considered name-calling. That language is unacceptable."
- 3. Use the Teachable Moment (or Create One).** Make sure to educate after stopping the behavior. Decide if you are going to educate in the moment or later, and if it will be publicly or privately. If you decide to educate later you will need to create the teachable moment. You can then take this opportunity to teach one class, the entire grade or the whole school about language and behaviors that are acceptable and those that are not.
- 4. Support the Targeted Student.** Support the student who has been the target of the name-calling, bullying or harassment. Do not make assumptions about what the student is experiencing. Ask the student what they need or want. You will have to decide whether to do this in the moment or later, and if it will be publicly or privately.
- 5. Hold Students Accountable.** Check school policy and impose appropriate consequences. Make sure disciplinary actions are evenly applied across all types of name-calling, bullying and harassment. For more information and support refer to GLSEN's Safe Space Kit at [www.glsen.org/safespace](http://www.glsen.org/safespace).

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## ADVOCACY: ADDRESSING QUESTIONS AND PUSHBACK

When introducing LGBTQ-inclusive curriculum, it is best to do so as a school, led by the administrators and school leaders. We recommend this decision be communicated through LGBTQ-specific professional development for educators, and to families at the start of the year on curriculum or Back to School night. Frontloading with the schools' responsibility to provide a safe and supportive learning environment for all students along with a commitment to diversity, equity, and inclusion, can be a strong start to the school year and a time to address any misconceptions or apprehensions about this inclusion. If your state, city, or district has a policy mandating inclusive curriculum, you can use this language in your rationale.

The following talking points can support this advocacy:

- LGBTQ-inclusive curriculum benefits *all* students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world.
- Anti-LGBTQ bias hurts all children, both those directly affected and those who learn in an atmosphere of fear and tension, afraid to explore their own lives because of worry about disapproval and rejection.
- Beginning these conversations in elementary school will help young people develop empathy for a diverse group of people, and to learn about identities that might relate to their families or even themselves. It is never too early for schools to set up a foundation of understanding and respect.
- Students of all ages must be given an opportunity to learn that the words “gay,” “lesbian,” and “transgender” are adjectives that should be used with respect to describe people in their community, not words used in a negative way to hurt, insult, and degrade.
- Inclusive curriculum supports a student’s ability to empathize, connect, and collaborate with a diverse group of peers, and encourages respect for all.
- All students deserve to see themselves in their curriculum, including students who identify as LGBTQ and come from LGBTQ-headed families.
- Teaching LGBTQ-inclusive curriculum acknowledges the reality that many students come from LGBTQ-headed families, are being taught by LGBTQ-educators, and are, increasingly, identifying as LGBTQ themselves even in elementary school.
- LGBTQ students with inclusive curriculum have better academic and mental health outcomes, and are less likely to miss school ([GLSEN’s National School Climate Survey](#)).

Supportive administrators can support this work by addressing families directly. They should be open to hearing their questions, and be careful to distinguish questions or concerns from negative pushback. Inviting families to a panel, coffee, or film screening to discuss diversity initiatives has helped many schools to invite families into this work, to address questions directly, and to identify which families in the school community are allies in this work as well.

- › Example statement from administration: We are conscious of providing age-appropriate and developmentally-appropriate lessons and activities that meet all of our students where they are when addressing LGBTQ-visibility and inclusion. Our goal is to work together as one community through this practice. **We encourage you to reach out to us or our teachers throughout the year if you have any questions or would like further information as we support our students in this important work.**

**PLANNING: FINDING OPPORTUNITIES FOR LGBTQ VISIBILITY AND INCLUSION**

Educators should spend time identifying the extent to which LGBTQ-related content is present in their current curriculum. Care should be taken to fill gaps while looking for opportunities to deepen student understanding of their world and identities. LGBTQ people, history, and events can be easily inserted into most content areas. Teaching about identity at any age is valuable for students, and can be considered part of social emotional learning (SEL). Curriculum should provide students with opportunities to reflect on their own identities, including gender identity and expression, family diversity including LGBTQ-headed families, and the types of relationships they may want to build.

**REFLECTION**  
What do I need to do to make the lessons I teach more LGBTQ-inclusive?

**SOCIAL EMOTIONAL LEARNING (SEL): SUGGESTED LGBTQ-INCLUSIVE LEARNING OPPORTUNITIES**

**Early Elementary:** Ensure that family studies show examples and use language that includes a variety of family structures including LGBTQ-headed families. Address identity and reflections around gender stereotypes using [Ready, Set, Respect!](#), inclusive read-alouds, and GLSEN’s lesson *I Am Me: Talking About Identity*.

**Upper Elementary:** [GLSEN’s Identity Flowers](#) lesson encourages students to explore their own identities and personal experiences with race, culture, ability, family structure, religion or spirituality, and gender identity and expression. Find more lessons for elementary students in our No Name-Calling Week program at [www.glsen.org/nncw](http://www.glsen.org/nncw).

**Middle School:** [GLSEN’s Challenging Assumptions](#) lesson provides students an opportunity to experience what it’s like to be labeled in a negative way, and as a result, develop empathy for those who others label, even though those labels don’t fit.

**High School:** [GLSEN’s Learning Empowerment and Self-Identification](#) encourages students to explore how self-identification can be empowering, and have discussions about what it means to be proud of the labels and identities that we all hold. They will also explore the damage that can be done when someone applies labels to another person without that person’s permission (consent).

**SCIENCE & SEXUAL HEALTH EDUCATION**

When teaching science it can quickly get very binary (sperm/egg, male/female, XX/XY) the most important thing is to dismantle this polarizing way of thinking and giving ample examples of ways that nature is not binary. science class can be a place where a very complex world can be, incorrectly, summarized in binaries.

**Elementary:** In science, elementary students can explore informational texts about animals that highlight their diversity in gender and family structure. Health educators can use these [Principles of Gender-Inclusive Puberty and Health Education](#) for more information and best practices.

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**Grades 6-8:** Educators are mindful of vocabulary and use visuals such as GLSEN’s Gender Triangle to distinguish between gender identity, gender expression, and bodies. Educators teach about biology and the human bodies in ways that does not reinforce gender binaries, and includes intersex people. For example, when having conversations involving chromosomes, highlight how not all people born with XX chromosomes identify as women to distinguish between sex, gender, and gender identity. LGBTQ identities are present when discussing healthy relationships, boundaries, and consent.

**High School:** From learning about meiosis to talking about natural selection, students learn about sex, gender, and gender identity using a diverse representation. Educators can acknowledge how western culture traditionally views reproduction (between cisgender men and a women) and how many stories are different from that “traditional view.” Include the identity and history of scientific figures in relevant lessons, such as [Alan Turing](#) in biology lesson or Sally Ride in a physics lesson around velocity and trajectory. Sexual health educators check in with students to answer questions and ensure that they are receiving information and is relevant to them. Word problems in Chemistry and physics can be another opportunity to highlight LGBTQ people, families, and relationships.

