ATTACHMENT 1

Evison Capstone Paper

An Evaluation of the Impact of Diversity, Equity and Inclusion Professional Development for
Teachers
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Executive Summary

The Southern Area School District continually sees disparity in academic and discipline data for students of color when compared with their white peers. Students of color are repeatedly disciplined for subjective reasons such as 'being disrespectful'. The district identified the need to develop teacher understanding of intercultural communication and culturally relevant pedagogy. Therefore, the district designed and implemented a yearlong professional development program aimed at increasing teacher knowledge and efficacy with the ultimate goals of addressing disparities in academic data and discipline data for students of color. In exploring issues of disparities, the district has identified a need to change teacher knowledge and behavior in order to move toward tackling issues of disparity.

This impact evaluation focuses on the impact of the PD on teacher knowledge and practices. Using a framework grounded in critical race theory, culturally relevant pedagogy, and theories on effective professional development, this study was designed to assess the effect of the professional development by answering two key questions:
 Does the professional development program increase teacher self-efficacy in the areas of culturally sustaining pedagogy and inter-cultural communication?
Is the professional development program effective in meeting its goals of increasing knowledge and awareness of racial issues in its teachers?

Teachers completed surveys before and after the professional development program. These surveys were designed to assess their self-efficacy in the areas of intercultural communication and culturally relevant pedagogy, and determine whether there was a significant increase in that efficacy when pre and post scores on the survey are compared. Based on analyzing survey responses, I find that overall the professional development program was successful in increasing teacher self-efficacy in culturally sustaining pedagogy but had minimal effect on their efficacy in the area of intercultural communication. I then conducted a content analysis of PD module content for alignment with the individual questions, to determine whether the content covered, time given to each concept, and emphasis or lack of emphasis on areas within the questions could explain the outcome of the surveys. The modules focused significantly on the area of culturally sustaining pedagogy and spent far less time on intercultural communication.
Based on the analysis of the modules, along with the data from the survey, there are three key recommendations that come from this evaluation.
Analyze the intent of the professional development program
Explore the effect of the professional development on students
Expand the pilot program

In exploring the issues around teacher education in areas of critical race theory, cultural competence and inter cultural communication, this capstone seeks to support the district in designing their next steps in this critical work. By providing clear data on the effectiveness of the professional development program, the district will have the ability to determine whether the program is successful and what modifications will be needed for future cohorts.

Introduction

Studies show that in many school districts, the teacher population is approximately 84% white, while across the nation, around 51% of our students are students of color (Albert Shanker Institute, 2015). Various attempts have been made to improve recruitment efforts toward educators of color, but these efforts have largely yielded limited results (Thomas, 2018). Therefore, to support our students of color, districts and schools must look to how to educate predominantly white staff to create a climate in the classroom where all cultures are celebrated and where every student feels safe, valued, and respected.

Students of color often lack experiences in classrooms that reflect their identity. They are often centralized in schools that have the least experienced educators and receive less funding. National data shows students of color are more regularly disciplined and likely to face suspension and expulsion than their white peers. Their academic achievement also lags far behind their white peers (Riddle, 2018; Gopalan, 2019). To address this disparity, we must focus on the teachers who work with these students on a daily basis. Research finds that students of color benefit when teachers use culturally relevant pedagogy to ensure that a student's culture is part of their experience and woven into the fabric of the classroom (Gloria Ladson-Billings, 1995). When students are educated in environments where their culture is valued, validated, and integrated into their learning experiences, students are able to access opportunities open to them. Ladson-Billings describes how students are marginalized and deprived of opportunities to express themselves, grow and thrive when their cultures are absent from their educational experiences.

In response to contemporary research regarding role of race, socio-economics and socio-cultural needs of marginalized students in public education, Southern Area School District seeks to better understand issues on a district wide scale and is prepared to allocate resources to do so. In particular, they have identified concerns with the disparity in teachers of color representation when compared to the representation within the student population. National events and publicity around racial disparities have also featured in their discussions and there is a sense that 'now is the time'. The district has already begun by revamping their professional development plan as they believe their first challenge is the fact that they do not have a diverse workforce. Since they have been unable to recruit a more diverse staff, they feel they can at least improve the cultural competence of the staff they have so that the challenges for students of color can be mitigated by having more understanding and well-educated adults around them.

School districts often conduct a wide range of short sessions throughout the year on various topics. There is often little follow through after those sessions, and no tracking of implementation of learning within the classrooms.

In this capstone, I am partnering with Southern Area School District to explore how to evaluate the effectiveness of a professional development program in changing teacher perceptions around issues of culture and race within the school setting. Using data from surveys conducted before and after the district trainings, I will analyze whether changes in

knowledge gained through the professional development program lead to changes in teacher feelings of efficacy in inter-cultural communication and the delivery of culturally sustaining pedagogy.

I will also explore the issues around teacher efficacy in delivering culturally sustaining pedagogy and the effectiveness of professional development to address those issues and improve teacher practice. The goal of this capstone is to support the organization in determining whether the professional development model is effective in deepening knowledge and thereby changing perceptions and how the program could be used in the future to reach wider audiences and establish a system for change within the district.

Organizational Context

This school district is a public district located in a middle-class suburb in North Carolina, and has demonstrated high student achievement on a consistent basis. This district has 7 schools (3 elementary – grades P-3, 2 intermediate – grades 4-6, 1 middle – grades 7-8, and 1 high school – grades 9-12). The district also has one alternative education facility for students in 9-12th grade that falls under the general operations of the high school. This district serves approximately 6,000 students, with a workforce of approximately 375 certified teachers. The student population is approximately 66.6% Caucasian, 15.4% Black, 10.6% Hispanic/Latin (x), 1.9% Asian, and 4.8% Multi-racial. State test scores are high when compared to the state averages, and the community feels pride in the district for its achievements as measured through the annual community satisfaction survey. The district is well resourced, and has made significant investment in technology.

There are 372 instructional staff in the district and the vast majority of those are Caucasian. There is little diversity among staff and they are not representative of the student demographics. The school board is proud of the academic achievements of the district and generally see the district as progressive and innovative.

Senior leadership within the district have recognized the need to focus on diversity, equity and inclusion as a major focus of their mission in the upcoming years. As such, they hired a consultant in 2018 to analyze their current data with respect to gaps in achievement and discipline between various subgroups of the student population. The analysis that demonstrated that students of color were far more likely to receive discipline referrals and consequences than their white classmates. Similarly, the achievement of students of color and their representation in higher level academic courses was disparate when compared with white peers.

The wider community of the district has generally reported feeling satisfied with the district on annual surveys and comments at board meetings, and there have been no direct concerns raised from that community regarding racial disparity. The district feels that it needs to begin with strong teacher behavior changes, before widening their work to the broader community.

Area of Inquiry

School district leaders are aware that there is a significant history of racial disparity within public education and that concerns exist regarding the discipline and achievement of minority students. In response to both national research and the analysis done by the consultant,
the district developed professional development for both district administrators and teachers that would promote equitable educational policies and practices, train district employees on how to meet the unique socio-cultural needs of all students, and hopefully result in the reduction of disparities in district data (discipline and academic) between racial and ethnic groups.
In 2015, the district did not have any formal DEI initiatives. Rather they sought outside resources to come in and provide DEI training once a year for each individual school.
At the time, the trainings were typically 2-3 hours long (at each school site), with staff from each school being trained in "silos" (that is, staff from one school did not join staff from another school in the training). At the time, DEI training in this school district was akin to a "one and done" approach. However, in response to direct feedback from training participants and in alignment with education research, the district sought to develop a consistent, targeted approach to DEI training. This work was further highlighted by the hiring of a full time Director of DEI who was hired with the primary goal of developing the program of professional development.

The 70 participants in the professional development program were K-12 teachers who were part of an initial pilot program. Thirty-five participants completed the pilot as part of the districts Teacher Leader Academy. This group were senior teachers who had been identified by their principals for this year long professional development activity. Sessions for those teachers were conducted during the day, with teachers given release time to attend. The other 35 participants were part of the Diversity Task Force. This was a group of volunteer teachers set up to work with the district on issues around diversity, equity and inclusion within the district. They attended the professional development every other month, in the evenings and were not compensated.   Participants were volunteers initially to ensure that the pilot can be tested with staff who are willing to do the work and who are committed to the change. This allows the district to effectively assess the results of the professional development without participant negativity about being involved clouding the data.

The district hopes to expand the scope to include more staff, and gradually entire district over the next couple of years. The district is currently exploring whether the local university would be willing to consider adopting the program to provide credits, which would assist staff in moving forward to their Level II instructional certification.

For this capstone project, I am partnering with the district to analyze educator survey data to understand whether PD participants feel better prepared and equipped to engage students of color and other marginalized identities in culturally relevant pedagogy

(participant self-efficacy) and whether they feel they are actually developing the intercultural communication skills being taught in the training. Based on the findings, the district is also seeking to understand potential next steps and how the program can be improved, expanded, or replicated with other groups. There is also interest in understanding whether the tools and techniques used to explore race issues can also be beneficial in supporting professional development in other areas.

Literature Review

A great deal of literature discusses intercultural communication and culturally responsive pedagogy. This literature review will explore research related to culturally relevant or sustaining pedagogy focusing on how those concepts have been defined and the impact on students when they do not receive instruction from teachers versed in that pedagogy. This is a critical aspect of the capstone since one of the district's long-term goals is to ensure all staff is using culturally responsive pedagogy in the classroom.

As this capstone project is focused around evaluating professional development, the second part of the review will review research in the area of professional development and explore what has been shown to be effective. By first exploring the theories around the content of the professional development, and then exploring the research on the implementation of professional development, I will be able to analyze the program within the context of best practices in both areas.

Culturally Relevant Pedagogy

Research suggests that teachers who learn how to communicate across cultural barriers, and learn to navigate diverse, culturally specific linguistic traditions are more effective leaders in a culturally pluralistic classroom. This culturally pluralistic classroom is the type of classroom environment Paris (2012) calls for in his conceptualization of culturally sustaining pedagogy. "This climate, and the policies and teaching practices resulting from it, has the quite explicit goal of creating a monocultural and monolingual society based on White, middle-class norms of language and cultural being. Such a climate has created the need for equally explicit resistances that embrace cultural pluralism and cultural equality" (p. 95). Within school systems, we have focused since the inception of formal education on a selection of norms that at best negate the culture of anyone other than the white, male, middle class majority, and at worst continue to teach cultural norms that overtly and subversively keep those of the non-dominant culture without any representation.

Establishing the need for a focus on cultural equity and pluralism has been repeated with multiple researchers. However, the focus on how to make those transformations must take account of learning theory and how we can meaningfully engage adults in change.

Mezirow (1991) describes adults as having acquired a range of experiences and 'frames' through which they see the world. Any learning that takes place is automatically viewed through those frames and colored by the experiences of the individual. By focusing

on critical reflection on our assumptions and how our frames are constructed, Mezirow argues that we can then establish new points of view or transform existing points of view. This notion of transformation is particularly relevant and critical for this study when combined with critical race theory.

If our culture is one of white supremacy and focused on the norms of white culture, then the teachers will naturally bring to the professional development preconceived ideas. For any professional development to be effective in developing their capacity for culturally relevant pedagogy, it must not only acknowledge the established narratives that place white experience at the center, but also develop skills and abilities to reflect on their personal assumptions and disrupt those. Making new assumptions, and creating new frames and narratives will be critical in the success of the professional development. Paired with Ladson-Billings work, the focus of Mezirow on adult learning, and Bell on critical race theory, the professional development program can be reviewed in a comprehensive way, and data analyzed using this literature as the basis for determining success.

Quality Professional Development

Critical to this study is the notion of effective professional development. The program not only needs to be viewed through the lenses of content, but also through the lens of effectiveness as professional development. In proposing a method of improving teacher professional development, Desimone (2009) suggests that there are critical components that should be evaluated. Those components are content focus, active learning, coherence, duration and collective participation. Focusing on a comprehensive review of the professional development structure and materials through the lens suggested here, there can then be an analysis of whether the professional development is effective in achieving its outcomes of changing teacher practice. By using Desimone's framework for studying teachers' professional development, this evaluation will explore the critical aspects of the professional development.

"This model allows testing both a theory of teacher change (e.g. that professional development alters teacher knowledge, beliefs or practice) and a theory of instruction (e.g. that changed practice influences student achievement), both of which are necessary to complete our understanding of how professional development works." (Wayne et al., 2008).

In using Desimone's Core Conceptual Framework, there are critical elements of professional development that must be explored. The duration and collective participation aspects are particularly relevant to the professional development undertaken by the district. Similarly, the Teaching Commission (2004) report *Teaching at Risk: A Call to Action* emphasizes alignment and collaboration as critical:

"Professional development should be aligned with state and district goals and standards for student learning . . . and should also involve opportunities for collaboration so that teachers can learn from each other. (Teaching Commision (2004)"

This clearly supports Desimone's framework and focuses on the need for careful consideration of all aspects of the content and structure of the professional development. Another critical area in considering professional development is how meaningful it is to participants and whether they are able to see how the professional development changes behaviors and practices. Guskey (2000) argues that professional development evaluations should include five critical areas – participant reaction, participant learning, organization support and change, participant use of new knowledge, and student learning outcomes. By asking questions such as whether participants felt the content made sense, was applicable to them, and whether they will use the professional development, we are likely following a fairly typical evaluation model. However, when adding in questions around whether the professional development changed organizational culture or climate, and what was the impact on students, we widen the evaluation and therefore acknowledge what should be the true goals of professional development. Ultimately in order to achieve social justice, we need to see clear changes in culture so that aspect is critical to the evaluation process. He also acknowledges that professional development occurs not in a clinical setting so scientific 'proof' may be challenging, but there are significant sources of evidence which should be considered carefully. He argues over the years in education, professional developers have not done a good job of evaluating the effect and that this needs to be improved if we are to truly impact organizations.

Professional development can take time to show successes and any evaluation of PD needs to take account of knowledge acquisition, improvement in skills, changes in behavior, and achievement of goals. In order to be deemed effective, professional development must have specific impact on improving programs or outcomes, and the measures used to evaluate must tie the professional development directly to those outcomes. (Kuttman, Sherman, Tibbets, Condelli, 1997)

In exploring the literature as it relates to the problem of practice at the school district, there are several emerging themes that are critical in both understanding the problem and the solutions. The most striking thing is the pairing of content with structure. The organization has in the past focused on the content to be shared. By working with them to look at not only increasing the quality of the content, but also applying the research as it relates to effective professional development, they will be positioned to take the next steps. Once there is understanding of the best practices in professional development,

Conceptual Framework

This case study will focus on analysis of the program using three theoretical frameworks; critical race theory, transformational learning theory, and culturally relevant/sustaining pedagogy.

Critical race theory focuses on the fact that racism is engrained within society and culture and that institutional racism exists. The power structures within society and institutions are based on white privilege and white supremacy, which continues to marginalize people of

color. It also examines the power of story telling, and how narratives can contribute to further marginalization. Critical race theory has its roots in the study of law and was developed to explore criticism of the experiences of people of color within the legal system. Derrick Bell (1995), an influential voice in critical race theory (CRT), defined CRT as "a body of legal scholarship . . . a majority of whose members are both existentially people of color and ideologically committed to the struggle against racism, particularly as institutionalized in and by law" (p.888). CRT explores the failure of the system to ensure social justice. The theory also focuses on bringing race to the center. Ladson-Billings argued that racism is a 'permanent fixture' (p.11) and by brining it to the center of the discussion, we do not need to keep explaining that racism exists. It also firmly moves away from notions of colorblindness or normalizing the dominant white experience.

CRT has a prominent place in education and will be essential in this case study to understand and analyze the perspective of teachers.   "Critical race theory sees the official school curriculum as a culturally specific artifact designed to maintain a White supremacist master script." (Ladson-Billings, 1998). As Ladson-Billings explores in her work, when the school system is deliberately designed to focus on one particular cultural relevance, then the success of students of color is compromised. The teachers in these structures are inherently working within a biased system, and are also taking on those biases in their own work. They perpetuate the white narrative and continue to reinforce the idea of supremacy through their teaching, selection of materials, actions, discipline practices and continued marginalization of students of color.

Barrett, McEachin, Mills and Valant's new Louisiana study draws on statewide student-level data from 2000 to 2013.[7] Much of what they find corroborates existing empirical work, with the same caveats in interpretation: black students are more likely to be suspended, even conditional on eligibility for free or reduced-price lunch.

Transformational learning theory, based on the work of Mezirow (1997) focuses particularly on adult learners, and how their reflections and frames of reference can fundamentally impact the change process. Learning involves changes to perceptions and schemes. Transformational learning theory explores the capability of adult learners to reflect and refine or transform schemes or perspectives. In this study, the focus of the district is grounded in the theory that adults can learn through professional development to refine their understanding of equity issues and therefore their behavior will change based on this transformation through professional development.

Culturally relevant pedagogy explores the need for teachers to ensure that learners are able to question established narratives and criticize biased instruction, with the ultimate goal of examining for inequities. The focus is on changing teaching approaches to one that values individual learners who question and challenge with a focus on social justice.

Each of these theories is important to this evaluation. The evaluation seeks to establish whether there is a change in teacher self-efficacy, and therefore exploring both the content and the method of delivery will be essential.

Research Questions

For the purpose of this project, I will collect and analyze data to address the following questions:

1. Does the professional development program increase teacher self-efficacy in the areas of culturally sustaining pedagogy and inter-cultural communication?
2. Is the professional development program effective in meeting its goals of increasing knowledge and awareness of racial issues in its teachers?

The district is committed to both ensuring quality content in professional development, and ensuring that content is delivered in a format that demonstrates best practices. By answering these research questions, the district can determine whether their pilot program is designed so that the content is rigorous, relevant, and increases teacher knowledge and understanding. This knowledge will then be used by the district to determine whether to expand the pilot or make changes to content or structure.

Existing data will be analyzed and reviewed through the lenses of critical race theory, transformation theory, and culturally relevant pedagogy. Results will be presented to the organization with a series of recommendations for expanding and enhancing their work in professional development with a DEI focus

Study Design

Originally, the design for data collection was initially to seek participant perceptions of the training through interviews and observations of classroom practice. However, the ability to collect data from staff for this Capstone was significantly impacted by the COVID-19 pandemic. Given the burden on teachers in teaching in new ways as a result of school closures do to the pandemic, the district felt that it was not a good time to ask more of teachers. They would not permit interviews or observations. Additionally, travel was severely limited due to the pandemic so observations would not have been possible even if they had been permitted. Therefore, the revised data collection plan included surveys taken before and after the professional development program, and a document analysis of the content of each module to compare to the questions on the survey.