For more information, videos, and resources go to [www.glsen.org/health](http://www.glsen.org/health) and read our blog: [6 Ways I Make My Science Class LGBTQ-Inclusive as a Trans Teacher](#).

## COMMON CORE: CONNECTING CURRICULUM TO STANDARDS

Implementation of the [Common Core State Standards](#) is one way that many states and school districts are making efforts to ensure a quality education for all students. The examples below demonstrate how an examination of the standards and themes can lead to locating opportunities for the natural inclusion of LGBTQ-related content in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, and Mathematics.

## COMMON CORE STATE STANDARDS FOR ELA AND LITERACY: ELEMENTARY INCLUSION

[GLSEN’s Ready, Set, Respect!](#): GLSEN’s elementary toolkit has common-core aligned lessons that focus on name-calling, bullying and bias, LGBTQ-inclusive family diversity and gender roles and diversity.

[Reading the Rainbow: LGBTQ Inclusive Literacy in the Elementary Classroom](#): This book offers comprehensive resources, curriculum development, resource materials, and a pathway between existing literature and current LGBTQ resources.

[Pronouns: Little Words that Make a Big Difference](#): In this lesson, students will learn about pronouns, how they are used, and their importance. They will learn that pronouns are connected to people’s gender identity, and that everyone gets to choose which pronouns work for them. Students will practice using gender neutral pronouns, such as they/them/ theirs, by writing about Hadhir the hamster (they/them).

**WRITING CORE STANDARD FOR GRADES 6-12**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Suggested LGBTQ-Inclusive Learning Opportunity:** [GLSEN’s LGBTQ History Timeline Lesson](#) facilitates a much needed discussion about the erasure of LGBTQ history in what is considered American history, and the value of critical thinking in history classes. After examining the LGBTQ visibility (or invisibility) in their current history curriculum or textbooks, students proactively create newspaper articles to highlight the stories of LGBTQ leaders and bring them into the classroom.

**Writing Core Standard for Literacy in History/Social Studies, Science, and Technical Subjects 9–12**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating, understanding of the subject under investigation.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Students use [GLSEN’s National School Climate Survey](#) or [Local School Climate Survey](#) to examine LGBTQ student experiences at school. They can also use resources from [GLSEN’s No Name-Calling Week](#) to examine school climate, bullying and harassment at school.

**ELA Standard: Reading and Literature for Grades 9-10**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Students read *Simon vs. the Homosapiens Agenda* by Becky Albertalli and watch the movie *Love, Simon*. Use GLSEN’s [Love, Simon: Coming Out and Invisible Identities](#) to conduct a character study of the main characters.

**COMMON CORE STATE STANDARDS FOR HISTORY/SOCIAL STUDIES**

**Elementary:** Describe the relationship between a series of historical events, scientific ideas or concepts in a text, using language that pertains to time, sequence, and cause/effect.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Students learn about critical events in LGBTQ History through the living timeline and resources at [www.glsen.org/lgbtqhistory](http://www.glsen.org/lgbtqhistory). Students explore read-aloud books such as *Pride: The Story of Harvey Milk and the Rainbow Flag* by Rob Sanders (Grades 1-3) or *The Stonewall Riots: Coming Out in the Streets* by Gayle E. Pitman (Grades 4-6).

**Grades 6-8:** Cite specific textual evidence to support analysis of primary and secondary sources.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Students listen to and read the primary sources of individuals who bore witness to or helped shape LGBTQ history in our country through [GLSEN’s Unheard Voices](#), developed in partnership with ADL and StoryCorps. Students research additional textual evidence to support and provide more context to these stories.

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**High School:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Students chose a historic event related to an LGBTQ leader from [GLSEN's LGBTQ History Flash Cards](#). Students research the event through multiple sources with differing points of view to present their own assessment. Find more activities at [www.glsen.org/historycards](http://www.glsen.org/historycards).

## COMMON CORE STATE STANDARDS FOR MATHEMATICS

**Elementary:** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Ensure that word problems are inclusive, and use this opportunity to highlight diversity in names, gender, and family structure. For example, "Anelique and her moms bought fifteen apples from the market." or "Miguel and their dads love to draw with chalk." Consider the activities that are highlighted and use this as an opportunity to explore a range of gender expression and activities. Encourage students to write story problems with characters who break gender stereotypes, and have their peers solve them.

**Grade 7 — Statistics and Probability 7.SP:** Use random sampling to draw inferences about a population. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Share statistics or informational posters from [GLSEN's National School Climate Survey](#) with students to demonstrate population samples as they relate to the experiences of LGBTQ students. If available, use a [State Snapshot](#) of this survey results to allow students to explore the experiences of LGBTQ youth in their state. Students can also use [GLSEN's Local School Climate Survey tool](#) to collect their own sampling and draw inferences from the results.

## High School - Statistics and Probability Interpreting Categorical and Quantitative Data:

Summarize, represent, and interpret data on a single count or measurement variable.  
Summarize, represent, and interpret data on two categorical and quantitative variables.

**Suggested LGBTQ-Inclusive Learning Opportunity:** Assign students to analyze LGBTQ demographic trends as reflected in [GLSEN's National School Climate Survey](#) executive summary, graphics or informational posters. Assign small groups to create a chart or graph illustrating national trends based on one of the areas covered, such as GSAs, inclusive curriculum, policies, etc.



For more ideas and best practices, read GLSEN's blog [How Do We Make Math Class More Inclusive of Trans and Non-Binary Identities?](#)

### ADDITIONAL RESOURCES

**Inclusive Curriculum Lessons:** All of GLSEN's resources and lesson plans for inclusive curriculum can be found at [www.glsen.org/curriculum](http://www.glsen.org/curriculum).

**Changing the Game:** Resources for PE teachers, coaches, and athletic directors can be found at [www.glsen.org/sports](http://www.glsen.org/sports).

**Gender Sexuality Alliance (GSA) Resources:** Find more activities and discussion topics at [www.glsen.org/gsa](http://www.glsen.org/gsa).

**No Name-Calling Week:** For lessons on addressing name-calling and bullying go to [www.glsen.org/nncw](http://www.glsen.org/nncw).

DID YOU PARTICIPATE IN THIS ACTIVITY? TELL US HOW IT WENT AND WHAT COULD HAVE BEEN BETTER. EMAIL US AT [STUDENTS@GLSEN.ORG](mailto:STUDENTS@GLSEN.ORG) OR [EDUCATORS@GLSEN.ORG](mailto:EDUCATORS@GLSEN.ORG).