Data Collection

The goal of this Capstone study was to evaluate the effectiveness of the professional development program by analyzing existing survey data from district selected tools that were completed by the district prior to the start of this Capstone. Since the overarching goal of the professional development was to change teacher perception in the areas of intra-cultural communication and culturally responsive practices, the district Diversity, Equity and Inclusion Coordinator selected two surveys assessing teacher knowledge, perceptions, and practices in these areas. He conducted research and a review of literature on survey

measures to assess teacher intercultural communication skills and culturally sustaining pedagogy. After completing this review, he selected two instruments, The Intercultural Communication Competency Survey (ICC) and the Culturally Responsive Teaching Self-Efficacy Scale (CTRSE).

The Intercultural Communication Competency Survey (ICCS) is made up of 10 questions assessing how the respondent communicates within and across cultures. The instrument was created by Arasaratnam (2009) to measure a participant's self-rated competence in several key areas, such as whether they have friends only from their own culture, or feel more comfortable with people of their own culture. It also explores how participants rate their ability to differentiate between similar cultures and whether they seek opportunities to interact with those from other cultures. After reviewing research in the area of intercultural communication, Arasaratnam focused on the theory that if an individual is successful in one intercultural exchange, then they probably possessed characteristics that enabled them to be successful in different exchanges with different cultures. The instrument's goal was to establish what traits or skills these individuals possessed that enabled them to be culturally effective communicators. The initial tool was tested on Australian undergraduate and graduate students to review validity. The instrument asks participants to rate themselves on a Likert scale from Strongly Agree to Strongly Disagree regarding whether they have experiences of working with other cultures, what their comfort level is outside their own culture, and whether they have friends of different cultures. The creator of the survey describes it as focusing in on behavior, and "designed to evaluate a person's ability to engage in behaviours that are associated with intercultural as well as interpersonal competence, such as intentionally seeking interactions with people from other cultures" (Arasaratnam, 2009).

The second survey instrument chosen by the district was the Culturally Responsive Teaching Self-Efficacy scale (CRTSE), which asks teachers to rate themselves in various aspects of culturally sustaining teaching. Developed by Siwatu (2007), the 40 question survey focuses on teacher perceptions of their ability to identify how school culture differs from student home culture, and their comfort in designing a classroom environment and instructional materials that reflect a variety of cultures. It was included by the district because a critical aspect of implementing culturally sustaining teaching is first ensuring teachers attitudes and dispositions are allowing them to move forward with the implementation. The Diversity and Equity Coordinator felt it was an important piece of understanding where teachers felt they were in terms of culturally responsive teaching before beginning the professional development program.

In my initial discussion with the district, they had planned to administer both surveys as written. However, upon receipt of the data, I discovered that they had amended their plan, using only 8 of the 40 questions in the CRTSE and adding several questions of their own. These changes were made by the Diversity and Equity Coordinator to focus on only those survey questions that specifically tied to elements of theory of Culturally Sustaining Pedagogy as defined through his research. His goal was that the survey accurately

reflect the areas being covered in his planned professional development modules and to exclude those questions that covered areas that would not be taught during this pilot program. The surveys were administered in an online form to 45 participants prior to the beginning of the professional development program and again at the end of the program. The professional development program began in September and concluded in May, so time between pre and post survey responses was eight months.

Of the 70 participants in the professional development program, only 56 completed the ICC pre-survey, while 49 completed the ICC post-survey. Sixty two participants completed the CTRSE pre-survey while 56 completed the CTRSE post-survey. The responses were matched, resulting in 34 participants who had responded to both the pre- and post-surveys on both instruments.

In addition to collection the data from the pre and post surveys, I also gathered content materials from the professional development, which consisted of four modules on Race, Racial Identity and Data; Unique Needs of Marginalized Groups; Culturally Relevant/Sustaining Pedagogy and Poverty.

Data Analysis

The use of the surveys as a data set for analysis allowed me to answer the question of whether the professional development had a direct impact on teacher perceptions of their understanding of intercultural communication and their ability to implement culturally responsive pedagogy. The questions on the survey specifically ask questions that reflect the teachers' level of comfort or ability in areas of communicating with those of other cultures and in creating classrooms that are culturally responsive and supportive to all students. By analyzing the survey responses given before and after the professional development, I will be able to answer the question of whether there is clear evidence that the professional development program increased teacher self-efficacy in the area of intercultural communication and culturally responsive pedagogy.

Since the district changed the administration of the surveys and the number of questions, adjustments were made to the data analysis plan for this capstone. I focused my analysis on the items from the ICC and CTRSE because those were both given as pre and post measures and would therefore yield a more reliable analysis specifically tied to the professional development.

Once I received the pre and post survey data for the ICC and the CTRSE, I matched the pre and post for each survey, eliminating those participants that had only completed pre or post on that particular survey. Once I had matched pairs for each survey, I calculated the mean score on each question, and total mean score. This was done for each pre and each post survey. Then I analyzed whether teacher knowledge and perceptions captured by the surveys were significantly different before and after the program using a Wilcoxon Signed-Rank Test using SPSS software. A Wilcoxon Signed-Rank Test is designed for matched pairs and is a nonparametric analysis designed to analyze differences between two samples, in this

case the pre and post test data for each survey. Since the primary goal was to establish whether the professional development program made a difference in teacher efficacy in intercultural communication, and culturally responsive teaching, the Wilcoxon enabled a direct comparison of scores. Looking at the difference in the pre and post survey responses was key as the goal of the program was to change teacher perceptions of their ability in the areas of intercultural communication and culturally sustaining pedagogy .

I limited my analysis to overall mean score since there was a lack of diversity in the participants so my original goal of breaking down data by race and cultural background was not possible. Once the data was received, there were only one participant who identified as African American, and one who identified as Hispanic. This is not a surprising outcome since one of the main drivers behind the new program was the lack of representation of non-white cultural experiences and narratives among the staff. This profile mirrors the demographic data of the state of North Carolina, where the school is located and the area around the school district.

Next I conducted a qualitative analysis of the professional development materials. The goal was to understand the survey results in the context of the professional development provided in order to better analyze the results and inform recommendations for the district. For the document analysis, the PD modules were each reviewed and coded for alignment for the key concepts assess by the survey questions.   The key concepts from the surveys were used as the coding system, and I worked through each module looking for evidence that content relevant to that question was present in the modules. Key concepts I was looking for included areas where the modules directly reviewed critical race theory, and tied that review back to instructional strategies that teachers could use.

Literature shows that where a student's culture and identify is included and made central to the learning, marginalized students are more successful (Paris, 2012). Teachers should focus their teaching on understanding cultural backgrounds and holding a firm belief that all students are capable of success and achievement. (Ladson-Billings, 1995). By exploring the modules and matching with survey questions such as 'I can identify ways that the school culture is different from my students home culture' and 'I can effectively revise instructional material to include a better representation of cultural groups', I wanted to specifically examine what areas of the module were critical in changing teacher answers to those questions after completing the professional development program. Analyzing the content of the modules will be also used to unpack and better understand findings from the survey results. For example, if I see a change in certain areas compared to others on the pre and post tests, I will be able to refer to the modules for information on the extent to which that concept was or was not covered. The coding scheme for the document analysis drew on surveys most likely to be changed following the pD. For example, one question on the ICC was 'Most of my friends are from my own culture.' Since this is not something that can be immediately changed following professional development, it was omitted from the document analysis.

ICC Document Review

Survey Question	Analysis Questions for the PD content
I often find it difficult to differentiate between similar cultures (Ex. Asians, Europeans, Africans, etc.)	Is there evidence that multiples cultures were covered during the professional development program ?
I feel that people from other cultures have many valuable things to teach me	Is there evidence that the modules include positive examples of the influence of other cultures ?
I feel more comfortable with people from my own culture than with people from other cultures	Does the material covered focus on a range of other cultures and important aspects of each culture in order to establish familiarity and therefore promote more comfort?
I find it easier to categorize people based on their cultural identity than their personality	Are there sections of the professional development that review categorizing based on culture and address common cultural stereotypes?
I often notice similarities in personality between people who belong to a completely different culture	Does the training material include content on traits ascribed to individual cultures, either to affirm those or refute the stereotype?
I usually feel closer to people who are from my own culture because I can relate to them better	Does the content of modules share information regarding different cultures and their perceptions, struggles, and history to increase knowledge and empathy?

CTRSE Document Review

Survey Question	Analysis Question for PD review
I can identify ways that the school culture is different from my students' home culture	Are there elements within the modules that explore the predominant school culture in the US and compare with other cultures?
I can implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture	Is there evidence of explicit teaching of strategies to minimize culture mismatch?
I can develop a community of learners when my class consists of students from diverse backgrounds	Are there strategies within the professional development for developing diverse communities of learners in a classroom setting?
I can identify ways how students communicate at home may differ from the school norms	Is there evidence in the professional development of learning around communication and how different cultures see 'norms'?
I can teach students about their cultures' contribution to course content	Are there aspects of the modules that explore various cultures and contributions to areas likely to be covered in courses?
I can design a classroom environment using displays that reflect a variety of cultures	Is there evidence of learning about a variety of cultures within the modules?
I can effectively revise instructional material to include a better representation of cultural groups	Is there content within the modules that covers various cultural groups and representation within instructional contexts?

Each module was analyzed for evidence of the questions in the tables, and coded accordingly. The outcome was then reviewed against the pre and post test scores on the ICC and the pre and post test scores on the CTRSE to see if there was relationship between the items included in the module and increased scores. My analysis focused on answering determining if there was no evidence of an increased score of the survey measures, could that be explained by the lack of inclusion of that content in the module and vice versa.

Findings

This section will review the findings of the survey analysis and module review in establishing whether the professional development program increased teachers' perceptions of their self-efficacy in intercultural communication and culturally responsive teaching.

PD and Teacher Self-efficacy

If there is an increase in the mean score in the post intervention survey, then there is indication that the professional development met its goals in changing teacher perception and understanding of issues related to intercultural communication and culturally responsive teaching.

The Wilcoxon tests conducted on the pre and post survey means showed a clear difference in effectiveness between the items administered on the ICC and the items administered on the CTRSE. There was no statistically significant increase in the mean scores on the ICC between the pre and post response (p = .977). For the CTRSE however, there was a clear statistically significant increase in teacher perception following their participation in the pilot program with an increase in mean scores across questions (p = 0).

Table 1: Pre and Post data analysis for ICC and CRTSE mean scores

When analyzed for effect size using Cohens d, the effect for the ICC was -0.03 and for the CRSTE was 1.27. It can therefore be concluded that the professional development program had little to no impact on teacher efficacy as measured by the ICC, but that there is clear evidence that the professional development program had a significant impact on teacher perception on the CRSTE. Furthermore, effect size shows that we can attribute that change to the program provided to the participants.

There are four modules in total that were delivered as part of the professional development. When each module was analyzed and reviewed for content, it became clear that module content was not evenly balanced in terms of the material covered on the individual areas of intercultural communication and culturally responsive teaching. In fact, material related to intercultural communication was not introduced until the second half of module two. In a total of twelve hours of live sessions, only one and a half hours of content was directly and explicitly related to intercultural communication, meaning that around 12.5% of time was given to that area during the entire professional development process. While there were readings and reflections between sessions, the assignment of materials for those correlated module, assigned discussion time

	N	Mean	Std. Deviation	Minimum	Maximum
ICCPRE	34	3.1471	0.50045	2	4
ICCPOST	34	3.1324	0.48161	2	4
CRSEPRE	34	3.8824	0.37048	3	4.5
CRSEPOST	34	4.3676	0.39521	3.5	5

were directly to the content of each meaning that readings and prompts reflected the spent on each topic in the live session. In contrast, there were references to the need for culturally sustaining pedagogy throughout the program, and one module spent almost ninety percent of the time focused on this area.

Overall, there is clear evidence that the professional development program clearly increased teacher efficacy in the area of culturally responsive teaching as evidenced by the significant increase in mean scores from the pre and post CTRSE. Further, the analysis of the modules shows that the content is strong in concepts related to the items on the CTRSE and that there is significant bias in the materials toward culturally responsive teaching. Conversely, there is clear evidence that the professional development program did not increase teacher efficacy in intercultural communication, and this can be explained by the lack of direct instruction during the modules in that area and the limited amount of time given to issues around intercultural communication in the readings and discussion groups between sessions. Based on the review of the module content, the results of the surveys is therefore not surprising.

Recommendations

Analyze intent of professional development

Based on the results from the surveys, the district would benefit from analyzing their goals and intent with the program. If it is truly the desire to cover both intercultural communication and culturally responsive teaching in the same program, then there should be significant work done to revise modules to more equitably distribute time to the intercultural communication material. There is however, some degree of risk that by rebalancing the modules in this way, the efficacy of the culturally responsive teaching component may decrease as time is taken away. The district may also wish to separate the two areas into different programs run over a longer period of time so that the modules that have proven to be successful in the area of culturally responsive teaching can remain strong while the intercultural communication element is also strengthened. There are a couple of key issues with analyzing the intent of the professional development. Firstly, what are the goals of the program and exactly which aspects of culturally relevant pedagogy and intercultural communication does the district believe are important for their staff. In this area, the district would benefit from a full review of the modules to determine whether the content meets their needs and is matched to the original goal of the program. Perhaps the district should narrow its focus on the teaching and pedagogical aspect of the professional development to give the professional development a more targeted focus.

There is extensive research on the areas of intercultural communication and culturally responsive teaching, and both areas are extremely broad. The focus on a module review to narrow some of the scope and perhaps add a second year of the program to cover the other material would be beneficial in allowing focus and specific skill acquisition in each of these important areas.

If the district determines, after careful review that the content on the professional development is indeed what they had intended to cover, then perhaps the ICC survey is not the most appropriate data collection tool for establishing whether the PD has met the district

goals. If the material on the ICC is not intended to be covered in as much depth or given the focus assumed during this capstone, then the district may wish to eliminate this as a data collection tool and either find something more aligned with the module content, or use only the CTRSE.

Explore the effect of professional development on students

A key aspect of the districts initial desire to embark upon a series of professional development around these topics was a concern that students of color were being disproportionally disciplined and were achieving lower academic scores when compared with their white peers. This capstone seeks to answer the initial question of whether the program is effective in changing teacher perception. However, in order to have longer term meaning, the district will need to focus on how to take those changes in perception and leverage them into changes in teacher behavior, ultimately leading to positive change in student outcomes. A longitudinal study exploring whether the promising results in the professional development analysis will carry through to measurable effect in the classroom would be a strong next step for the district.

One area to explore is how the teacher evaluation system, or classroom walkthroughs can assist with gathering evidence on how teacher behaviors in the classroom change as a result of the professional development, and therefore whether there is evidence in the classroom that students are responding positively to those changes. A key area to explore would be the number of referrals for discipline or academic intervention from each classroom to determine whether teacher attitudes, particularly in more subjective discipline areas such as 'disrespect' or 'inappropriate behavior', have changed. If the disparity in discipline referrals decreases, then that data, coupled with classroom observations could indicate that the program is having an effect in changing behavior.

Expand the pilot program

Given the clear evidence for the pilot group, the district should also consider widening the participants to other staff members. Initial results are from volunteer participants or those already identified as strong and skilled teachers. In order to have wider impact, the district needs to explore how to engage those who perhaps are more reluctant, and therefore likely need the program even more than the pilot group. One of the basic foundations of critical race theory is that cultural differences are a significant impact on the ability of marginalized students to thrive and be successful (Ladson-Billings, 1995). Further more, it is demonstrated that lack of efficacy in understanding other cultures only makes the situation more challenging and less likely that students will succeed (Bourdieu, 2007). Given that the biggest factor in student success is the skill, attitudes, and beliefs of the teachers, then finding a way to reach those teachers who are struggling most with their own understanding of cultural competence and communication is essential. A pilot program showed that with staff that are engaged, the modules worked to improve their self-efficacy, so the next logical step

would be to determine whether that same effect can be produced for those who may struggle or be more reluctant to engage in the material.

Conclusion

The goal of this evaluation was to determine whether the district created professional development program was successful in increasing teacher knowledge and self-efficacy in the areas of intercultural communication and culturally responsive pedagogy. In clearly establishing that the district was effective in the area of culturally relevant pedagogy, there is a firm foundation for the continued growth and development within the district. It will be necessary moving forward to explore further the area of intercultural communication, but with detailed analysis, the district is in a strong position to move forward with the next phase of its plans.

 It should be noted that the sample size was 34 teachers, and so while the results were clear, there was not necessarily a large enough size. The demographics of the survey takers reflected the general teaching population with one notable exception. The years of teaching experience for 76% of the group was less than 10 years. This will become critical as the district moves forward in engaging further staff in the professional development process and looking at those causes will be important.

The professional development program for the district shows great promise and has the potential to impact student success if the program is expanded upon and the modules tailored to ensure clear and direct links with classroom practice. The premise of the work is that when teacher knowledge increases, there will be behavioral change which will directly impact student outcomes. The focus of all professional development should be clear and measurable improvement in the outcomes and experiences of students, and there is significant scope to develop and analyze the programs effectiveness in that area moving forward

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ATTACHMENT 2

Evison Capstone Presentation

Improving Teacher Cultural Competence through Professional Development
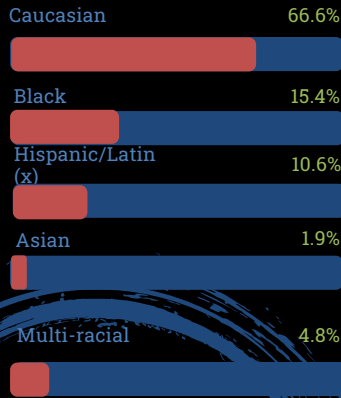
Kathleen Evison

BACKGROUND AND PROBLEM OF PRACTICE

Context

Student Demographics

Caucasian — 66.6%

Black — 15.4%

Hispanic/Latin (x) — 10.6%

Asian — 1.9%

Multi-racial — 4.8%

Context

- 6000 Students and 345 Staff
- Fairly Affluent area where families report being 'happy' with the district
- Well resourced especially with technology
- Academically successful when judged on state test scores

K – 12 SCHOOL DISTRICT

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01 — Change in Leadership

02 — Data Disparity

03 — New Strategic Plan

Prior Professional Development

- One-off single sessions
- Not universal
- No follow up action
- No evaluation of effectiveness

INTERVENTION USED

Goals for the Program

⊕ Develop Cultural competence and critical consciousness

⊕ To influence participants perceptions and disposition toward culturally sustaining practices

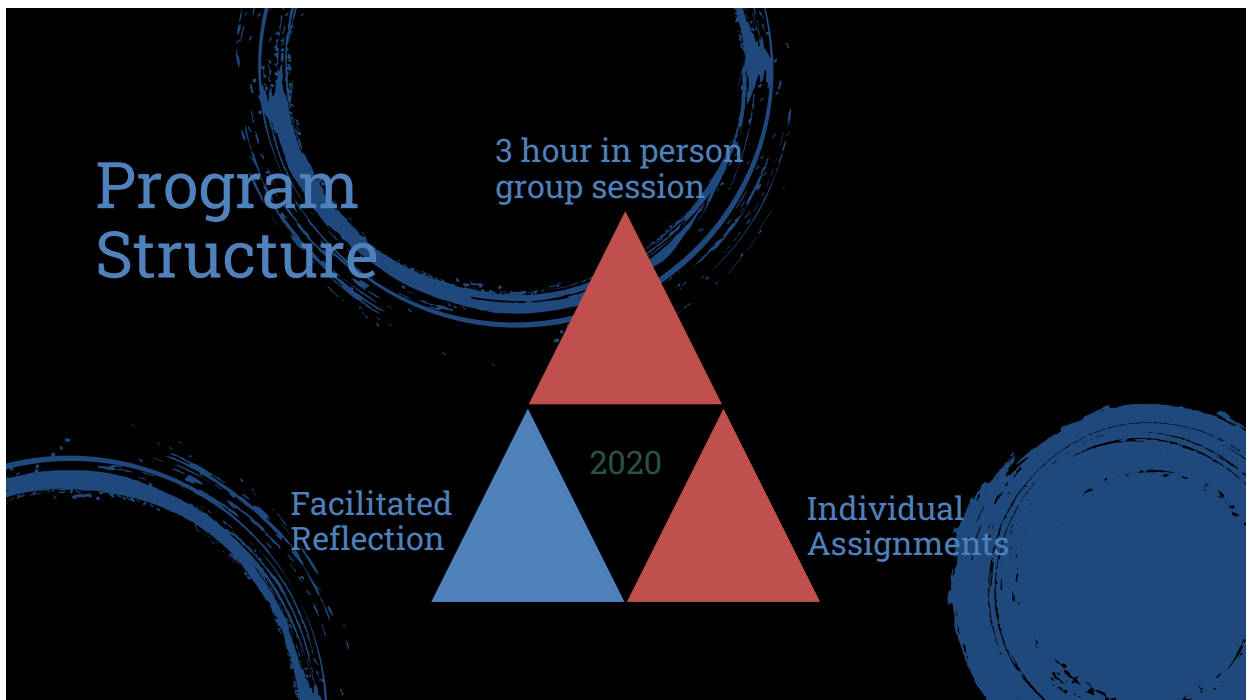⊕ To teach participants how to use specific skill sets to engage students from marginalized groups

Program Structure

3 hour in person group session

2020

Facilitated Reflection

Individual Assignments

Culturally Sustaining Pedagogy

Transformational Learning Theory

Research Questions

- Does the professional development program increase teacher-efficacy in the areas of culturally sustaining pedagogy?
- Is the professional development program effective in meeting its goals of increasing knowledge and understanding of cultural bias in its teachers.

Data

ICC
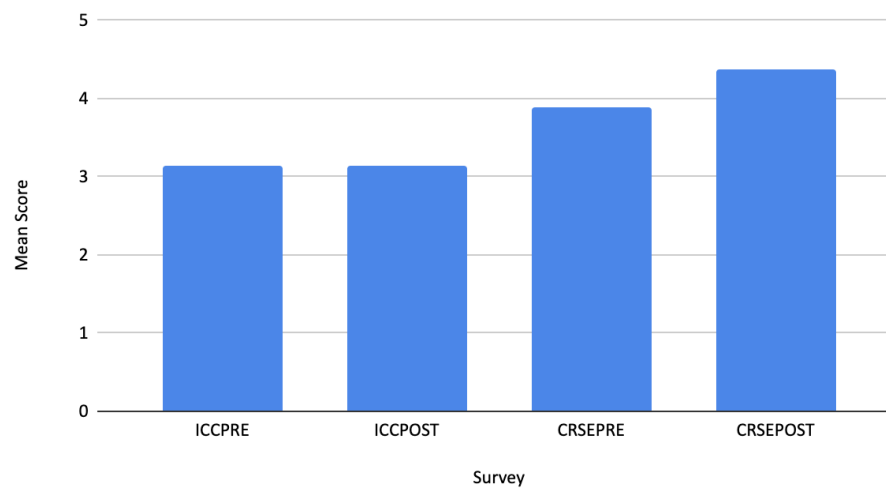Intercultural Communication Competence Survey issued prior to and after completion of PD

CRTSE
Culturally Responsive Teaching Self Efficacy

Module Analysis
Matching module content with individual survey questions

Pre and Post Survey Analysis

Mean Score	ICCPRE	ICCPOST	CRSEPRE	CRSEPOST

Survey

	N	Mean	Std. Deviation	Minimum	Maximum
ICCPRE	34	3.1471	0.50045	2	4
ICCPOST	34	3.1324	0.48161	2	4
CRSEPRE	34	3.8824	0.37048	3	4.5
CRSEPOST	34	4.3676	0.39521	3.5	5

Time spent on content

- Only one module covered ICC in detail

- The majority of the cover was in the form of independent reading

- No discussions or assignments were related to ICC content

25%
Content Related to ICC

75%
Content related to CTRSE
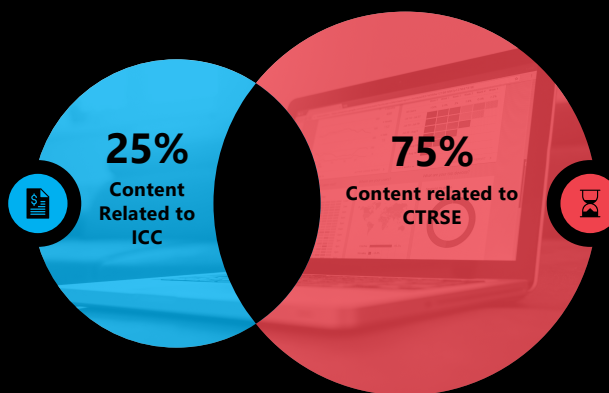
- Every module covered content related to CTRSE

- Discussion groups and independent assginments were aligned with CTRSE content

- The subject was covered with direct, explicit training throughout

14

RECOMMENDATIONS

01	02	03
Analyze intent of professional development	Explore the effect of professional development on students	Expand the pilot program

ATTACHMENT 3

Proposal: Diversity, Inclusion, and Equity Services (the "Allen Proposal"), June 17, 2020

Proposal: Diversity, Inclusion, and Equity Services

Prepared for: Kathleen Evison, Superintendent

Prepared by: Joseph Allen, Ph.D.

June 17, 2020

PROFESSIONAL DEVELOPMENT SERVICES

Objective

To provide professional development to Southern Lehigh School District (SLSD) staff and administration regarding concepts related to human diversity, racial equity, social justice, and equitable education policies and practices. To assist SLSD staff and administration in understanding the historical context of race and racism in education and how it connects to current events. To assist staff in developing culturally relevant/sustaining pedagogical practices.

Goals

In education, gaps and disparities in discipline data and academic outcomes continue to persist between students of color and their white counterparts. Education, as a social system, is fraught with a history of systematically underserving, or, in some cases overtly oppressing, students of color and other marginalized identities (bell, 1995). Current research suggests that, in order to eliminate these disparities, students of color and other marginalized identities must have their unique socio-cultural needs met (Ladson-Billings, 1995). One manner of meeting these needs is for educators to develop culturally relevant/sustaining pedagogical practices (Paris, 2012). The primary goal of this training program is to assist SLSD staff and administration in developing these culturally relevant/sustaining pedagogical practices. Upon completion, participants in this training program should be able to:

- Define and understand terminology such as race, racism, systematic oppression, marginalization, implicit bias, prejudice, discrimination, etc.
- Understand the role of socialization in the development of implicit bias
- Understand racial identity development
- Understand the history of racism and social injustice within the system of education and how it relates to contemporary classrooms
- Understand the unique socio-cultural needs of various student ethnic and racial groups
- Understand, develop, and practice culturally relevant/sustaining pedagogical practices

Training Outline

The proposed Diversity, Inclusion, and Equity Training Program will be comprised of 5 modules. Modules can be delivered asynchronously (as an online course via Canvas or any other online student management program), synchronously (live, on-line sessions), face-to-face (in-person sessions), or as a hybrid model. Modules may require participants to read various text (academic articles, national data reports, selected readings from books), view publicly accessible documentaries or films, and complete assignments to demonstrate mastery of the

content. Below is a brief outline of the topics covered in each module. Please note that, while these are the proposed topics, modules are completely customizable and can include a wide range of topics not listed here.

Module 1 - What is Race?

- Race as a social construct
- Systematic racism
- Socialization and implicit bias
- Racial identity development (Atkinson, Morten & Sue, 1979; Helms, 1990)

Module 2 - Data Dive

- An examination of national and local data related to academic outcomes, discipline rates, drop-out rates, and educational opportunity
- An examination of the gaps and disparities in discipline and academic outcomes for students of color and other marginalized identities
- An examination of how inequitable education policies and practices contribute to gaps and disparities in discipline and academic data

Module 3 - The Unique Needs of Marginalized Groups Pt. 1

- An examination of the historical oppression of the following racial/ethnic groups within the education system:
  - Native Americans
  - Latin(x) Americans
  - Asian Americans

Module 4 - The Unique Needs of Marginalized Groups Pt. 2

- An examination of the historical oppression of the following racial/ethnic groups within the education system:
  - African Americans
  - Caucasian Americans

Module 5 - Culturally Relevant/Sustaining Pedagogy

- An examination of two major theories regarding cultural relevance in education
  - Culturally Relevant Pedagogy (Ladson-Billings, 1995)
  - Culturally Sustaining Pedagogy (Paris, 2012)
- An examination of examples of culturally relevant/sustaining pedagogical practices across grade levels and content areas
- An examination of how to engage students in conversations regarding racial/cultural equity
- Training summary/wrap-up and next steps

PD SERVICES - COST

The following represents the per person cost* associated with participating in the Diversity, Inclusion, and Equity Training Program (5 modules). The price can be adjusted based on the number of participants, and based on the length of the program.

Description	# of Participants	Per Person Cost	Total Cost
Diversity, Inclusion, and Equity Training Program (5 modules)	40	$150	$6,000
Total			**$6,000**

*Please note, the quoted price does not include travel and accommodation expenses in the case of a face-to-face training model. In these cases, the cost of the training series would increase to reflect travel expenses.

CONSULTATION SERVICES

Needs Assessment

A needs assessment can be conducted on behalf of SLSD to analyze and inform a 3-year, district-wide action plan that specifically address issues of diversity, inclusion, and equity. The needs assessment will consist of three components:

- An analysis of discipline data from the last five years
- An analysis of academic data from the last five years
- One of two district wide survey options: either a) a climate survey for all staff and students regarding their perceptions, dispositions, and concerns related to diversity, equity, and inclusion, or b) a survey for all teaching staff to determine their self-reported self efficacy regarding culturally responsive teaching

Regarding discipline and academic data, a statistical analysis can be conducted to determine which of five primary factors (race, gender, time, grade level, and school) is the most significant predictor of outcomes in both categories (discipline rates and academic performance). Regarding the district wide survey, data analysis will be determined by which survey option is chosen.

Data collected from the needs assessment will be used to generate recommendations that will be presented to SLSD administration in the form of a 3-year action plan (see below).

Action Plan

A 3-year diversity, inclusion, and equity action plan will be generated for SLSD administration based on the data generated in the needs assessment. This action plan can include, but is not limited to, the following:

- Identification of targeted areas of improvement (schools, grade levels, content areas)
- Recommendations regarding how to narrow gaps and minimize discrepancies in discipline data and academic outcomes, particularly as it relates to race
- Recommendations regarding district-wide professional development related to diversity, equity, and inclusion
- Recommendations regarding the development of student initiatives associated with diversity, inclusion, and equity across all grade levels
- Recommendations regarding community partnerships and engagement opportunities as it relates to SLSD diversity, equity, and inclusion initiatives

NEEDS ASSESSMENT/ACTION PLAN - COST

The following represents the cost associated with conducting a district-wide needs assessment and for developing a 3-year diversity, inclusion, and equity action plan for Southern Lehigh School District.

Description	Total Cost
Needs Assessment (analysis of the last five years of discipline and academic data + one of two district-wide surveys)	$2,500
Development of 3-year Action Plan	$1,500
Total	**$4,000**

Ad Hoc Consultation Services

Additional consultation services can be provided to address individual scenarios related to diversity, equity, and inclusion as they arise, when and where the district deems it appropriate*. These additional services will be billed at an hourly rate of $100/hr.

*Consultation services described within this document do not replace, supplement, or reflect legal services of any kind

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ATTACHMENT 4

2020 Diversity, Equity, and Inclusion (DEI) Needs Assessment and Action Plan, July 1, 2021

Southern Lehigh School District

2020 Diversity, Equity, and Inclusion (DEI) Needs Assessment and Action Plan

JULY 1, 2021

Prepared for: Dr. Kathleen Evison, Superintendent
Authored by: Dr. Joseph Allen

Introduction

In June of 2020, the Southern Lehigh School District (SLSD) School Board accepted a proposal for a district-wide needs assessment to identify any potential areas of interest or concern regarding diversity, equity, and inclusion (DEI). The needs assessment included an analysis of three key data sets: discipline data from the five most recent academic years, student academic performance data from the five most recent academic years, and results of a climate survey for students, parents, and staff regarding their perceptions and dispositions related to diversity, equity, and inclusion. The findings of this needs assessment are reported in this document.

A Note About Statistical Significance

In some instances, this document will report the results of analyses that measure statistical significance. The statistical significance of a variable (ex. school year, race, gender, etc.) indicates the likelihood that the outcome being measured is, in some way, due to the presence of the variable and not just chance. The greater the statistical significance, the more likely the variable is responsible, in some part, for the outcome being measured. Statistical significance will be reported in this document as a p value. The lower the p value, the more statistically significant the variable is. Statistical significance is established if $p \leq .05$. Variables with a p value greater than .05 are considered statistically insignificant.

A Note About Disproportionality

This document will report results of analysis that compare data points for proportionality. Proportionality is a comparison of the representation of a subgroup in the total student population to the representation of the same subgroup within a particular outcome. Data points are considered disproportionate if disparities exist between subgroup representation in the larger population and subgroup representation in the outcome. For example, when analyzing discipline data, it may be noted that one student group makes up 6% of the total student population, but is associated with 12% of

discipline outcomes for the district. This result is considered disproportionate because the representation of the student group in the measured outcome is double their representation in the actual population. Disproportionality can be further exacerbated if, between student groups, it is discovered that some groups have disproportionate results while other subgroups do not.

Data Collection, Analysis, and Findings

Discipline Data

Data was collected regarding all situations in SLSD in which some form of disciplinary action was enforced, across all grade levels, for the last five academic years (2014-15, 2015-16, 2016-17, 2017-18, and 2018-19). The data was disaggregated by school year, student race, and student gender. An analysis was conducted to determine which, if any, of these three factors (year, race, or gender) was a statistically significant predictor of discipline outcomes across the district. A test for statistical significance was run on composite data from all five years (2014-2019). The results of this test are illustrated in Table 1.

Table 1

Statistical significance of year, race, and gender in discipline outcomes (2014-2019)

Variable	Statistical Significance (p)
Year	.99
Race	<.001*
Gender	.45

*Statistically Significant

Of the three variables (year, race, and gender), the only statistically significant variable was student race. This would suggest that, between 2014 and 2019, a student's race was more likely to contribute to whether or not they would be the recipient of some form of discipline, more so than their gender or what year they attended an SLSD school. Similar results were found when the same test was run on discipline data disaggregated by year (Table 2).

Table 2

Statistical significance of race and gender in discipline outcomes by school year

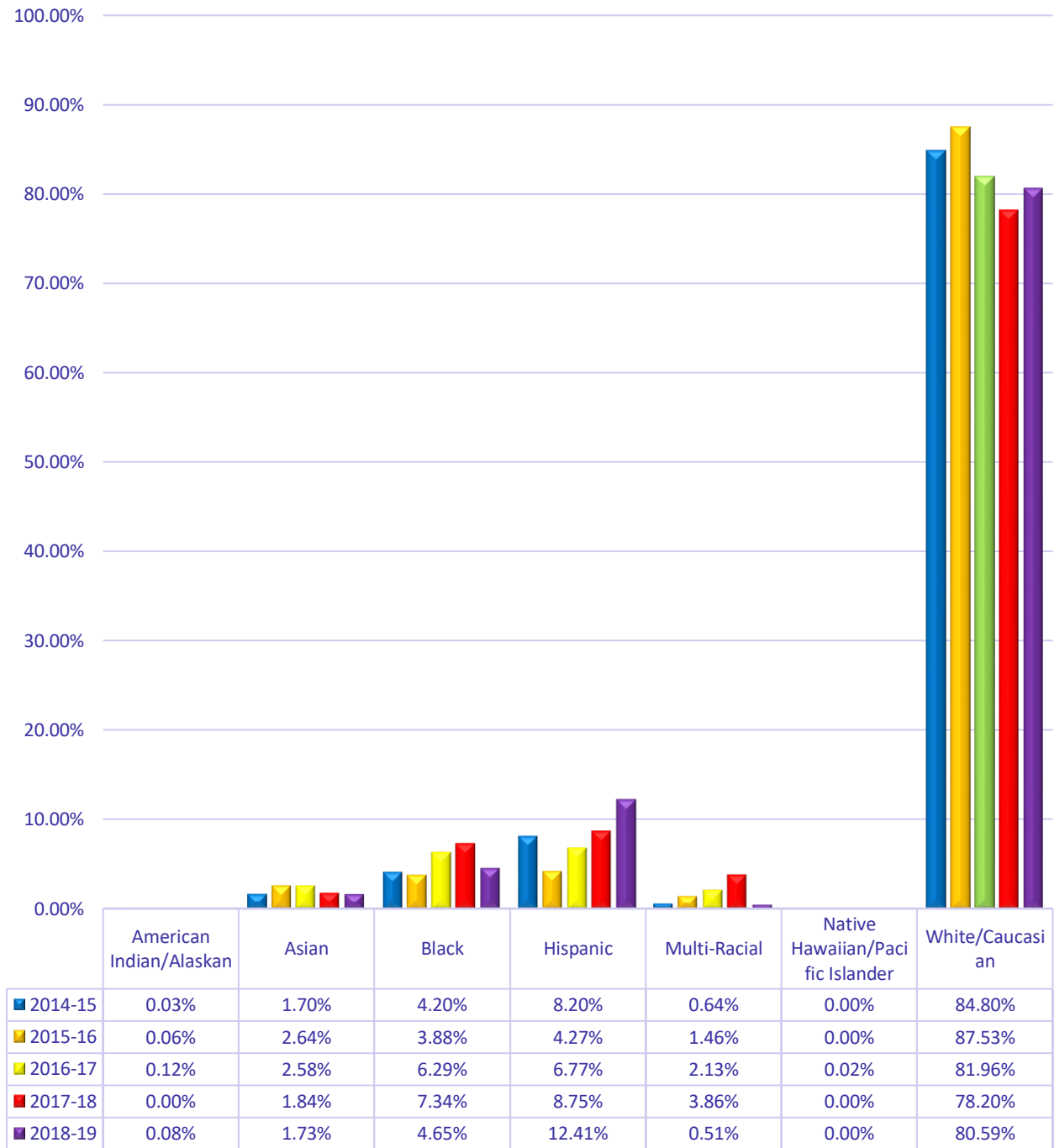| Variable	2014-15	2015-16	2016-17	2017-18	2018-19
Race	.041*	.041*	.093	.161	.381
Gender	.47	.524	.429	.349	.294

*Statistically Significant

For academic years 2014-15 and 2015-16, student race was a statistically significant variable, and, therefore, more likely to contribute to discipline outcomes than student gender. In academic years 2016-17, 2017-18, and 2018-19, neither race nor gender was a statistically significant variable when it came to discipline outcomes.