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### THINK ABOUT YOUR SCHOOL OR DISTRICT:

- **HOW DO INCLUSIVE CURRICULUMS POSITIVELY BENEFIT ALL STUDENTS?**
- **HOW WILL YOU ADDRESS PUSHBACK TO LBGTQ INCLUSIVE CURRICULUM?**
- **WHAT ARE 2 LEARNING OPPORTUNITIES YOU WOULD LIKE TO USE OR SHARE WITH PEOPLE BACK AT YOUR SCHOOL/DISTRICT?**

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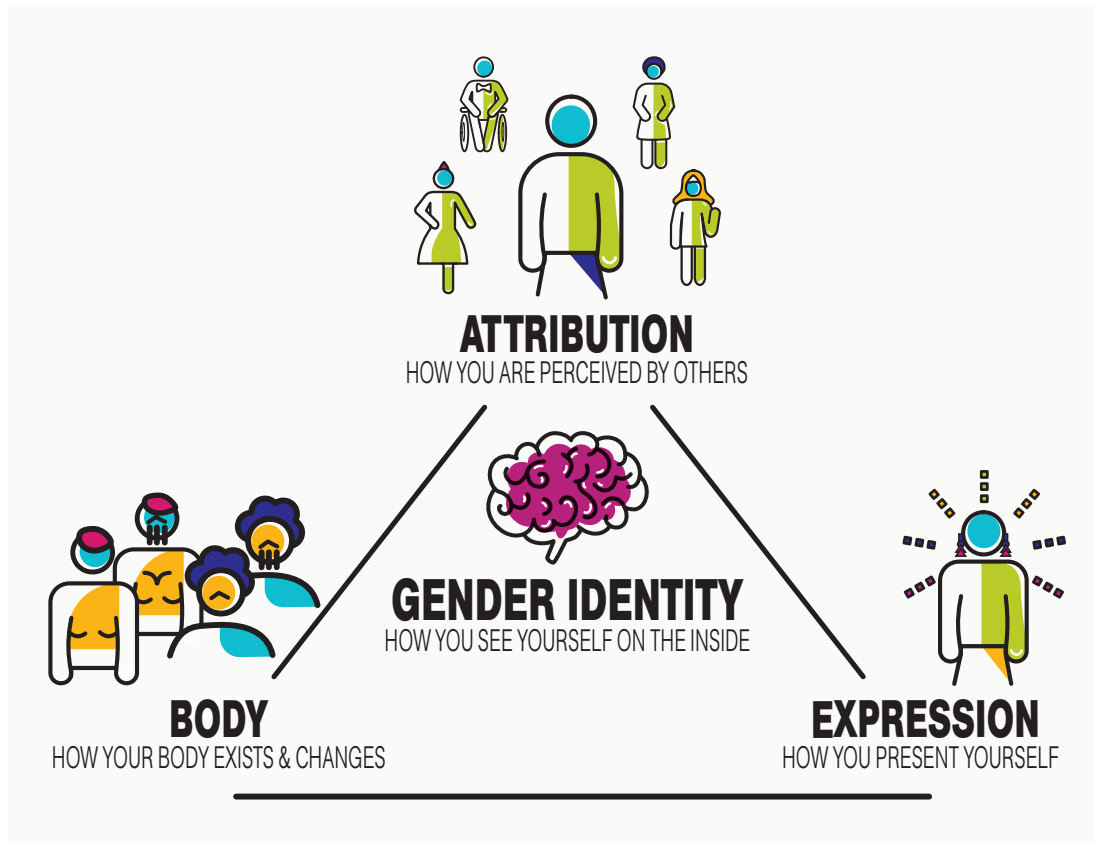
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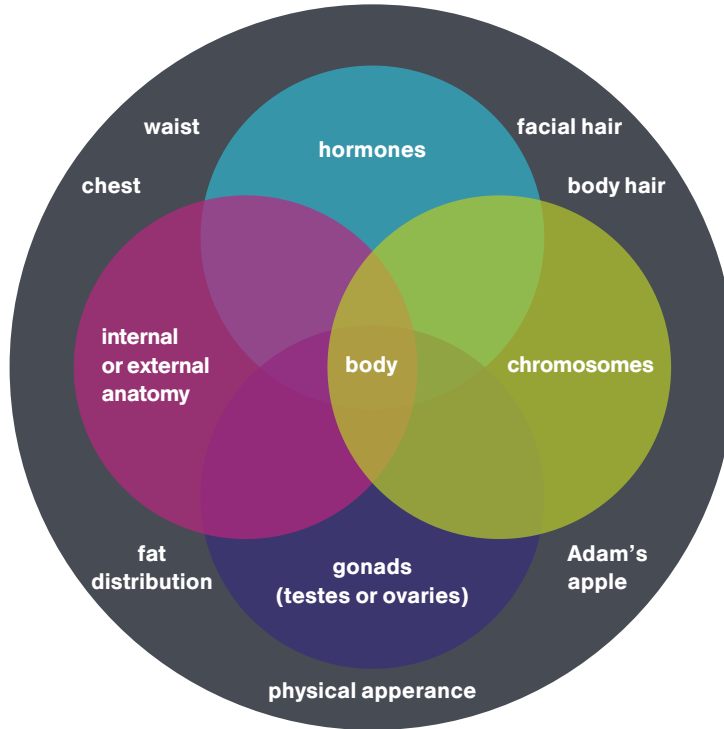
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**GLSEN** and **interACT** developed the **Gender Triangle** as an educational tool to highlight the main components that revolve around gender identity—our bodies, how we use our bodies to express ourselves, and how the world around us reads our bodies based on the cultural and social codes of our time and place.

First, everyone has a **BODY**. And how our bodies exist and develop over time is unique. Although ideas about gender are often imposed on our bodies—facial hair attributed to manhood or chest development to womanhood—these physical traits do not always inform our identity. Instead, assumptions are made because of how others interpret our **BODILY CHARACTERISTICS**. Upon birth, we are typically categorized into one of two genders (boy or girl) depending on how our genitals are read. Throughout our lives, however, our many bodily characteristics work together to create a unique path of development, causing some of us to grow really tall, and others to remain short, or some of us to grow hair under our armpits and legs, while others remain bare. While this development often happens on its own during puberty, this change can also be administered through medicine, such as hormone replacement therapy. Since our society often conflates our bodies (or genitalia) with our gender identity, it is critical that we allow space for people to self-identify. Some may feel that their bodies are distinct from their gender while others feel that the two are interrelated. Our bodily development is different, and so are our understandings of the relationship between our bodies and our genders. To learn about the different secondary sex characteristics and how they affect our bodies, study this Venn diagram from interACT:

## SECONDARY BODILY CHARACTERISTICS



**EXPRESSION** is simply how we use our body to present ourselves. This includes the way that we talk, our mannerisms, how we interact with others, our clothing, accessories, hairstyles, what activities we enjoy, and much more! However, you should never use a person’s presentation to guess their gender identity. This is important because our gender expression is often guided by our feelings of safety or acceptance. As a result, there can often be incongruence between how we identify on the inside and how we express ourselves on the outside. Expression of our gender or selves, whether that be through hair styles, makeup, or personal fashion, changes over the course of our lives.

**ATTRIBUTION** simply describes how we are perceived by others. This can change depending on the people you’re around, the country you’re in, or even the time period in which you live. For example, although we might consider dresses to be stereotypically feminine, ancient Romans wore “togas” regardless of their gender, and a man wearing one would even be perceived as masculine. Due to cultural and generational differences, others’ interpretations of our bodies may not always match our internal sense of self, which can also lead to uncomfortable interactions. **MISGENDERING** refers to the experience of being labeled by others as a gender other than the one you are. One way to acknowledge someone’s right to self-identify is to ask for their **PRONOUNS**—the small words used in replace of names such as she/her, he/him, or they/them—rather than making an assumption. If you accidentally use the wrong pronouns for someone, make sure to correct yourself going forward.

Finally, **GENDER IDENTITY** sits the core of this triangle to demonstrate that gender identity is how you see yourself at your core. Everyone gets to decide their gender identity for themselves and this designation can also change over time. You may identify as a girl or boy, woman or man, or you might identify as agender, genderqueer, nonbinary, or just as a person. You may choose not to use any specific term to define your gender identity, or you may use a term today that you decide later doesn’t fit. Everyone can identify however feels right to them, and our gender identity—as our internal sense of self—is indisputable.

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# CURRICULUM (CONT.)



Gender Triangle Education Guide

The more all of these aspects align, the more you may identify as **CISGENDER** and experience **CIS-PRIVILEGE**. For example, if you identify as a boy with bodily traits and expression that are attributed to masculinity within your culture, then you experience privilege. Cisgender people often get to move through the world without thinking about gender, being misgendered, or feeling limited by gender stereotypes. Those who find tension among these four components, mainly the world's perception of their body and their internal gender identity, may identify as **TRANSGENDER**. Transgender often serves as an umbrella term for myriad other gender identities such as nonbinary, genderqueer, or agender. In working with youth, it's important to reflect on our own gender and consider the privileges we hold. Doing this is an important step towards understanding the many parts of our students' identities to ultimately create safer and more affirming schools for all.

## SELF-REFLECTION

Now that we've covered the main components that factor into gender identity, start thinking about how this all relates to you as an individual. The following questions will encourage you to self-reflect on your own gender in order to think critically about how each of these elements manifest around you:

- ▼ Take a moment to think about your gender identity. *How do you identify today? Is this the same as when you were a child?*
- ▼ Self-expression can be really fun when we give people the space to explore what feels good to them. There are so many different ways to present and express ourselves to the world! *What are some ways you are expressing or showing your gender today? How might this change on a different day or in a different setting?*
- ▼ There are gender stereotypes that try to tell us that people who identify as girls or boys should act or dress a certain way; i.e. "girls like dresses" or "boys don't cry." These stereotypes can make people feel bad for the things they like to do, and erases people who may identify or express themselves outside of the binary of masculinity/femininity or gender altogether. *What are some ways that you break gender stereotypes attached to the norms attributed to your gender?*
- ▼ The attribution of our gender identity by others is dependent on factors like culture, language, and age. *How does attribution change depending on what spaces you're in and who you're around? Can you think of moments when you may have read or addressed someone in a way that may not have honored how they identified on the inside?*

## WHAT DO OUR CURRENT CURRICULA LOOK LIKE FROM THE POINT OF VIEW OF LGBTQ+ STUDENTS?

Susan Michon sat down with Charlie Crouser, a 15 year-old student in 9th grade who identifies as transgender and gay, to get his perspective. Charlie goes to school in a suburban/rural community south of Kansas City. This interview has been printed with the permission of Charlie and his parent.

**Susan Michon:** Are issues that concern LGBT individuals ever addressed in your classes?

**Charlie Crouser:** Sometimes teachers like to use trans rights as an example of an argument. I personally think that's really disrespectful to put students in a position to have their identity used as a form of debate. In my opinion, I don't think that there's a trans debate. I think that that's an identity and people are going to have to respect that there has always been trans people, there always will be trans people... I don't think it's very healthy for students to fight with each other and argue with each other about their viewpoints when it has to do with the safety of other students.

**SM:** If you were given the opportunity to choose a topic for a writing assignment, would your teachers, in your opinion, support you if you were to choose a topic related to LGBTQ identity or issues?

**CC:** I think my English teacher would be okay with that... I don't know about all the teachers in this area, though. I wrote about my boyfriend once, and it went over pretty well with my teacher, but I could tell some of my peers didn't like that.

**SM:** Do you feel that what you learn in your classes is LGBT-inclusive? For example, in your health class, is there openness to alternative sexualities, genders...?

**CC:** I don't think so. I think it's a very heteronormative system that was built a specific way to oppress LGBT people, and it's going to continue to stay that way until someone adamantly makes a change. For example, there's a lot of LGBT history that is chosen not to be taught. Like, Leonardo DaVinci was arrested for gay sex twice. He [could] have been put to death [for that], and we never would have had the Mona Lisa!

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# DISCIPLINE REDESIGN

The Discipline ReDesign team was originally created to address the inequities in common discipline practices in American schools. This problem is clear, pervasive, and perpetuates structural inequities for a variety of students. Our goal is that through a Discipline ReDesign framework, outlined in this guide, stakeholders can analyze their school and community discipline practices and make structural changes that have a positive impact on students. We hope to reduce the flow of the school to prison pipeline in Kansas and Missouri.

## THE PROBLEM: KEY DATA

The following statistics are taken from the 2013-2014 Civil Rights Data Collection document titled “Key Data Highlights on Equity and Opportunity Gaps in our Nation’s Public Schools,” from the US Department of Education Office of Civil Rights, revised October 28, 2016.

### Key Data #1: Discrimination starts early

- Black children represent 19% of preschool enrollment, but 47% of preschool children who are suspended; in comparison, white children represent 41% of preschool enrollment, but 28% of preschool children who are suspended

### Key Data #2: Black students are suspended more than any other group

- Black K-12 students are 3.8 times as likely to receive one or more out-of-school suspensions as white students
- Black girls are 8% of enrolled students, but 13% of students receiving one or more out-of-school suspensions. Girls of other races did not disproportionately receive one or more out-of-school suspensions.
- Black students are 1.9 times as likely to be expelled from school without educational services as white students and are 2.2 times as likely to receive a referral to law enforcement or be subject to a school-related arrest as white students.

### Key Data #3: Male students are suspended more than any other gender

- White boys represent 26% of all students, but 35% of students expelled without educational services. White girls represent 24% of all students, but 12% of students expelled without educational services
- While 6% of all K-12 students received one or more out-of-school suspensions, the percentage is 18% for black boys; 10% for black girls; 5% for white boys; and 2% for white girls.

### Key Data #4: Students with disabilities are suspended more in K-12 than in preschool

- Children with disabilities served by the Individuals with Disabilities Education Act (IDEA) represent 20% of preschool enrollment, but 15% of preschool children receiving one or more out-of-school suspensions.
- Students with disabilities served by IDEA (12%) are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities (5%).
- More than one in five multiracial girls with disabilities served by IDEA (21%) received one or more out-of-school suspensions, compared to one in twenty white girls with disabilities served by IDEA (5%).