Further examination of SLSD's discipline data, disaggregated by student race, gender, and school year, suggests certain trends in how different student groups are disciplined across the district. Figure 1 illustrates the percentage of disciplinary action associated with each student racial group each year from 2014 to 2019.

Figure 1

Percentage of disciplinary outcomes by race and school year

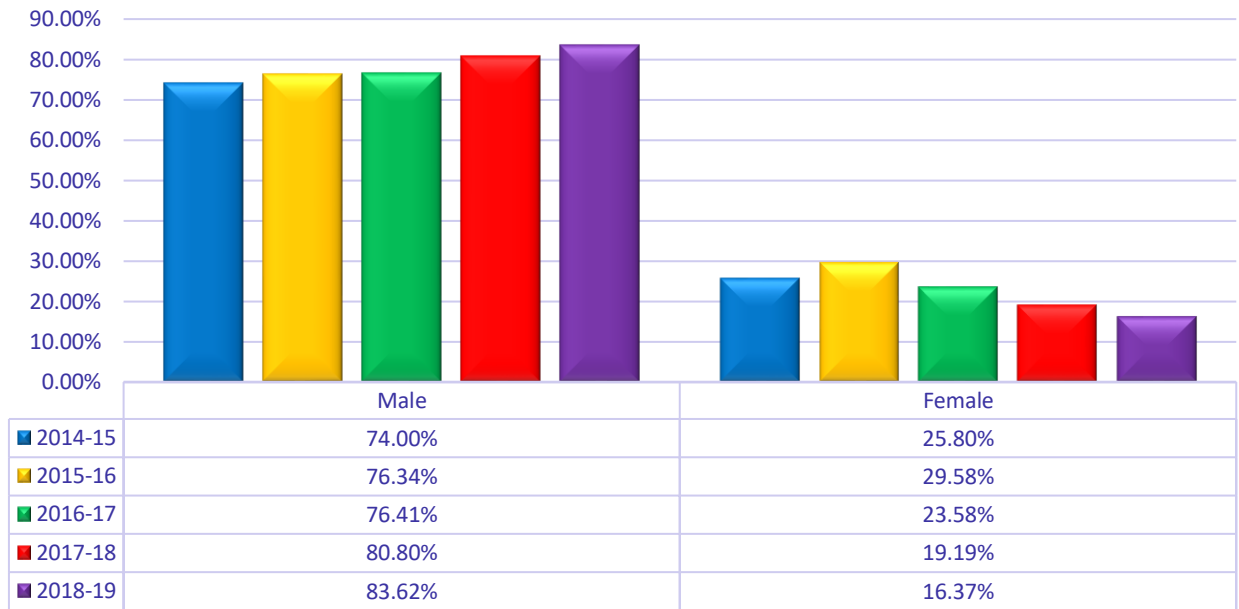|	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
2014-15	0.03%	1.70%	4.20%	8.20%	0.64%	0.00%	84.80%
2015-16	0.06%	2.64%	3.88%	4.27%	1.46%	0.00%	87.53%
2016-17	0.12%	2.58%	6.29%	6.77%	2.13%	0.02%	81.96%
2017-18	0.00%	1.84%	7.34%	8.75%	3.86%	0.00%	78.20%
2018-19	0.08%	1.73%	4.65%	12.41%	0.51%	0.00%	80.59%

Regarding frequency, white students were associated with the largest percentage of disciplinary actions across the district each year. However, discipline for white students has been on a decline since the 2015-16 academic year, while discipline for Black, Hispanic, and Multi-racial students increased

during the same time period. It is also important to note that Black and Hispanic students in SLSD were consistently disciplined at higher rates than any other non-white student group across all five years.

Figure 2

Percentage of disciplinary outcomes by gender and school year

	Male	Female
2014-15	74.00%	25.80%
2015-16	76.34%	29.58%
2016-17	76.41%	23.58%
2017-18	80.80%	19.19%
2018-19	83.62%	16.37%

Similar trends can be found when the data is disaggregated by student gender (Table 2). Males were consistently associated with higher percentages of disciplinary action across the district each year with a steady rise since the 2014-15 academic year. Conversely, discipline for female students has been on a steady decline since 2015-16.

While the majority of discipline outcomes were associated with white students each year, it is important to note that this is to be expected given that white students make up the majority of the overall student population for the district. However, a closer examination of discipline data suggest that disproportionality exist in discipline outcomes for different student groups.

Figure 3

Disproportionality in discipline outcomes by race (2018 – 19)

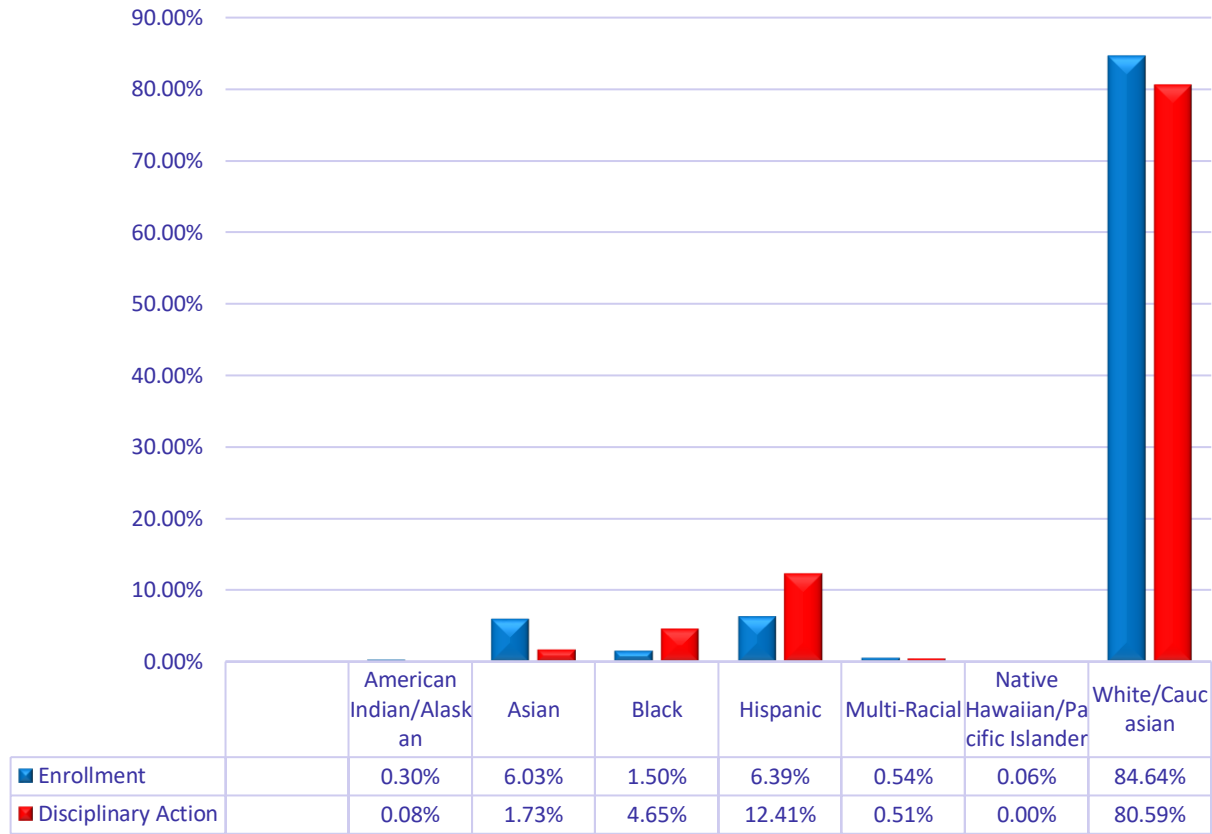|	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
■ Enrollment	0.30%	6.03%	1.50%	6.39%	0.54%	0.06%	84.64%
■ Disciplinary Action	0.08%	1.73%	4.65%	12.41%	0.51%	0.00%	80.59%

Figure 3 examines discipline data from the 2018-19 school year and compares the discipline

rates associated with each student subgroup to the percentage of representation of each subgroup

within the overall student population. Examining the data this way reveals that, for the 2018-2019

academic year, white students made up 84.64% of the overall student population, but were only

associated with 80.59% of disciplinary action in the same time period. This would suggest that white

students were receiving proportionately less discipline than would be expected given their

representation in the student population. A similar trend is observed for Asian students, who made up

6.03% of the student population, but were only associated with 1.73% of disciplinary action. However,

Black students, who made up 1.5% of the student population in 2018-19, were associated with 4.65% of disciplinary action across the district. Similarly, Hispanic students, who made up 6.39% of the student population, were associated with 12.41% of disciplinary actions. This suggests that Black and Hispanic students were disproportionately disciplined more than any other student group during this time period. Figures A1, A2, A3, and A4 in Appendix A illustrate that Black, Hispanic, and Multi-racial students were also disproportionately disciplined more than their white and Asian counterparts consistently across the other four academic years analyzed (2014-15, 2015-16, 2016-17, 2017-18).

Academic Performance Data

Student academic performance was measured by Pennsylvania System School Assessment (PSSA) scores in English Language Arts (ELA) and Math. Data in the form of proficiency scores for these two content areas were collected for grades 3-8 for the last five academic years (2014-15, 2015-16, 2016-17, 2017-18, and 2018-19). Only ELA and Math scores were considered for this analysis, as these are the only common content areas tested across all grade levels.

An analysis was conducted to determine the statistical significance of three variables on proficiency in both the ELA and Math portions of the PSSA from 2014 through 2019: student race, student gender, and which year students took the test. Table 3 illustrates the results of this analysis.

Table 3

Statistical significance of year, race, and gender in student academic performance (2014-2019)

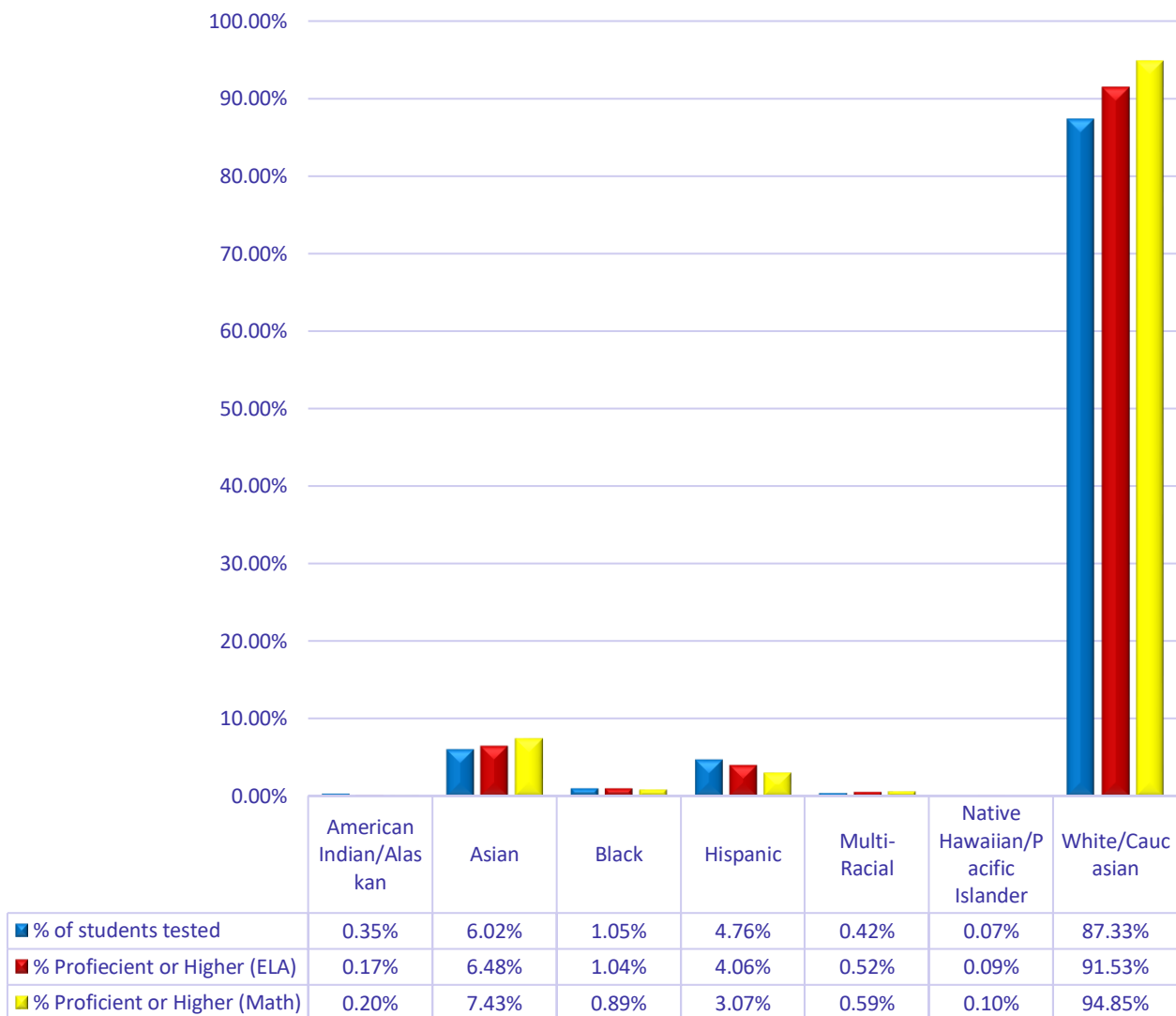| Variable	Statistical Significance (p)	
	ELA Proficiency	Math Proficiency
Year	.039*	<.001*
Race	<.001*	<.001*
Gender	<.001*	.304

*Statistically Significant

Results of the analysis indicate that both student race and the year in which they took the test had a statistically significant impact on student scores in the ELA and Math portions of the PSSA from

2014 through 2019. Student gender only had a statistically significant impact on student scores in the ELA portion of the PSSA.

Given the statistical significance of both race and year on student performance, data related to academic outcomes was disaggregated further by race and individual testing year. An analysis was conducted to determine the proportionality between the population of each student racial group tested and the representation of each student group in the total student population scoring "Proficient" or higher in each PSSA testing category. Figure 4 illustrates the results for 2018-19.

Figure 4

Disproportionality in academic performance by race (2018-19)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
% of students tested	0.35%	6.02%	1.05%	4.76%	0.42%	0.07%	87.33%
% Profiecient or Higher (ELA)	0.17%	6.48%	1.04%	4.06%	0.52%	0.09%	91.53%
% Proficient or Higher (Math)	0.20%	7.43%	0.89%	3.07%	0.59%	0.10%	94.85%

In the 2018-19 school year, Black and Hispanic students scored "Proficient" or higher in both ELA and Math at disproportionately lower rates compared to any other student racial group. While the disproportionality seems minimal for both Black and Hispanic students, it is important to note two things: 1) the gap in academic performance was more pronounced in the four academic years leading up to 2018-19, as illustrated by Figures B1, B2, B3, and B4 in Appendix B, and 2) Black and Hispanic students were the only student groups to have disproportionately lower academic outcomes across all five academic years analyzed (with one exception - when Hispanic students scored higher on the Math PSSA in the 2017-18 academic year).

Climate Survey

In the Spring of 2021, climate surveys were distributed across SLSD to students, parents, and school staff in an attempt to asses each group's perceptions and dispositions regarding diversity, equity, and inclusion. The surveys utilized for each population were the respective versions of the ED School Climate Survey (EDSCLS) created by the National Center for Education Statistics (NCES) for the U.S. Department of Education (National Center for Education Statistics, 2013). The NCES developed these surveys for schools, districts, and states to assess "scores on various indicators of school climate from the perspectives of students, teachers, non-instructional school staff, principals, and parents/guardians" (National Center for Education Statistics, 2021).

Questions in the student and parent surveys were categorized into seven constructs (Cultural and Linguistic Competence, Relationships, Participation, Sense of Belonging, Emotional Safety, Physical Safety, and Fair Discipline). Copies of the questions asked in each construct of the student and parent surveys can be found in Appendices C and D respectively. Questions in the staff survey were categorized into five constructs (Cultural and Linguistic Competence, Relationships, Sense of Belonging, Physical Safety, and Fair Discipline). Copies of the questions asked in each construct of the staff survey can be found in Appendix E. The purpose of each survey was to have respondents report

on their perception of how schools in SLSD meet students' needs associated with each construct. In all three surveys, responses were scored using a 5 point Likert scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Mean scores of all responses were calculated in each construct and the data was analyzed to determine any difference in mean scores between each respondent group.

Student Climate Survey

During data collection, 1217 SLSD students from grades 5-12 responded to the EDCLS. Data from this group was disaggregated by student self-reported race, gender, and grade level. Figure 5 illustrates mean scores for each construct broken down by student race.