# PLANNING FOR ACTION FRAMEWORK

## *Planning for Action Framework*

What is something you hope to gain from this session?

What are your current goals as they relate to discipline redesign?

### **Panel Notes Catcher**

Question 1:

My reflections:

Question 2:

My reflections:

Question 3:

My reflections:

Has my goal for discipline redesign changed after hearing the panel?

Introductions: Name, Purpose & Goal(s) for this work

### **Engagement**

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# DISCIPLINE REDESIGN (CONT.)

## **Reflect & Discuss:**

Did the panel resonate with your prior experiences and knowledge?

What new learnings do you have?

What are you still wondering?

## **PROTOCOLS**

On the following pages are two protocols for analyzing your school and community's current discipline practices with a group. Feel free to bring these back to your school and use them!

### **OPTION 1: Consultancy Protocol**

**Uses expertise of those in room to inform planning of participants**

What Discipline values are already established in your organization?

What systems do you already have?

What opportunities for redesign are there?

### **Consultancy Protocol**

1. Share one goal and a related one problem of practice that you would like to get input on.
2. Team spends X minutes asking clarifying questions.
3. Team spends X minutes discussing options.
4. Commit to an action step to move your goal forward.



**OPTION 2: Common Goal with Group Action Planning  
Discipline Redesign: Vision Casting & Action Step Planning**

Which goal will drive your next steps in your organization?

What data sources can you focus on?

What systems are in place?

What systems are needed?

What research/statistics could you use?

What examples from others could you leverage?

Who needs to be a part of the decision making and planning?

Other planning details...

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# DISCIPLINE REDESIGN (CONT.)

The Discipline ReDesign team would like to leave you with a space to create an action plan for your school, district, or community. What will you do to create more equitable discipline practices? Who will help you? Who will be responsible for each part? Can you create a reasonable timeline for yourself? Can you imagine potential barriers?

Finally, feel check back in with this plan in 30, 60, and 90 days from now. We hope this will keep everyone accountable to the goals they made. Are you meeting your goals? How can you readjust to meet your goal?

## ACTION PLAN TEMPLATE

### GOAL:

### ACTION STEPS:

*What will be done?*

### RESPONSIBILITIES:

*Who will do it?*

Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	

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# 30-60-90- DAY BENCHMARKS

- What progress have you made toward your conference learning goals? How are you celebrating?
- With whom did you connect?
- What barriers have/did you encounter(ed)? How did/will you overcome?
- What's next?

**FIRST 30 DAYS:**

**FIRST 60 DAYS:**

**FIRST 90 DAYS:**

**TIMELINE:**  
By when?


**POTENTIAL BARRIERS:**  
What individuals or structures might present roadblocks? How will we address these?


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# HUMAN RESOURCES

## DIVERSIFYING THE TEACHER WORKFORCE

### Facilitator:

Jorge Fuller

Kansas City Public Schools  
and Fuller For The People,  
LLC

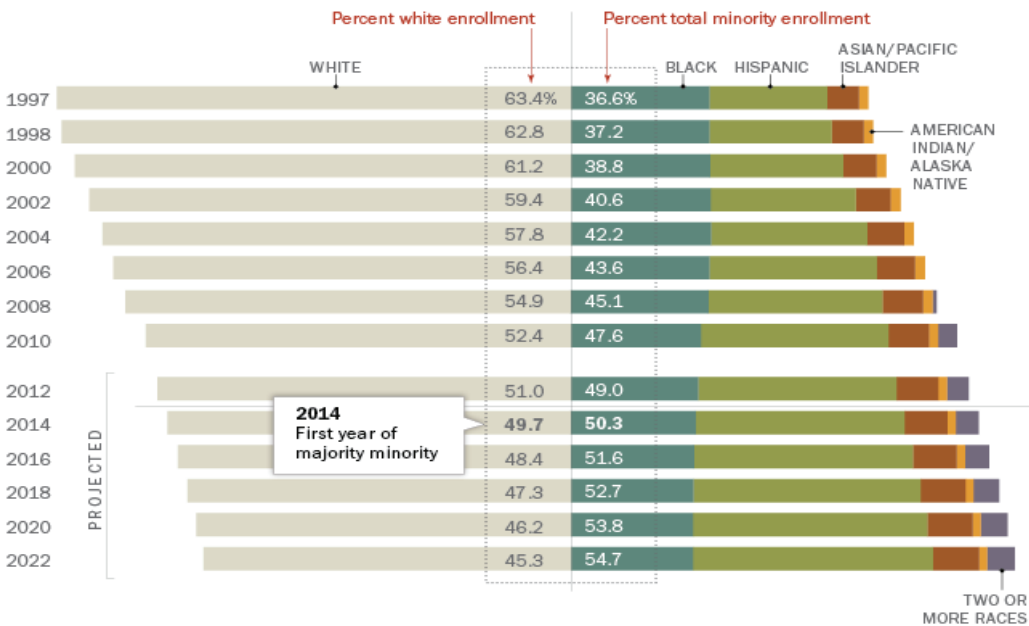


Scan the QR Code to the left with your phone to go directly to the Human Resources site. Or, type in the url:  
<https://gaen.us/human-resources>

## HUMAN RESOURCES: THE PROBLEM ILLUSTRATED IN THREE CHARTS

### Public Schools in the United States Projected to Be Majority-Minority in 2014

Actual and projected share of enrollment in public elementary and secondary schools, by race/ethnicity

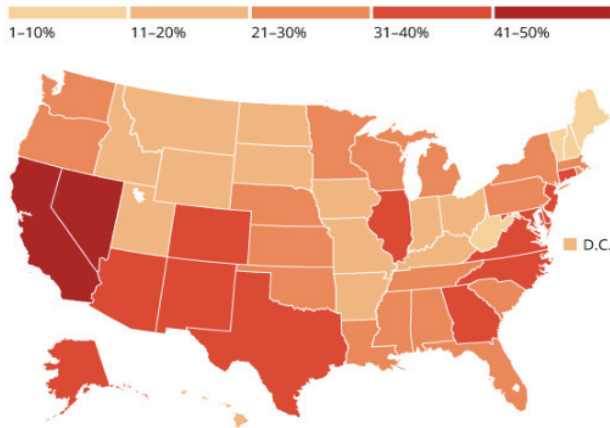


Note: Whites, blacks, Asian/Pacific Islander and American Indian/Alaska Native include only non-Hispanics. Hispanics are of any race. Prior to 2008, "two or more races" was not an available category. In 2008 and 2009, some students of both Asian origin and Hawaiian or Other Pacific Island origin were included in the two or more races category. In 2010 and 2011, all students of both Asian origin and Hawaiian or Other Pacific Islander origin were included in the two or more races category. In 2008, five states reported enrollment counts for students of two or more races. In 2009, 14 states reported enrollment counts for students of two or more races.  
Source: National Center for Education Statistics, U.S. Department of Education.