Many notable trends arose from the student climate survey when responses were disaggregated by race. Native Hawaiian/Pacific Islander students scored higher than any other racial group in the Fair Discipline and Participation constructs, but scored significantly lower than any other racial group in the Physical Safety, Emotional Safety, and Sense of Belonging constructs. Native American/Alaskan Native students and Asian students scored comparably the same or higher than white students in most constructs, with the exception of Native American/Alaskan Native students scoring significantly lower in the Fair Discipline and Sense of Belonging constructs. In most cases, Native American/Alaskan Native and Asian students consistently scored higher than any other students of color. Black and Hispanic students scored lower than white students in every construct with the largest discrepancies being in the Fair Discipline, Emotional Safety, and Sense of Belonging constructs. Additionally, Black and Hispanic students scored lower than any other racial group in the Cultural and Linguistic Competence construct.
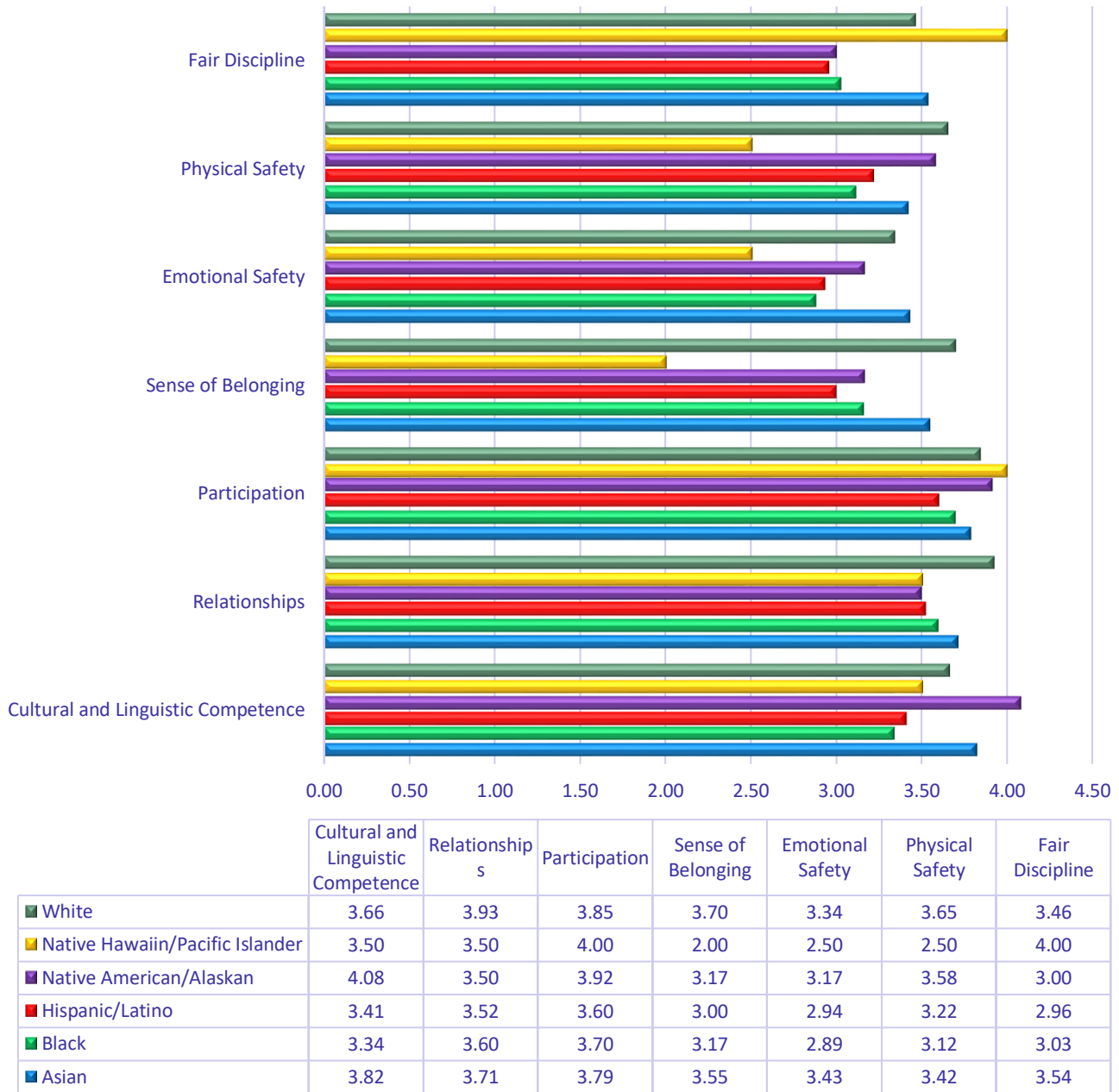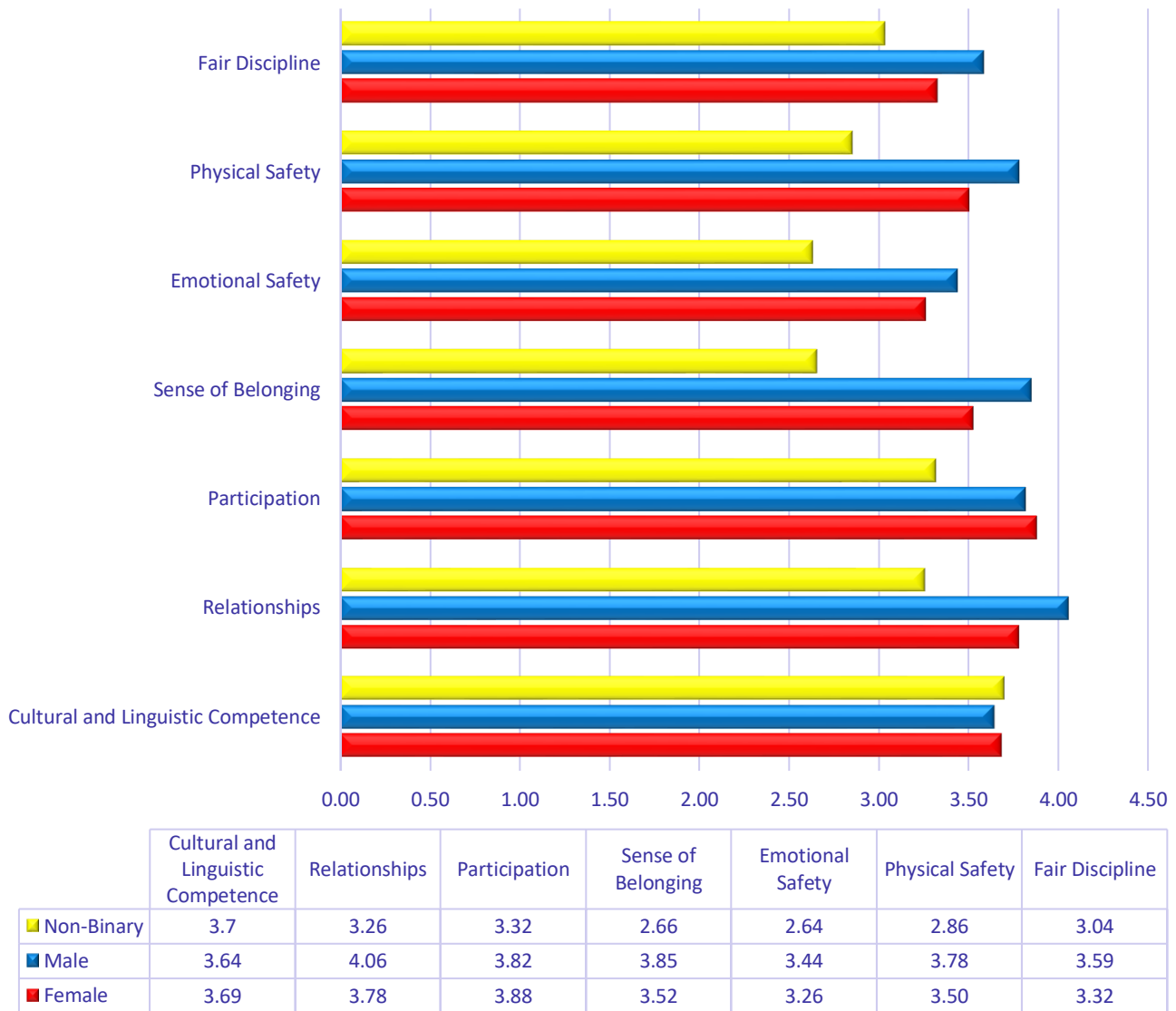
Figure 5

Student climate survey responses by race

	Cultural and Linguistic Competence	Relationships	Participation	Sense of Belonging	Emotional Safety	Physical Safety	Fair Discipline
White	3.66	3.93	3.85	3.70	3.34	3.65	3.46
Native Hawaiin/Pacific Islander	3.50	3.50	4.00	2.00	2.50	2.50	4.00
Native American/Alaskan	4.08	3.50	3.92	3.17	3.17	3.58	3.00
Hispanic/Latino	3.41	3.52	3.60	3.00	2.94	3.22	2.96
Black	3.34	3.60	3.70	3.17	2.89	3.12	3.03
Asian	3.82	3.71	3.79	3.55	3.43	3.42	3.54

Figure 6 illustrates student responses to the climate survey disaggregated by gender. With the exception of the Participation and Cultural and Linguistic Competence constructs, students identifying as female consistently scored lower than students who identified as male. In addition, students who

identified as non-binary scored lower than both students who identified as either male or female in all

constructs with the exception of Cultural and Linguistic Competence.
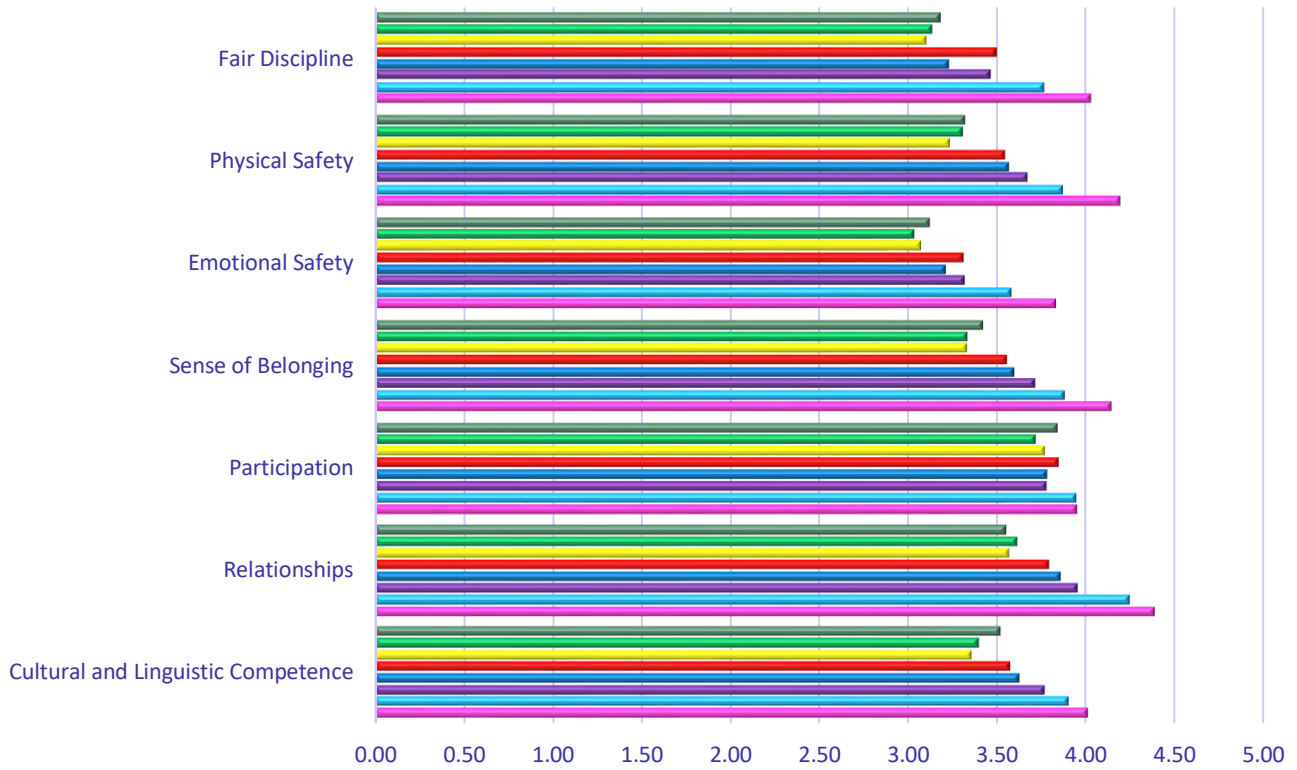
Figure 6

Student climate survey responses by gender

	Cultural and Linguistic Competence	Relationships	Participation	Sense of Belonging	Emotional Safety	Physical Safety	Fair Discipline
Non-Binary	3.7	3.26	3.32	2.66	2.64	2.86	3.04
Male	3.64	4.06	3.82	3.85	3.44	3.78	3.59
Female	3.69	3.78	3.88	3.52	3.26	3.50	3.32

When the student responses to the climate survey were disaggregated by grade level (Figure 7),

it was noted that students in 5th grade scored the highest in all constructs. Additionally, students in

grades 5th-8th grade scored higher than students in 9th-12th grade, with the same steady decline in scores

from 5th to 8th grade in all constructs. Finally, students in 12th grade scored the lowest in all constructs.

Figure 7

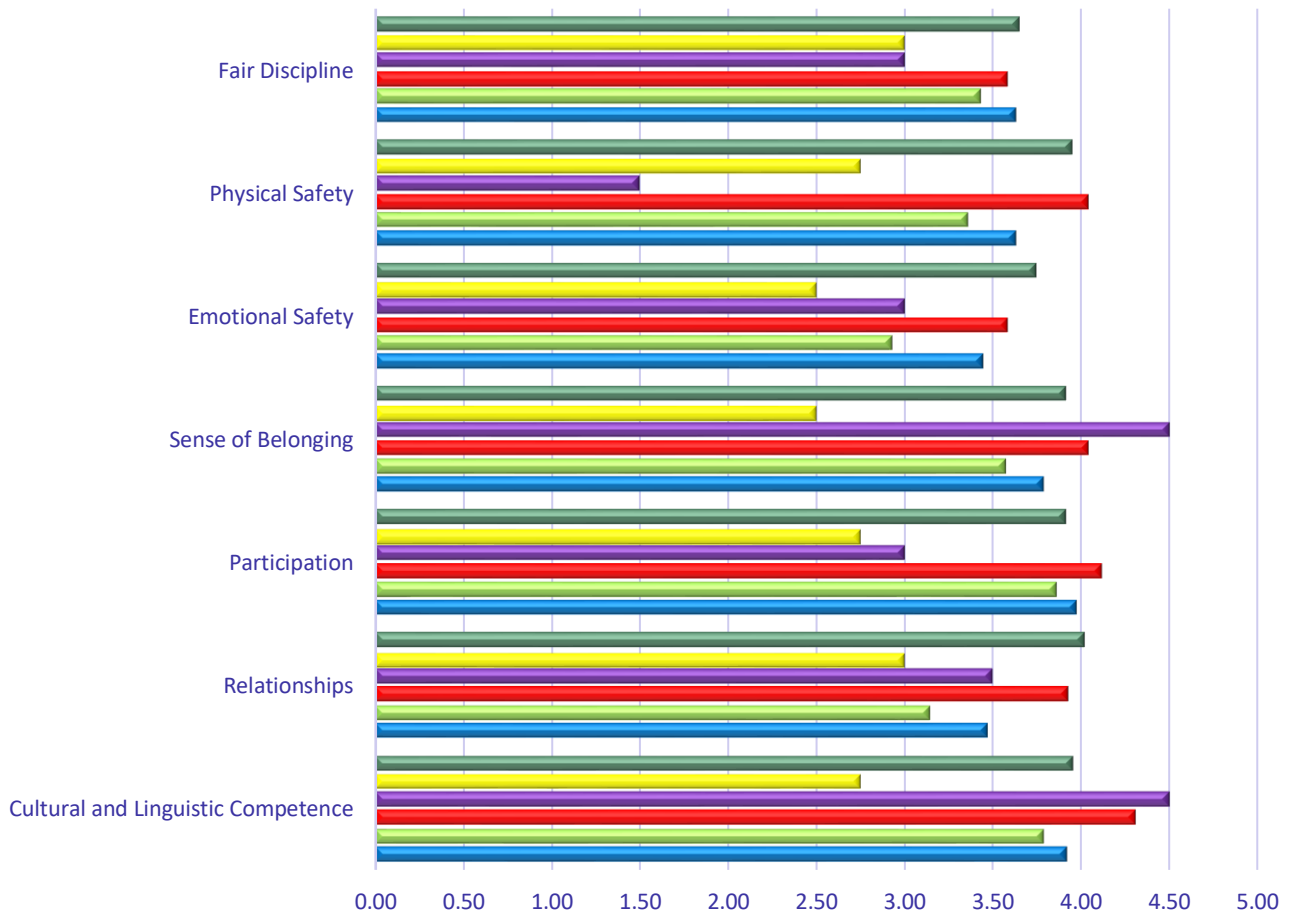*Student climate survey responses by grade*

	Cultural and Linguistic Competence	Relationships	Participation	Sense of Belonging	Emotional Safety	Physical Safety	Fair Discipline
12th	3.52	3.55	3.84	3.42	3.12	3.32	3.18
11th	3.40	3.61	3.72	3.33	3.03	3.31	3.13
10th	3.35	3.56	3.77	3.33	3.07	3.23	3.10
9th	3.58	3.80	3.85	3.56	3.31	3.55	3.50
8th	3.63	3.86	3.78	3.60	3.22	3.57	3.24
7th	3.76	3.95	3.78	3.71	3.31	3.67	3.46
6th	3.90	4.25	3.95	3.88	3.58	3.87	3.77
5th	4.01	4.39	3.95	4.14	3.83	4.19	4.03

Parent Climate Survey

During data collection, 448 SLSD parents responded to the EDCLS. Data from this group was disaggregated by parent self-reported race and gender. Figure 8 illustrates mean scores for each construct broken down by parent race.

Figure 8

Parent climate survey responses by race

	Cultural and Linguistic Competence	Relationships	Participation	Sense of Belonging	Emotional Safety	Physical Safety	Fair Discipline
White	3.95	4.02	3.91	3.91	3.74	3.95	3.65
Native Hawaiian	2.75	3	2.75	2.5	2.5	2.75	3
Native American	4.5	3.5	3	4.5	3	1.5	3
Hispanic	4.31	3.92	4.12	4.04	3.58	4.04	3.58
Black	3.79	3.14	3.86	3.57	2.93	3.36	3.43
Asian	3.92	3.47	3.97	3.79	3.45	3.63	3.63

In some cases, parent responses to the climate survey echo student responses. For example, Native Hawaiian/Pacific Islander parents scored lower than any other racial group in the Sense of Belonging construct, in an identical trend to the student responses. Additionally, Black parents consistently scored lower in all constructs than white parents, the same as in the student responses, this time with the largest discrepancies being in Physical Safety, Emotional Safety, and Relationships. Asian parents, like Asian students, consistently scored higher in all constructs among the non-white racial groups. Finally, Native American/Alaskan Native parents scored higher than any other racial group in the Cultural and Linguistic Competence construct, same as with the student responses.

The most notable difference between the parent and student responses to the climate survey exist within the Hispanic demographic. Hispanic parents scored comparable to, or higher, than their white counterparts in every single construct, unlike the student responses where Hispanic students scored lower than their white counterparts in every construct.

When the parent responses to the climate survey were disaggregated by gender, the data trends mirrored those found in the student responses. Parents identifying as female scored lower in all constructs than parents identifying as male, while parents identifying as non-binary scored significantly lower than their male and female counterparts in every construct (Figure 9).