- 18% of the PK-12 teacher workforce are people of color—U.S. Dept. of Education, 2016

### Every Single State Has A Lower Percentage Of Teachers Of Color Than Students Of Color

Percentage-point difference between the percentages of nonwhite teachers and nonwhite students, 2010-2011 school year

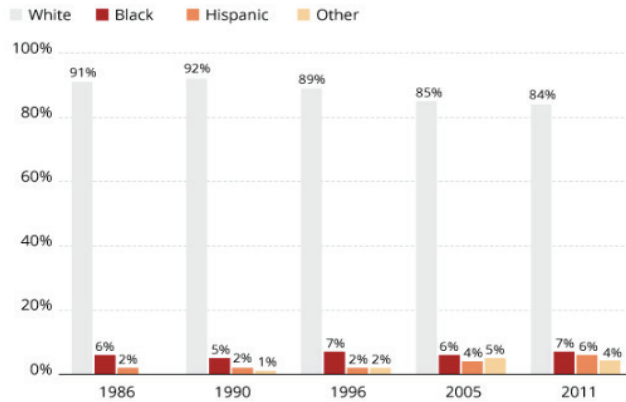


Source: Center for American Progress

THE HUFFINGTON POST

### Teacher Demographics Are Shifting More Slowly Than Student Demographics

K-12 teachers by race/ethnicity, 1986-2011\*



\*Totals may not add to 100 due to rounding

Source: National Center for Education Information

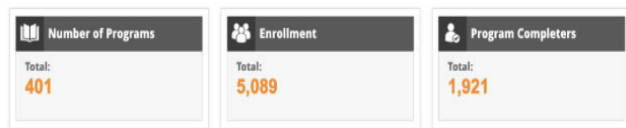
THE HUFFINGTON POST

All students should have the opportunity to learn from teachers who look like them, share common cultural and lived experiences, and can assist them in navigating the educational system (Ladson-Billings, 2009)

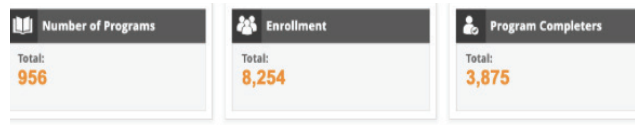
“In calls for increasing teacher diversity, it is important that we acknowledge the kinds of teaching and learning that happen outside the classroom and in out-of-school spaces... It is also important that we critically examine the policies and practices that impede goals of teacher diversity” (Haddix, 2017)

## WHAT RESEARCH REVEALS: TEACHER PREP PROGRAMS, COLLEGE READINESS, & DEGREE ATTAINMENT

### Teacher Licensure – Kansas (2018)



### Teacher Licensure – Missouri (2018)



Individuals Enrolled in Teacher Preparation Programs, by Race/Ethnicity	
American Indian or Alaska Native	62
Asian	53
Black or African American	145
Native Hawaiian or Other Pacific Islander	4
White	4,273
Two or more races	247
Hispanic/Latino of any race	324

Individuals Enrolled in Teacher Preparation Programs, by Race/Ethnicity	
American Indian or Alaska Native	51
Asian	72
Black or African American	342
Native Hawaiian or Other Pacific Islander	14
White	6,969
Two or more races	196
Hispanic/Latino of any race	196

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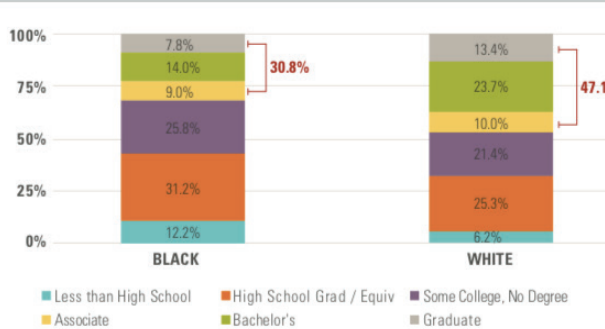
# HUMAN RESOURCES (CONT.)

## WHAT RESEARCH REVEALS:

### TEACHER PREP PROGRAMS, COLLEGE READINESS, & DEGREE ATTAINMENT

Black v. White Degree Attainment and College Readiness (US)

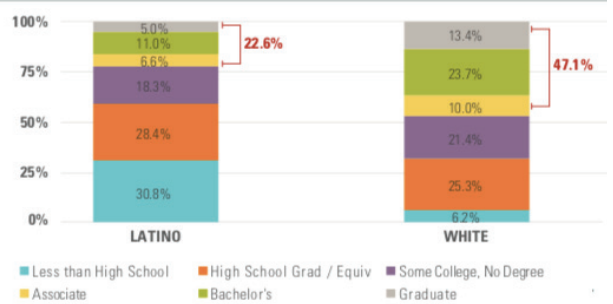
FIGURE 1 DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

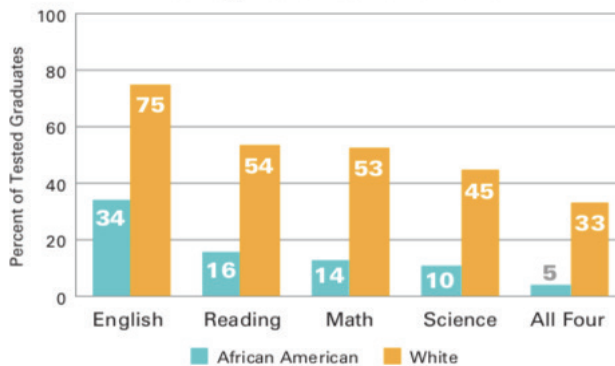
Latino v. White Degree Attainment and College Readiness (U.S.) (2016)

FIGURE 1 DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS, 2016

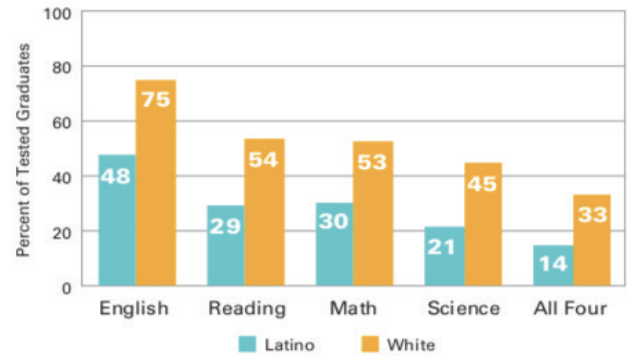


Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

Percent of 2013 Graduates Meeting College-Readiness Benchmarks



Percent of 2013 Graduates Meeting College-Readiness Benchmarks



## WHAT RESEARCH REVEALS: RETAINING TEACHERS OF COLOR

TEACH PLUS - MULTISTATE FOCUS GROUPS RESEARCH (2019)

### Proposed Solutions:

- Create culturally affirming school environments
- Affirm teachers' humanity and racial identity
- Empower and invest in teachers
- Build a schoolwide family
- Have a district priority related to retaining teachers of color