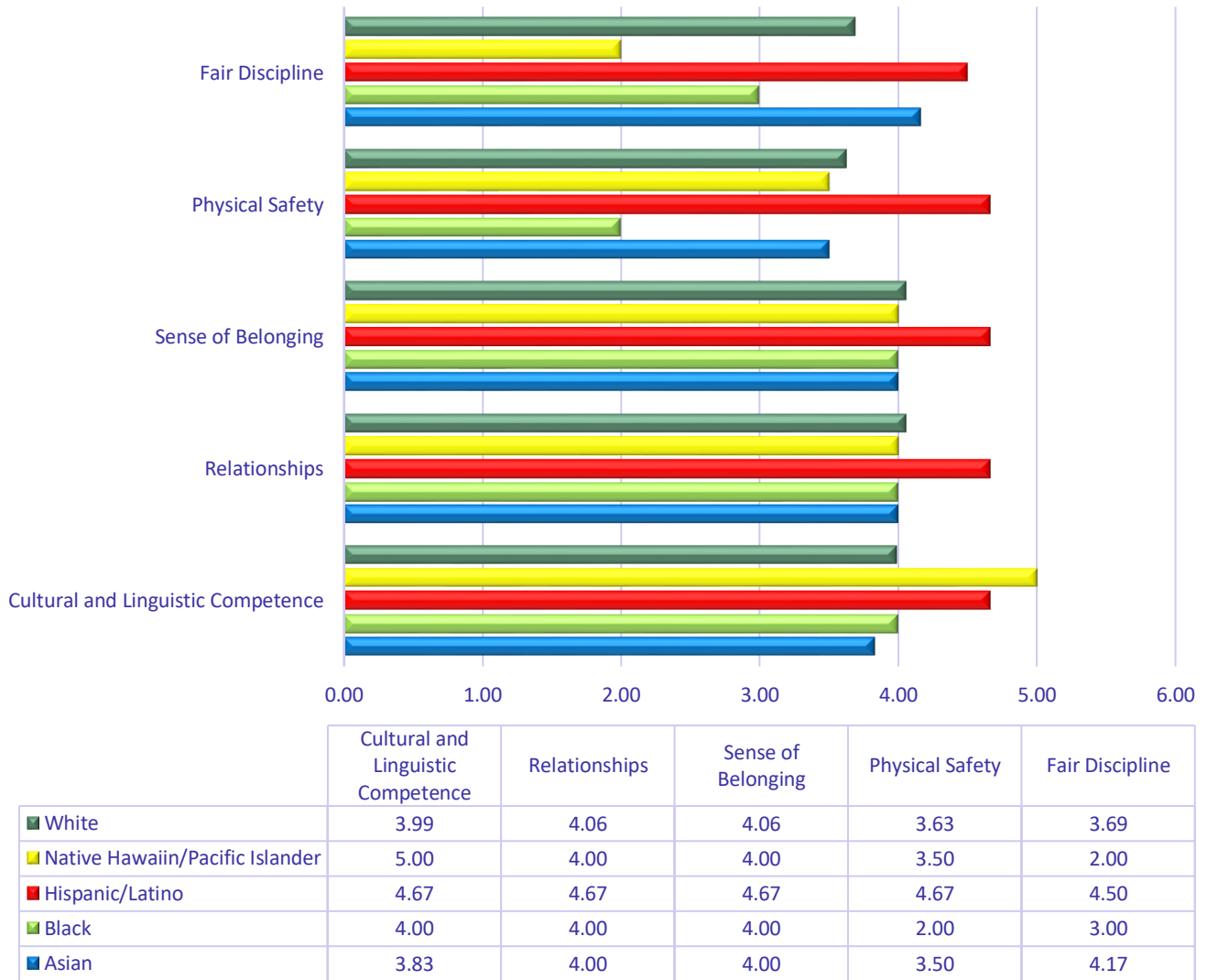**Figure 9**

Parent climate survey responses by gender

	Cultural and Linguistic Competence	Relationships	Participation	Sense of Belonging	Emotional Safety	Physical Safety (Reverse)	Fair Discipline
Non-Binary	1.75	2.00	2.50	1.75	1.50	2.25	1.00
Male	4.13	4.39	4.18	4.26	4.03	4.25	3.96
Female	3.95	3.92	3.89	3.88	3.68	3.89	3.61

Staff Climate Survey

During data collection, 174 SLSD staff responded to the EDCLS. Data from this group was disaggregated by staff self-reported race and gender. Figure 10 illustrates mean scores for each construct broken down by staff race.

Figure 10

Staff climate survey responses by race

	Cultural and Linguistic Competence	Relationships	Sense of Belonging	Physical Safety	Fair Discipline
■ White	3.99	4.06	4.06	3.63	3.69
■ Native Hawaiin/Pacific Islander	5.00	4.00	4.00	3.50	2.00
■ Hispanic/Latino	4.67	4.67	4.67	4.67	4.50
■ Black	4.00	4.00	4.00	2.00	3.00
■ Asian	3.83	4.00	4.00	3.50	4.17

Staff responses to the climate survey reflect a stark contrast to responses from students and parents. First, Native Hawaiian/Pacific Islander staff scored lower than any other racial group in the Fair Discipline construct (for both students and parents, this was the highest score of all constructs for the same racial group). In most cases, staff of color scored comparable to, or higher, than their white counterparts in all constructs; a significant departure from student responses which reflect non-white respondents consistently scoring lower than their white counterparts in key areas like Fair Discipline,

Physical Safety, Emotional Safety, and Sense of Belonging. It is important to note that Black staff did score significantly lower than their white counterparts in the Fair Discipline and Physical Safety construct, mirroring student and parent responses. Additionally, Black staff scored lowest of all racial groups in the Physical Safety construct.

The contrast between staff responses and responses from students and parents continues when the staff responses were disaggregated by gender. Staff identifying as female scored higher in all constructs than staff who identify as male, as seen in Figure 11 (there were no staff who identified as non-binary). Responses to the staff climate survey suggest a disconnect between staff perceptions regarding these constructs when compared to student and parent perceptions.

Figure 11

Staff climate survey responses by gender

	Cultural and Linguistic Competence	Relationships	Sense of Belonging	Physical Safety	Fair Discipline
Male	4.00	3.92	3.92	3.38	3.71
Female	4.03	4.13	4.13	3.72	3.74
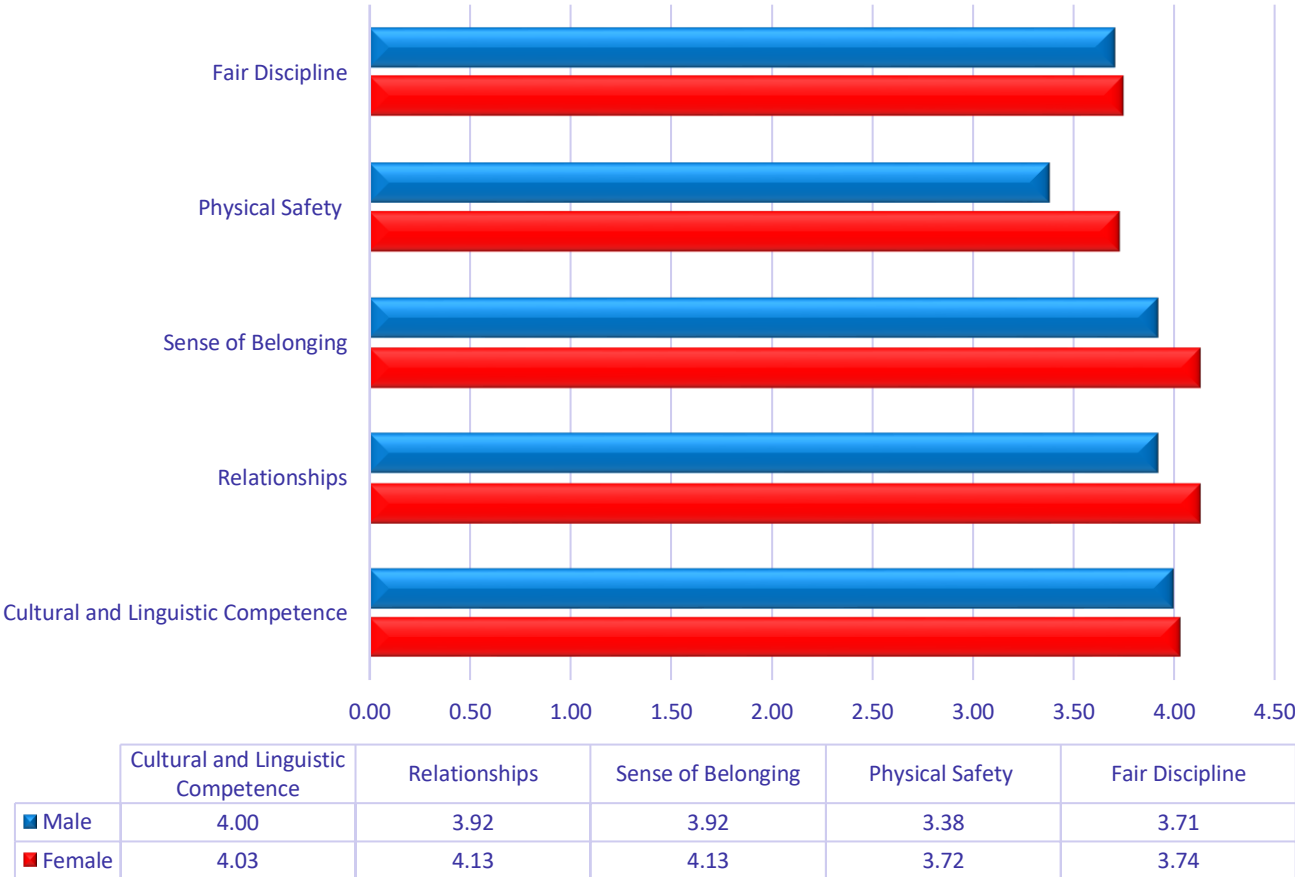
Discussion

Discipline, Academic Performance, and Climate in Sothern Lehigh School District (SLSD)

The results of the various analyses reported in this document reflect data trends found in similar assessments throughout public education across the entire U.S. Many of the results of this needs assessment are indicative of the same gaps and disparities that exist between students of color and their white counterparts in discipline outcomes, academic outcomes, and in student perception of school climate. As such, many of the prescriptions for solutions found in current education research apply here.

Research on racial disparities in discipline outcomes dates back to 1975, when the Children's Defense Fund released a report asserting that African American students are disproportionately more likely to be suspended from school than any other student racial group (Children's Defense Fund, 1975). Since then, research regarding racial disparities in school discipline confirm that students of color are more likely to receive punitive discipline than their white counterparts. The analysis conducted on SLSD discipline data from 2014 through 2019 indicates that student race is a primary factor in discipline outcomes for the district. While it is true that students of color make up a very small portion of the overall student population in SLSD, the findings of this assessment suggest a need for a careful examination of the way discipline practices impact students of color across the district. The rise of discipline rates for Black, Hispanic, and Multi-racial students in recent years, despite the fact that the population for these three student groups has not drastically changed in the same time period, is worth noting. In addition, the evidence that Black, Hispanic, and Multi-racial students are disproportionately disciplined more than any other student group consistently from year to year is also important. These findings are supported by student responses to the climate survey, wherein Black and Hispanic students were among the groups to score the lowest in perception of the fairness of SLSD discipline practices. These findings suggest a need to evaluate current discipline practices across the

district. Research suggest that "educator perspectives and practices have consistently emerged as significant predictors of rates of…disproportionality" in discipline outcomes (Skiba et al., 2016).

The theme of racial disparity and disproportionality continued in the assessment of SLSD data on student academic performance. Both race and school year were identified as statistically significant predictors of student scores in both the ELA and Math sections of the PSSA from 2014-2019. Further analysis concluded that, in most cases, Black and Hispanic students scored lower in both ELA and Math than any other racial group at disproportionate rates from year-to-year. Research suggests that there are many factors that can contribute to racial disparities in academic outcomes including: systemic inequities (Moore & Lewis, 2012), the relationship between discipline practices and student achievement (Skiba et al, 2016), and a lack of culturally responsive curriculum and teaching practices (Hammond, 2014; Ladson-Billings, 1995; Paris, 2012). It is important to note that the student responses to the climate survey included in this assessment for the two student racial groups associated with the greatest disparity in academic outcomes (Black and Hispanic students) may provide insight into which factors are contributing to the disparities. Black and Hispanic students scored lower than any other student racial group when it came to cultural and linguistic competence in SLSD schools. This may be an indication that Black and Hispanic students do not perceive that their cultural and linguistic needs are being met, either through the curriculum, current teaching practices, or in their general lived experience in SLSD schools.

Regarding the climate survey, there were several important findings that emerged. First was that, students of color scored significantly lower than their white and Asian counterparts when evaluating the district on fairness of discipline, experiencing a sense of belonging, and having a sense of emotional safety. This insight may prove integral to understanding the relationship between discipline outcomes, academic outcomes, and student lived experience. Second, while there was more similarity between student and parent responses to the survey, there seemed to be a disconnect between

staff and student responses. This may suggest a significant difference in perception between students and staff regarding how the district meets the unique socio-cultural needs of students. Research suggests that teacher perception and bias can impact how they engage and teach students, especially those who are culturally and linguistically different (Albert Shanker Institute, 2015; Kumar et al., 2014; Nespor, 1987; Pajares, 1992; Tao Han et al., 2015). A misalignment of staff and student perceptions regarding the constructs measured in the climate survey may indicate that staff bias and perception may be limiting their awareness of student lived experience, and preventing them from meeting student needs in their teaching practices. Finally, both student and parent responses to the survey, when disaggregated by gender, indicated that the district is not meeting the socio-cultural needs of students who identify as non-binary. Not only did non-binary participants report the lowest scores in all constructs for both students and parents, but non-binary parents consistently scored their responses as Strongly Disagree or Disagree for their perceptions of how the district is doing in every major area evaluated. This suggests the need to provide additional support for students whose gender identification extends beyond the binary definitions of male and female.

<div align="center">Proposed 3-year Action Plan</div>

The following is a proposed 3-year action plan for SLSD to address the disparities identified in the district's discipline data, academic performance data, and the results of the climate survey reported in this assessment. The proposed plan focuses on additional assessment in Year 1, professional development in Year 2, and policy review in Year 3.

Year 1: In Year 1, it is recommended that the district conduct an assessment of current discipline practices. A deeper analysis of discipline data is recommended to determine the relationship between race and gender in discipline outcomes. This will help to further identify which specific student groups are disproportionately more likely to receive punitive discipline across the district based on intersecting aspects of racial and gender identity (i.e. Black males in comparison to Asian males,

Hispanic males in comparison to Hispanic females, etc.). Additionally, it would be beneficial to conduct an analysis on which types of disciplinary action are most frequently associated with which student racial groups and for what behaviors. Finally, it would be beneficial to conduct an analysis of educator practices as it relates to discipline. An analysis of how teachers write referrals for students in different racial groups, and patterns in how campus administrators make decisions regarding which disciplinary action to dispense, could provide insight into systemic practices that are contributing to racial disparities in the district's discipline data, and the predictability of student race in discipline outcomes.

Regarding academic performance, and the alignment of teacher perception with student lived experience, it is recommended that the district conduct an assessment of teacher self-efficacy as it relates to their ability to recognize, address, and teach to the unique socio-cultural needs of various students groups. This assessment could provide valuable insight into teacher perceptions regarding the role they play in mitigating racial disparities in both discipline and academic outcomes. Additionally, this assessment could serve as baseline data to be used to determine the impact and effectiveness of any professional development provided in Year 2.

Year 2: Based upon the findings of this needs assessment, and any potential findings from the assessments conducted in Year 1, it is recommended that Year 2 focus on providing professional development for all campus and central office staff regarding discipline practices, racial disparities in discipline data, and culturally responsive education practices. Topics for professional development may include, but are not limited to: social and institutional factors that contribute to racial disparities in school discipline, culturally unique perceptions of behavior, alternative and non-punitive disciplinary practices, implicit bias, culturally responsive teaching, and the unique socio-cultural needs of diverse students (including LGBTQIA+ students). It is further recommended to begin professional development with campus and central office administrators in the first semester, while targeting

classroom teachers in the second semester. Prioritizing campus and central office administrators first, as the primary decision makers of the district, increases the likelihood that they will be more focused and intentional in supporting the professional development of classroom teachers in the second semester. It is also recommended that professional development opportunities be offered district-wide.

In addition to providing professional development for all district staff, it is also recommended that the district take time in Year 2 to seek out and identify industry exemplars of research-based practices that are known for mitigating racial disparities in discipline outcomes. One such example is the use of restorative practices as an alternative to punitive discipline. Chicago Public Schools (n.d; CPS.) serves as a case study of how intentional, system-wide implementation of restorative practices can minimize disproportionality between racial groups in school discipline outcomes. CPS has even published guides and toolkits on restorative practices for other school districts across the country to use as a guide in implementing similar strategies. It is recommended that SLSD focus on identifying potential best practices in the first semester of Year 2, and then redirect the focus to planning strategic implementation of these practices in the second semester.

Year 3: In Year 3, it is recommended that the district focus on the implementation of the research-based practices identified in Year 2. It is recommended that the strategic implementation be district wide. Additionally, it is recommended that the district develop a plan for an evaluation of the impact and effectiveness of the applied practices. The evaluation should include the same assessments included in this report (test for statistical significance of student race and gender in discipline/academic outcomes, disproportionality between student racial groups, etc.), as well as the assessments recommended for Year 1.

Finally, it is recommended that, in Year 3, SLSD conduct a comprehensive review of district policy (including, but not limited to policy regarding discipline, student conduct, administrator/teacher

evaluations, etc.) to determine if any revisions can and should be made in the interests of pursing more

equitable outcomes, based on the learnings from Years 1 and 2.