### Proposed Recommendations:

- Value teachers of color by providing loan forgiveness, service scholarships, loan repayment incentives, and relocation incentives for teachers coming into the field
- Collect and disaggregate data (by race/ethnicity) on teacher recruitment, hiring, and retention
- Invest in the recruitment, preparation, and development of strong, diverse leaders committed to positive working conditions for a diverse workforce
- Empower teachers of color by ensuring curriculum, learning environments, and work environments are inclusive and respectful of all racial and ethnic groups

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## TEACH PLUS - STATE OF ILLINOIS RESEARCH (2019)

### Findings:

- Teachers of color report a need for specialized supports that take into account their social-emotional well-being as they take on the “invisible tax” that most White teachers never experience
- Teachers of color report needing equitable access to leadership opportunities and upward mobility in the school systems they serve
- Teachers of color need adequate compensation that accounts for historical and ongoing racial wealth gaps and the additional unpaid work that teachers of color often perform in their schools
- Teachers of color report a need for identity-based literacy in the workplace to reduce the extra “invisible tax” placed on teachers of color, and to improve working conditions for faculty and staff of color and the learning conditions for students of color

### Proposed Recommendations:

- Implement districtwide mentorship programs, diversity dialogues, and affinity groups that support teachers of color
- Create pathways to leadership for teachers of color by providing leadership stipends, in-house leadership programs, and ongoing bias and critical race theory training for school administrators
- Provide fair and equitable compensation to make teaching a sustainable career path for all teachers
- Implement requirements to improve identity-based literacy on behalf of teachers and students of color in K-12 institutions, teacher licensure programs, and the State Board of Education

## TEACH PLUS - STATE OF CALIFORNIA RESEARCH (2019)

### Findings:

- Teachers of color report feeling isolated and undervalued
- Teachers at all experience levels report the desire for more appropriate and effective support
- Teachers overwhelmingly experience lackluster professional learning opportunities
- Teachers report feeling disconnected and unsupported by school leadership

### Proposed Recommendations:

- Implement equitable hiring and placement practices
- Invest in teacher residencies with strong mentorship
- Prioritize learning opportunities for relevant, research-based professional development
- Improve organizational conditions by providing ongoing bias and critical race theory training for school administrators and create more pathways to leadership

## OTHER CONSIDERATIONS/TOOLKIT (CAMP, 2019):

- Consider why a teacher of color would want to work in your district/school?
- Consider why a teacher of color would want to remain in your district/school?
- How does your district/school engage in targeted recruitment and outreach?

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# HUMAN RESOURCES (CONT.)

## OTHER CONSIDERATIONS/TOOLKIT (CAMP, 2019) (CONTINUED):

- Has your district/school explored creative ways to offer financial incentives to teachers of color?
- Consider what workplace supports are in place to support teachers of color?
- Has your district/school considered making hiring decisions earlier in the year?
- What hiring techniques are used to appeal to a younger demographic group?
- What amenities and services are near your district/school that will provide ethnic and cultural familiarity for teachers of color?
- How does your district/school support teachers of color who may feel isolated?
- Are teachers of color regularly placed in lower performing or underserved schools with heavier workloads and challenging teaching conditions?
- Are Latinx teachers regularly asked to translate for peers and serve as cultural navigators?
- What structures are in place to ensure teachers of color are not overlooked for advancement opportunities?
- Consider providing opportunities for teachers of color to interact with colleagues of color throughout the state/country?

## OVERARCHING GOAL:

During the 2020-2021 academic year and beyond, school districts will focus on diversifying the teacher workforce by recruiting students and paraprofessionals into the teaching profession and retaining teachers of color.

---

### STRATEGY #1:

We currently do:

### GROW YOUR OWN INITIATIVES



Next Steps:

Accountability Partner(s):

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We currently do:

**STRATEGY #2:  
PARA PATHWAYS/ALTERNATIVE  
CERTIFICATION PROGRAM PARTNERSHIPS**

Next Steps:



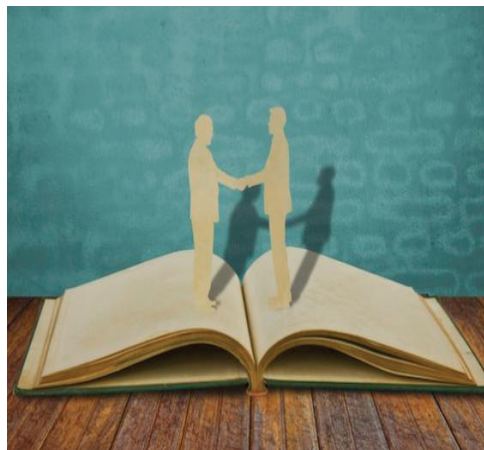
Accountability Partner(s):

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We currently do:

**STRATEGY #3:  
EDUCATOR PREPARATION  
PROGRAM (EPP) PARTNERSHIPS**

Next Steps:



Accountability Partner(s):

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# HUMAN RESOURCES (CONT.)

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We currently do:

## STRATEGY #4: RETAIN TEACHERS OF COLOR



Next Steps:

Accountability Partner(s):

We currently do:

## STRATEGY #5: HIDDEN (GEMS) & INSIGHTS TO RETENTION; BRINGING HUMANITY TO THE FOREFRONT



Next Steps:

Accountability Partner(s):

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# SOCIAL-EMOTIONAL WELL-BEING

Our intent is to provide participants with current relevant research, best practices, and resources they can use to spearhead initiatives in their schools, districts, and communities.

Resources: Kansas Department of Education, Missouri Department of Education, Illinois Department of Education, Collaborative For Academic, Social, & Emotional Learning (CASEL), The Missouri Model for Trauma-Informed Schools, & What Works Clearing House.

## GOALS OF SEL LEARNING

**GOAL 1:** Develop self-awareness and self-management skills to achieve school and life success.

**Why this goal is important:** Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

**GOAL 2:** Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**Why this goal is important:** Building and maintaining positive relationships with others is central to success in school and life and requires the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

**GOAL 3:** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

**Why this goal is important:** Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

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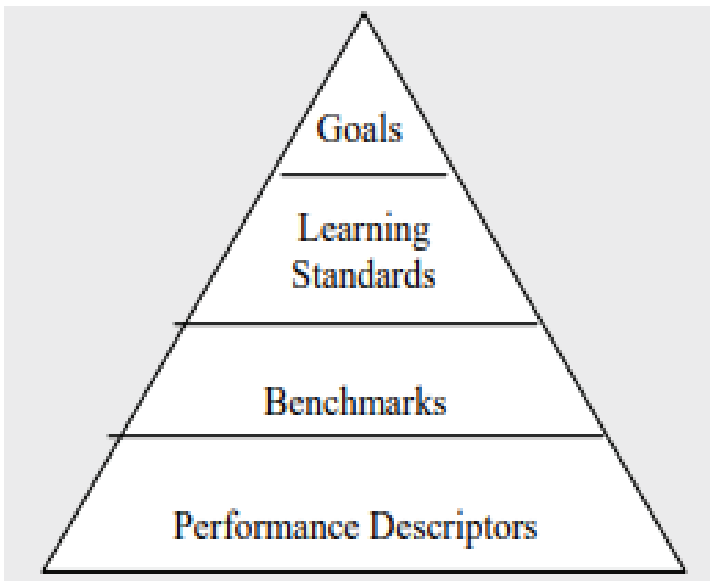
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## INTRODUCTION: DESIGN FOR SOCIAL AND EMOTIONAL LEARNING STANDARDS



Social and emotional learning (SEL) is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success. There is a strong research base indicating that these SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance.

The SEL goals, standards, and benchmarks were initially developed by a broadly representative group of teachers, school administrators, student support staff, human services professionals, and parents with expertise in child development and learning, curriculum design, and instruction. After the standards were written, public comment and feedback provided the writing team with information used in revising the standards before adoption by the ISBE.



Scan the QR Code to the left with your phone to go directly to the Social-Emotional Health and Well-being site. Or, type in the url: <https://gaen.us/socialemotional-health-and-wellbeing>

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# SOCIAL-EMOTIONAL WELL-BEING (CONT.)

## THE SEL STANDARDS FRAMEWORK

**The SEL Standards Framework Goals:** The three SEL goals are broad statements that organize the knowledge and skills that comprise SEL content. Each goal has an explanation of why it is important.

**Learning Standards:** The ten SEL learning standards are specific statements of the knowledge and skills within a goal that students should know and be able to do. Taken together, the standards define the learning needed to achieve the goals, but each is general enough to apply to learning across the entire range of grade-level clusters. Standards are broader learning targets used to align curriculum, instruction, and assessment.

**Benchmarks:** The benchmarks are learning targets that are more specific than standards. They specify developmentally appropriate SEL knowledge and skills for each standard at one of five grade-level clusters: early elementary (grades K-3), late elementary (grades 4-5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). The benchmarks are not designed to be all inclusive; instead they highlight important, representative features of each standard that instruction should emphasize at each grade-cluster. Benchmarks increase in developmental sophistication and become more rigorous from one grade-level cluster to the next. In addition, the SEL benchmarks lend themselves to being taught in integrated ways across the 10 standards within each grade-level cluster.

**Performance Descriptors:** The performance descriptors are the most specific learning targets that build upon the standards and benchmarks. They will be designed to help educators select and design curricula, classroom activities and instruction, and performance-based and other assessments aligned with the standards. Descriptors are also helpful in mapping curriculum or validating what a school or district has already developed and implemented. Performance descriptors offer a representative, rather than exhaustive, list of learning targets that provide greater detail of the specific SEL knowledge, reasoning, and skills highlighted in the standards.

## CRITERIA FOR SEL STANDARDS

The standards and benchmarks were expected to meet the following criteria:

- Be clear and meaningful to educators, students, parents, and the community
- Include an appropriate combination of knowledge and skills
- Be specific enough to convey what students should learn, but broad enough to allow for a variety of approaches to teaching and aligning curriculum
- Be specific enough to allow for classroom assessments to measure student progress

**Social Emotional Learning Performance Descriptors**

**1A** Identify and manage one's emotions and behavior.

Stage A	Stage B	Stage C		
<ol style="list-style-type: none"> <li>Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.</li> <li>Name the emotions felt by characters in stories.</li> <li>Identify ways to calm yourself.</li> <li>Describe a time you felt the same way a story character felt.</li> <li>Discuss classroom and school rules.</li> <li>Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.</li> </ol>	<ol style="list-style-type: none"> <li>Describe how various situations make you feel.</li> <li>Describe your physical responses to strong emotions.</li> <li>Recognize that feelings change throughout the day.</li> <li>Demonstrate patience in a variety of situations.</li> <li>Demonstrate a range of emotions through facial expressions and body language.</li> <li>Practice self talk to calm yourself.</li> </ol>	<ol style="list-style-type: none"> <li>Identify a range of emotions you have experienced.</li> <li>Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).</li> <li>Recognize mood changes and factors that contribute to them.</li> <li>Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).</li> <li>Distinguish among intensity levels of an emotion.</li> <li>Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</li> <li>Practice deep breathing to calm yourself.</li> </ol>		
Stage D	Stage E	Stage F		
<ol style="list-style-type: none"> <li>List positive strategies for handling conflict.</li> <li>Explain why characters in stories felt as they did.</li> <li>Distinguish among emotions you might feel in various situations.</li> <li>Use "I-statements" to express various emotions.</li> <li>Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).</li> <li>Demonstrate an awareness of how your behavior affects others.</li> <li>Practice different strategies for handling upsetting situations.</li> </ol>	<ol style="list-style-type: none"> <li>Describe the physical responses common to a range of emotions.</li> <li>Describe emotions associated with personal experiences.</li> <li>Practice expressing positive feelings about others.</li> <li>Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).</li> <li>Demonstrate emotions in various contexts in role-plays.</li> <li>Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</li> </ol>	<ol style="list-style-type: none"> <li>Identify factors that cause stress both positive and negative.</li> <li>Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</li> <li>Recognize emotional reactions to stress.</li> <li>Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).</li> <li>Reflect on the possible consequences before expressing an emotion.</li> <li>Use "I-statements" to describe how you feel, why you feel that way, and what you might like to change.</li> <li>Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)

On the Summit 2022 website (link at bottom of page), the Social-Emotional Learning team has provided detailed documents to help understand and implement SEL standards in your classroom, school, or district. These performance descriptors (example left) cover all 3 SEL goals on the adjacent page and are outlined for grades 1-12.



Scan the QR Code above with your phone to go directly to the Social-Emotional Health and Well-being site.  
Or, type in the url: <https://gaen.us/social-emotional-health-and-wellbeing>

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# CLOSING & THANKS

## THANK YOU TO OUR PANELISTS, MODERATOR, AND FACILITATORS

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Lonnie Frazier; Student at Howard University & graduate of Kansas City, Kansas Public Schools

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Dr. Karen Hall; Assistant Professor at St. Louis University

Randy Lopez; President of the Board of Education at Kansas City, Kansas Public Schools

Dr. Michael Maclin; Director of Equity at Special School District

Dr. Greg Mosier; President at Kansas City Kansas Community College

Dr. Andy Schuerman; Coordinator of Educational Programs at Park Hill School District

Janet Waugh; Kansas School Board of Education

Dr. Lateshia Woodley; Assistant Superintendent at Kansas City Public Schools

### MODERATOR

Zik Nwanganga; Talk Show Host and Founder FiredUp KC

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#### HUMAN RESOURCES

Jorge Fuller; Human Resources at Kansas City Public Schools

#### SOCIAL-EMOTIONAL HEALTH AND WELL-BEING

Dr. Lateshia Woodley; Assistant Superintendent at Kansas City Public Schools

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