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Appendix A

Disproportionality in Discipline Outcomes by Race and School Year

Figure A1

Disproportionality in discipline outcomes by race (2014-15)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
■ Enrollment	0.06%	5.03%	1.97%	4.54%	0.77%	0.00%	87.63%
■ Disciplinary Action	0.03%	1.70%	4.20%	8.20%	0.64%	0.00%	84.80%
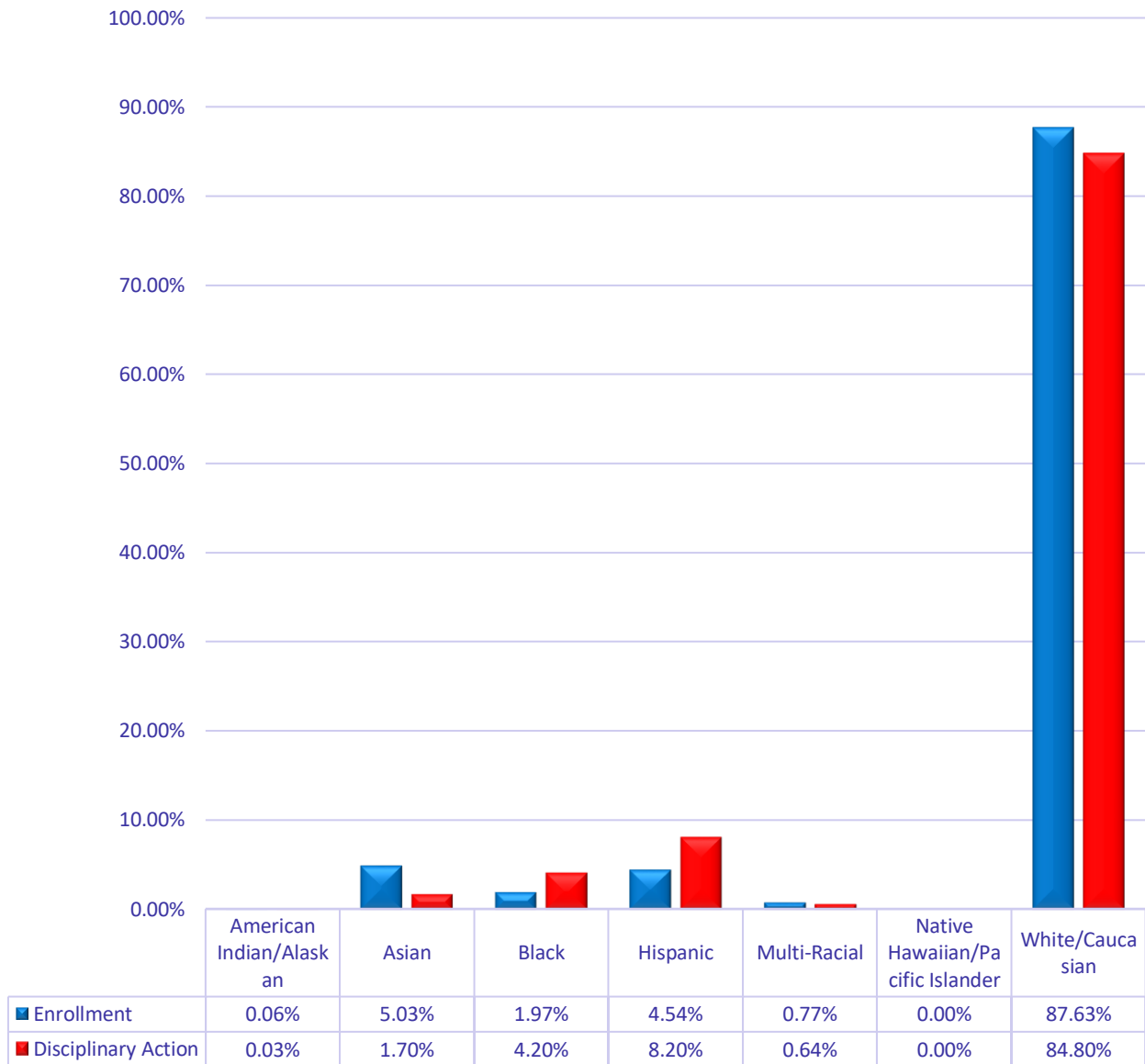
Figure A2

Disproportionality in discipline outcomes by race (2015-16)

	American Indian/Ala skan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/ Pacific Islander	White/Ca ucasian
■ Enrollment	0.22%	5.27%	1.92%	4.41%	0.73%	0.03%	87.42%
■ Disciplinary Action	0.06%	2.64%	3.88%	4.27%	1.46%	0.00%	87.53%
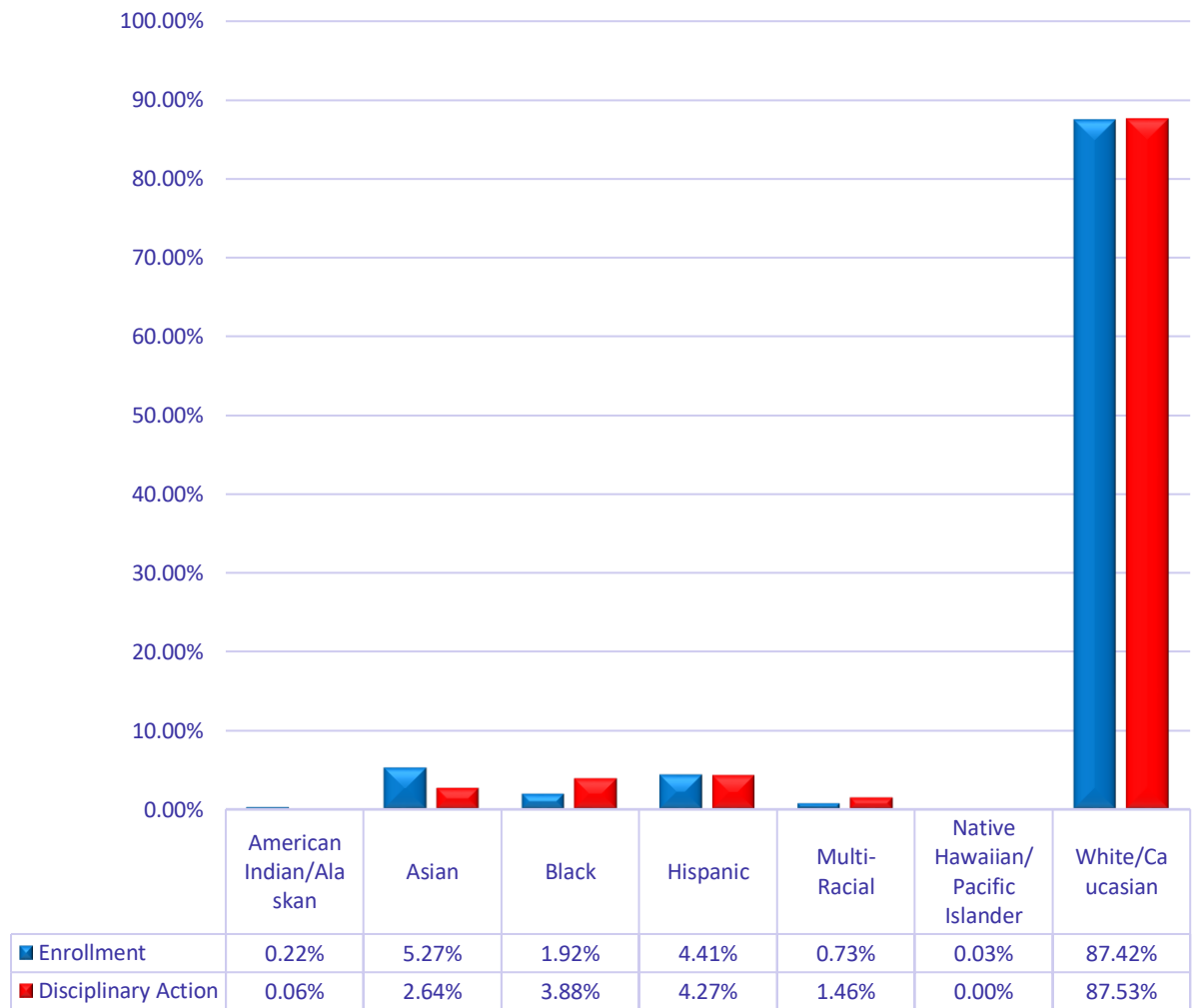
Figure A3

Disproportionality in discipline outcomes by race (2016-17)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
■ Enrollment	0.32%	5.52%	2.00%	4.89%	0.89%	0.06%	86.32%
■ Disciplinary Action	0.12%	2.58%	6.29%	6.77%	2.13%	0.02%	81.96%
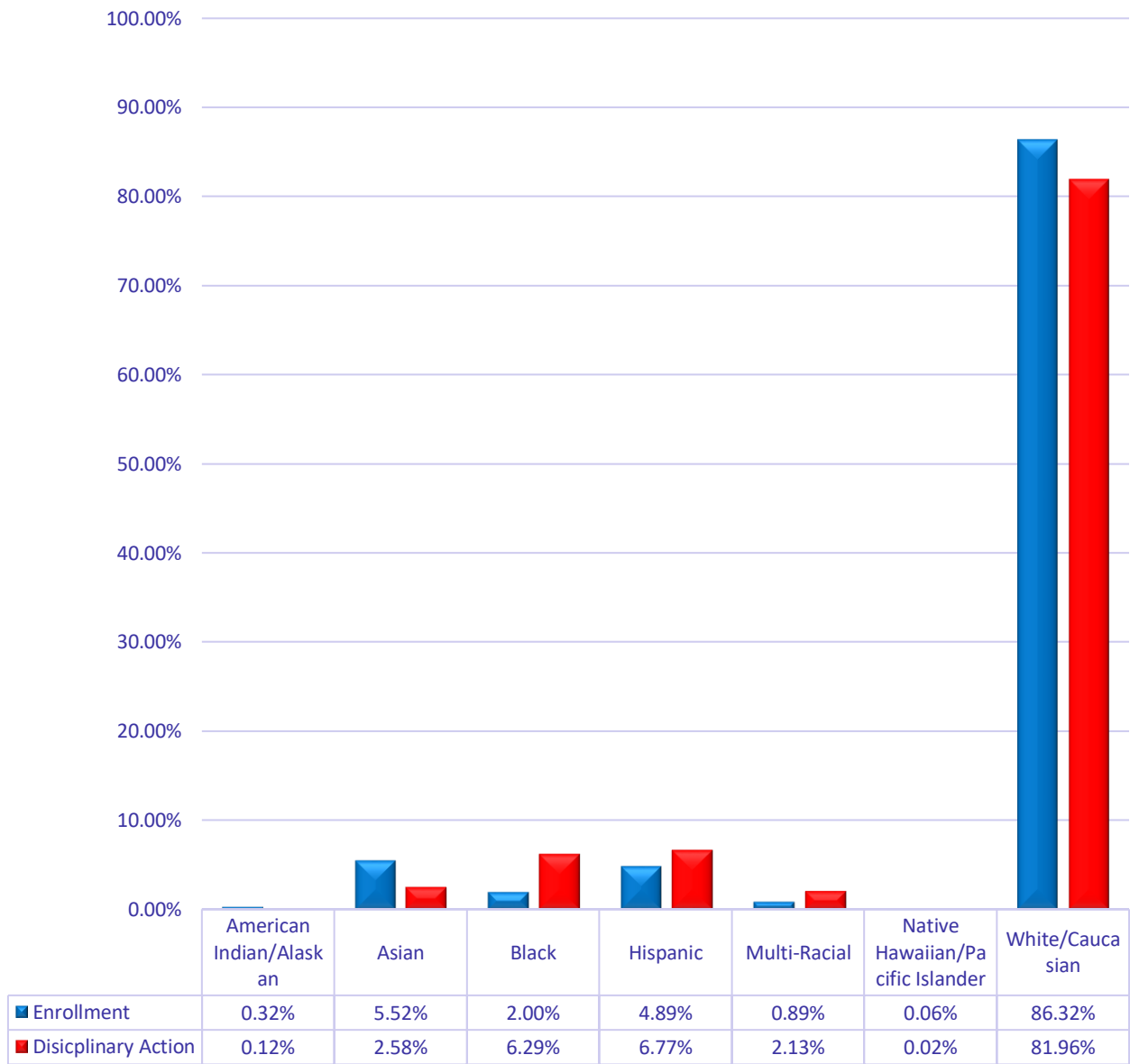
Figure A4

Disproportionality in discipline outcomes by race (2017-18)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
■ Enrollment	0.32%	5.87%	2.15%	5.39%	0.88%	0.06%	85.33%
■ Disciplinary Action	0.00%	1.84%	7.34%	8.75%	3.86%	0.00%	78.20%
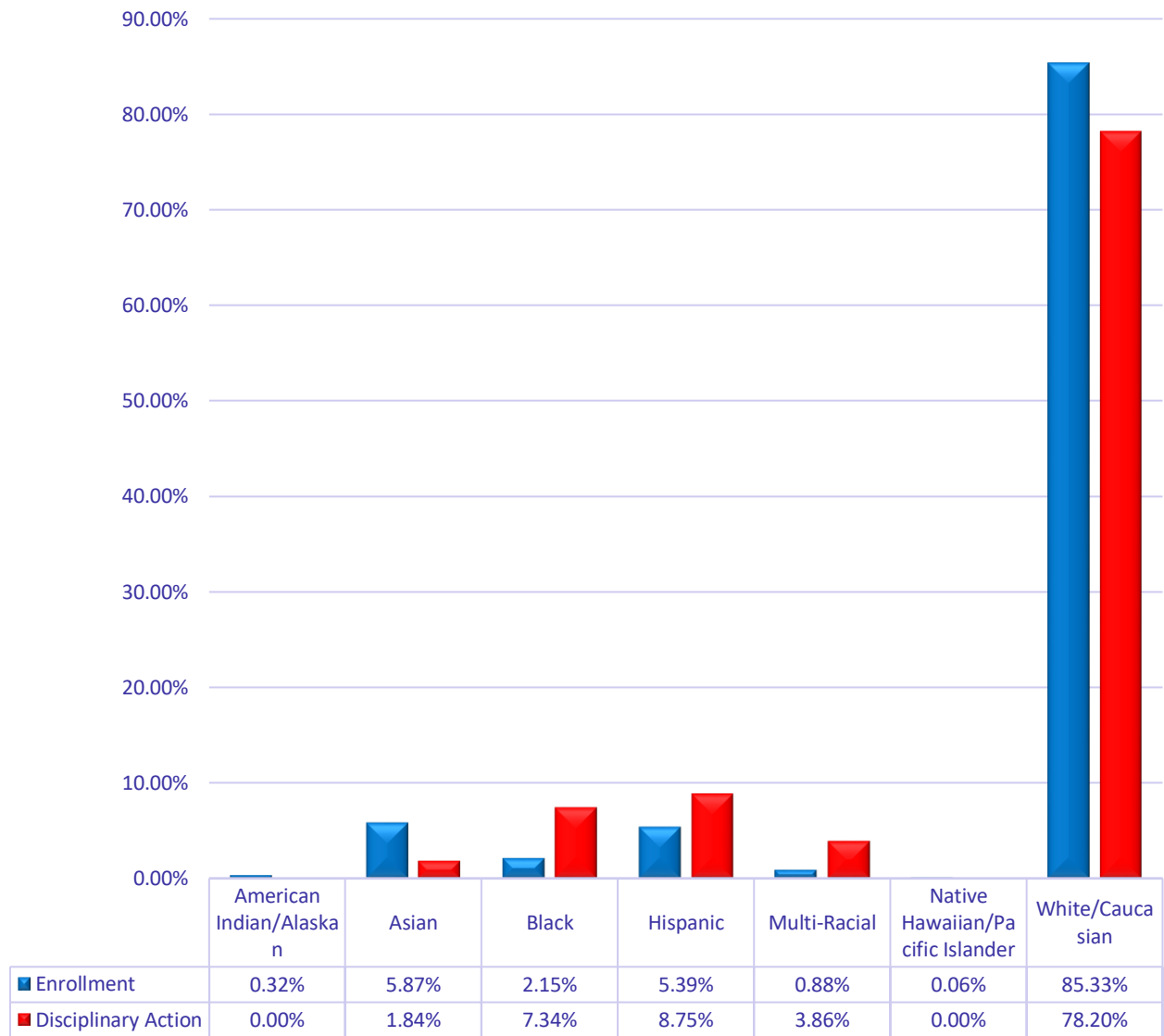
Appendix B

Disproportionality in Academic Performance by Race and School Year

Figure B1

Disproportionality in academic performance by race (2014-15)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
■ % of students tested	0.07%	4.79%	2.53%	4.66%	0.75%	0.00%	87.19%
■ % Profiecient or Higher (ELA)	0.09%	5.32%	2.01%	3.75%	0.78%	0.00%	88.06%
■ % Proficient or Higher (Math)	0.11%	6.25%	1.45%	3.13%	0.78%	0.00%	88.28%
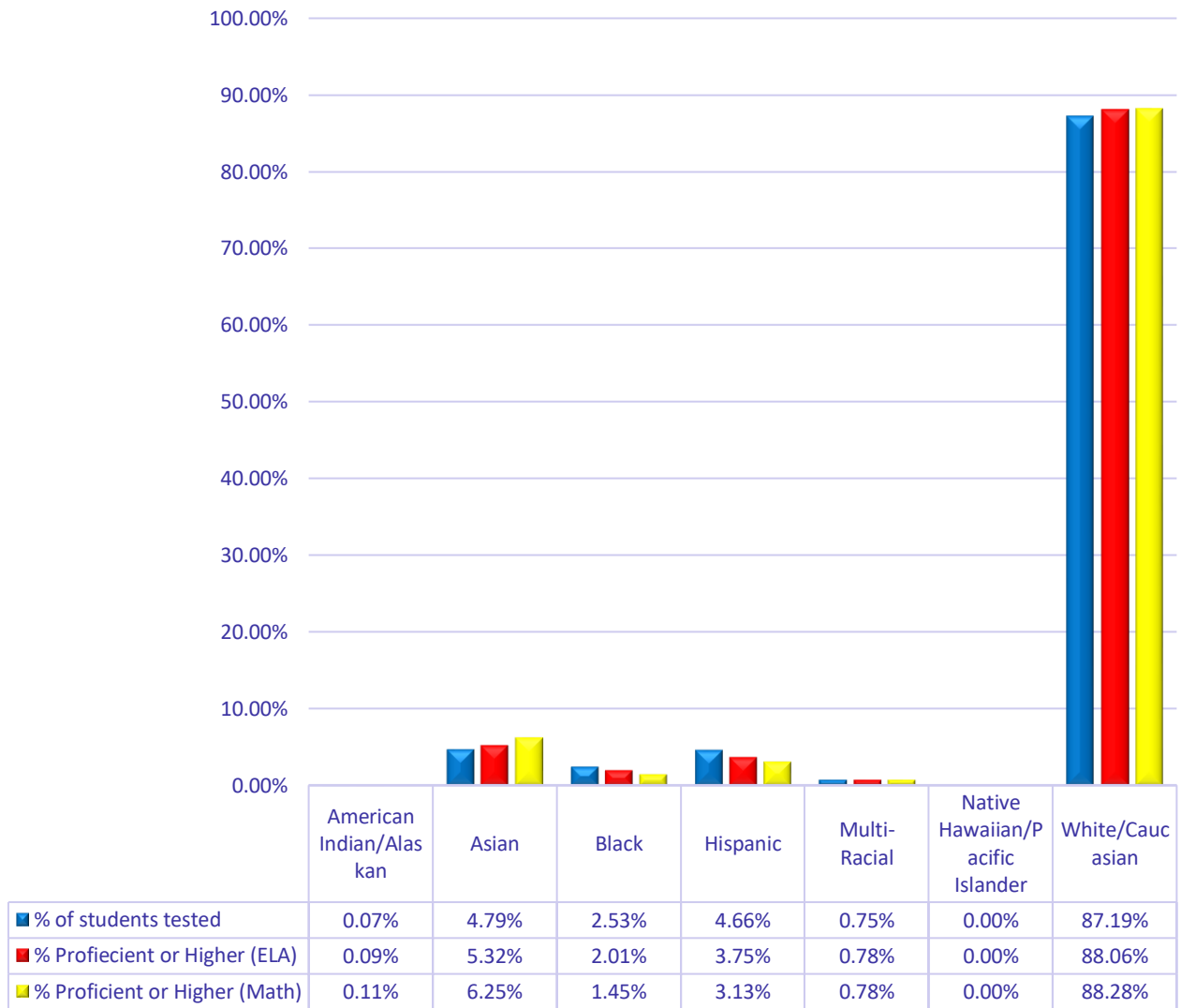
Figure B2

Disproportionality in academic performance by race (2015-16)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
% of students tested	0.21%	4.66%	1.99%	4.46%	0.82%	0.00%	87.86%
% Profiecient or Higher (ELA)	0.26%	5.15%	1.55%	3.43%	0.69%	0.00%	88.84%
% Proficient or Higher (Math)	0.10%	6.06%	1.46%	2.93%	0.84%	0.00%	88.61%
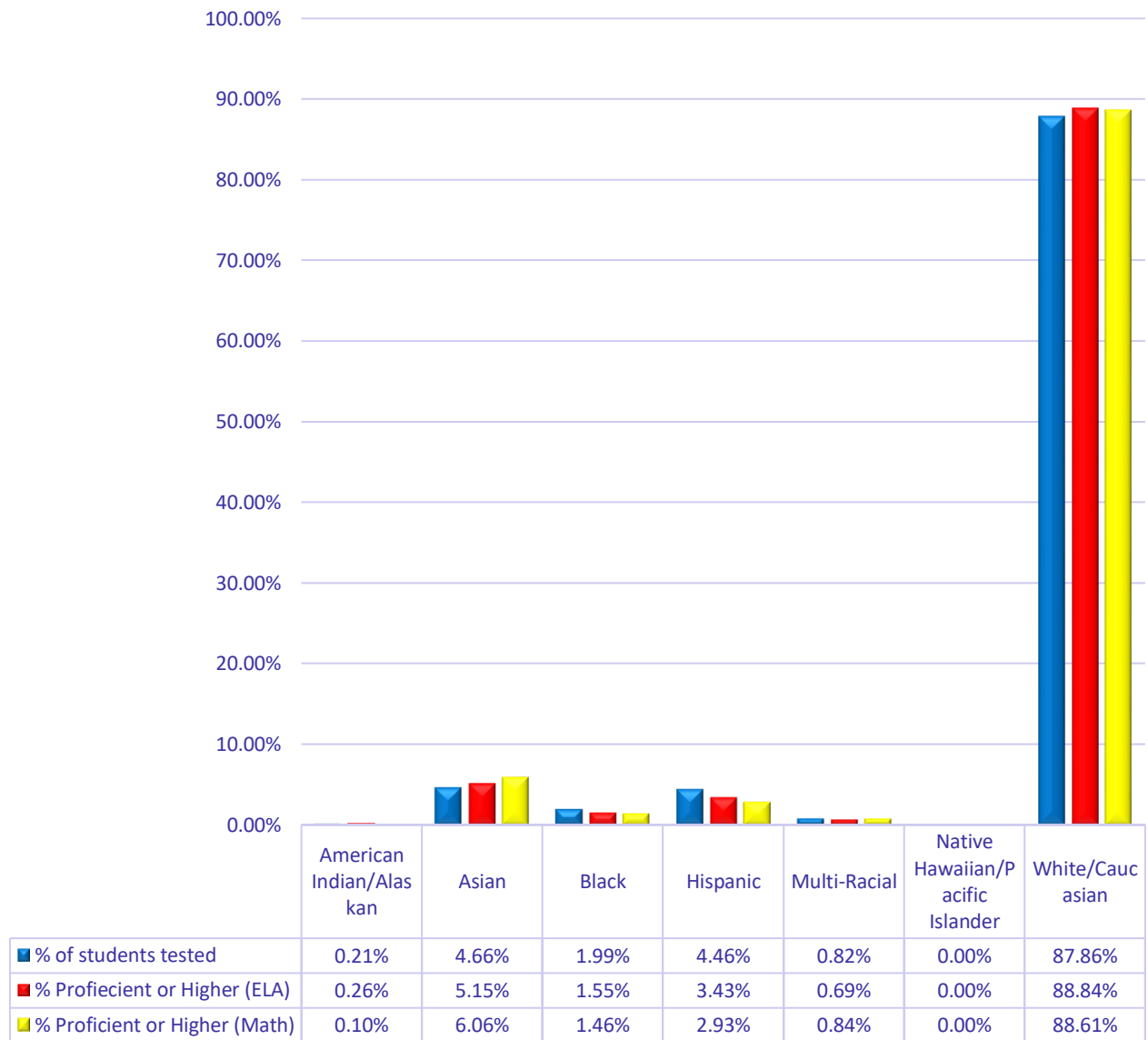
Figure B3

Disproportionality in academic performance by race (2016-17)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
■ % of students tested	0.27%	5.68%	2.16%	5.14%	1.15%	0.07%	85.53%
■ % Profiecient or Higher (ELA)	0.34%	6.57%	1.68%	4.30%	1.26%	0.08%	85.93%
■ % Proficient or Higher (Math)	0.10%	7.42%	1.52%	3.66%	1.12%	0.10%	86.28%
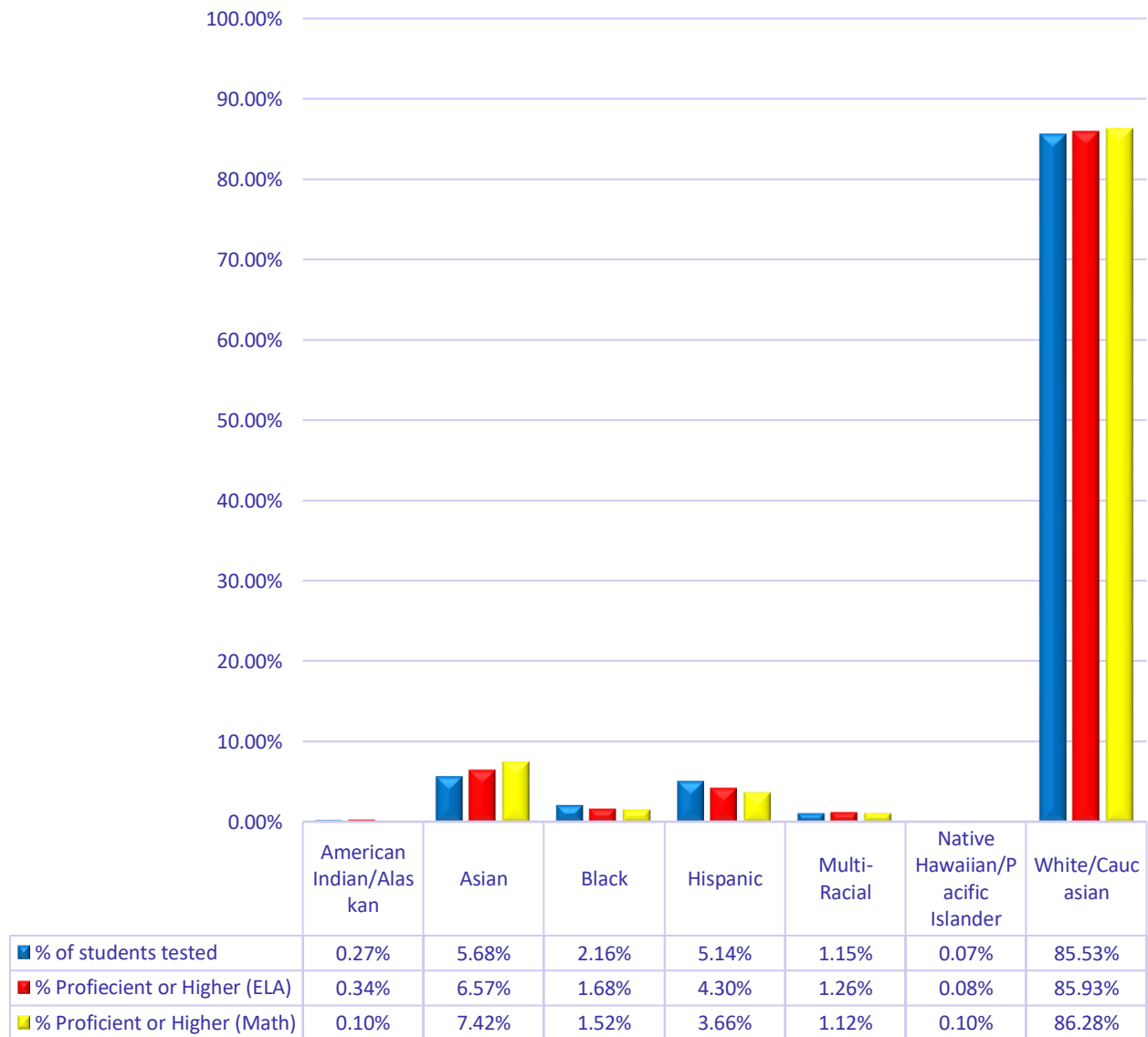
Figure B4

Disproportionality in academic performance by race (2017-18)

	American Indian/Alaskan	Asian	Black	Hispanic	Multi-Racial	Native Hawaiian/Pacific Islander	White/Caucasian
% of students tested	0.25%	5.78%	2.18%	5.11%	1.34%	0.08%	85.26%
% Profiecient or Higher (ELA)	0.31%	6.65%	1.54%	3.89%	1.33%	0.10%	86.18%
% Proficient or Higher (Math)	0.12%	7.31%	0.99%	5.95%	1.12%	0.12%	86.86%
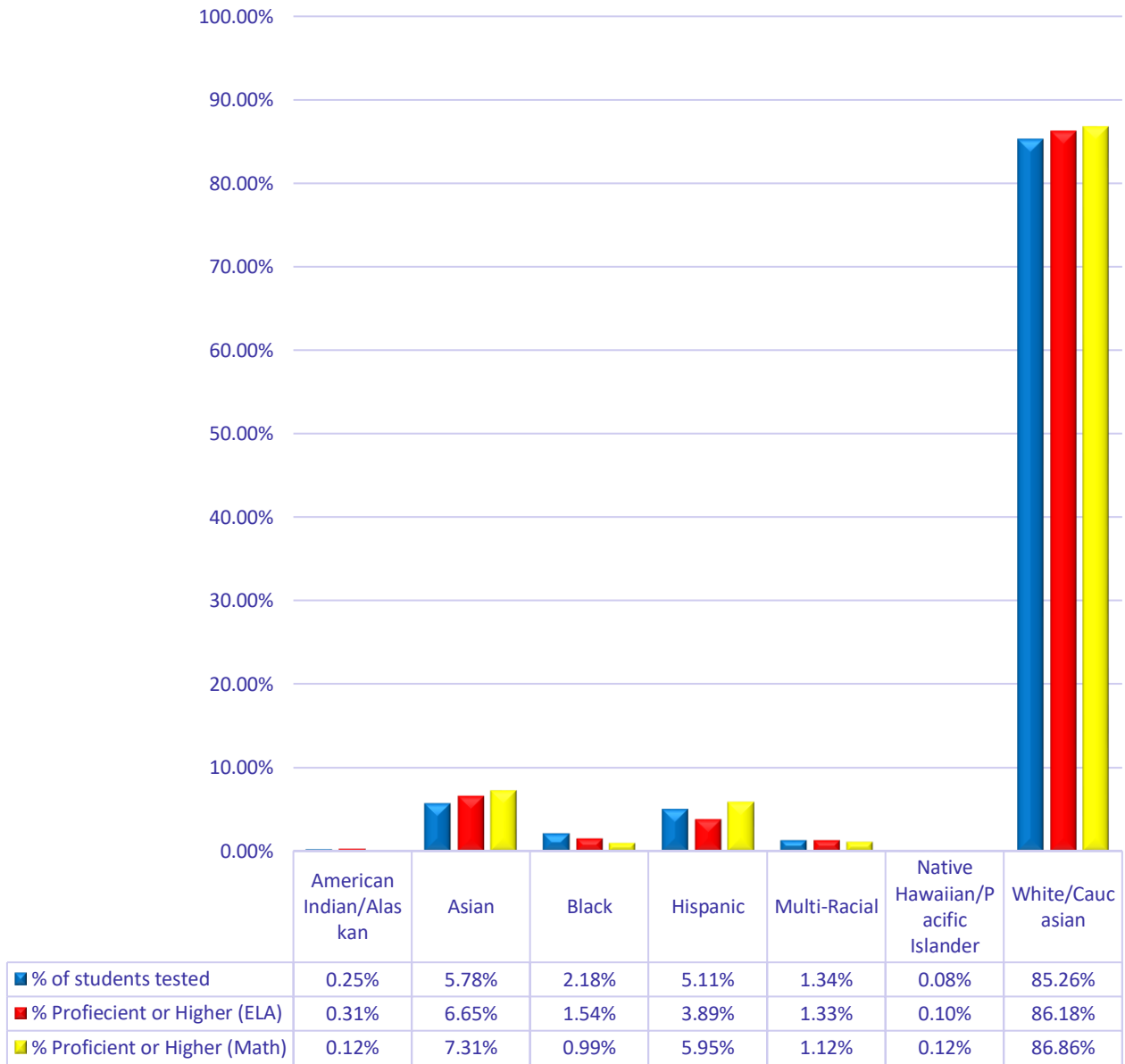
Appendix C

EDSCLS Student Survey Questions

Demographics

1) Please indicate which of the following you most identify with:
   Male
   Female
   Non-Binary
   Prefer to self-describe
   Prefer not to respond

2) Please indicate which of the following you most identify with:
   White
   Black or African American
   Hispanic or Latino
   Asian
   Native American or Alaskan Native
   Native Hawaiian or Pacific Islander

3) What grade will you be in during the 2020-21 school year?
   5th Grade
   6th Grade
   7th Grade
   8th Grade
   9th Grade
   10th Grade
   11th Grade
   12th Grade

4) Which of the following grouping best describes what grade you will be in during the 2020-21 school year?
   5th to 8th Grade
   9th to 12th Grade

Cultural and Linguistic Competence

5) My school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

6) All students are treated the same, regardless of whether their parents are rich or poor
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

7) Students of every gender identification are treated equally well
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

8) The school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

9) Adults working at my school treat all students respectfully
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

10) The things I am learning in school are important to me
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Relationships

11) People of different cultural backgrounds, races, or ethnicities get along well at my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

12) Teachers understand my problems
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

13) Teachers are available when I need to talk with them
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

14) It is easy to talk with teachers at my school
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

15) My teachers care about me
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

16) My teachers make me feel good about myself.
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

17) I can talk to a teacher or other adult at my school about something that is bothering me
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

18) Students respect one another at my school
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

19) Students generally like one another at my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

20) I can talk to my teachers about problems I am having in class
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

21) My teachers praise me when I work hard in school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

22) My teachers give me individual attention when I need it
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

23) My teachers really care about me
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

24) If I am absent, there is a teacher or some other adult at my school that will notice my absence
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Participation

25) I regularly participate in extra-curricular activities offered at my school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

26) I have lots of chances to be part of class discussions or activities
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Sense of Belonging

27) I feel like I belong
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

28) I feel like I am part of my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

29) I feel socially accepted at my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Emotional Safety

30) At my school, students talk about the importance of understanding their own feelings and the feelings of others
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

31) At my school, students work on listening to others to understand what they are trying to say

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

32) I am happy to be at my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Physical Safety

33) I feel safe at my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

34) I sometimes stay home because I don't feel safe at my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

35) Students at my school are teased or picked on about their race or ethnicity
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

36) Students at my school are teased or picked on about their cultural background or religion
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

37) Students at my school are teased or picked on about their physical or mental disability
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

Fair Discipline

38) School rules are applied equally to all students
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

39) Discipline at my school is fair
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

EDSCLS Parent Survey Questions

Demographics

1) Please indicate which of the following you most identify with:
   Male
   Female
   Non-binary
   Prefer to self-describe
   Prefer not to respond

2) Please indicate which of the following you most identify with:
   White
   Black or African American
   Hispanic or Latino
   Asian
   Native American or Alaskan Native
   Native Hawaiian or Pacific Islander

Cultural and Linguistic Competence

3) My child's school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses)
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

4) All students at my child's school are treated the same, regardless of whether their parents are rich or poor
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

5) Students of every gender identification are treated equally well at my child's school
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

6) My child's school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

7) Adults working at my child's school treat all students respectfully
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

8) The things my child learns in school are important to him/her
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Relationships

9) People of different cultural backgrounds, races, or ethnicities get along well at my child's school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

10) Teachers understand my child's problems
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

11) Teachers are available when I need to talk with them
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

12) My child finds it easy to talk with the teachers at his/her school
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

13) Teachers at the school care about my child
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

14) My child's teachers make him/her feel good about themselves
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

15) My can talk to a teacher or other adult at school about something that is bothering them
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

16) Students respect one another at my child's school
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

17) Students generally like one another at my child's school
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

18) My child can talk to his/her teachers about problems they are having in class
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

19) My child's teachers praise them when they work hard in school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

20) My child's teachers give them individual attention when they need it
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

21) The teachers really care about my child
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

22) If my child is absent, there is a teacher or some other adult at the school that will notice his/her absence
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Participation

23) My child regularly participates in extra-curricular activities offered at the school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

24) My child has lots of chances to be part of class discussions or activities
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Sense of Belonging

25) My child feels like they belong at school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

26) My child feels like they are part of the school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

27) My child feels socially accepted at school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

28) I feel welcome and like I belong when I visit my child's school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Emotional Safety

29) At my child's school, students talk about the importance of understanding their own feelings and the feelings of others
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

30) At my child's school, students work on listening to others to understand what they are trying to say
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

31) My child is happy to be at school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Physical Safety

32) My child feels safe at school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

33) My child sometimes stays home because they don't feel safe at school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

34) Students at my child's school are teased or picked on about their race or ethnicity
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

35) Students at my child's school are teased or picked on about their cultural background or religion

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

36) Students at my child's school are teased or picked on about their physical or mental disability

    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

Fair Discipline

37) School rules are applied equally to all students at my child's school
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

38) Discipline at my child's school is fair
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

Appendix E

EDSCLS Staff Survey Questions

Demographics

1) Please indicate which of the following you most identify with:
   Male
   Female
   Non-binary
   Prefer to self-describe
   Prefer not to respond

2) Please indicate which of the following you most identify with:
   White
   Black or African American
   Hispanic or Latino
   Asian
   Native American or Alaskan Native
   Native Hawaiian or Pacific Islander

3) Is your main assignment/responsibility at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, and Migrant Education?
   Yes
   No

4) How many years have you been working for the district?
   1-3 years
   4-9 years
   10-19 years
   20 or more years

Cultural and Linguistic Competence

5) My school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses)
   Strongly Disagree
   Disagree
   Neutral
   Agree
   Strongly Agree

6) At my school, all students are treated equally, regardless of whether their parents are rich or poor
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

7) My school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity and identity
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

8) My school emphasizes showing respect for all students' cultural beliefs and practices
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

9) My school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

10) Students of every gender identification are treated equally well at my school
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

11) My school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille)
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Relationships

12) Staff do a good job helping parents to support their children's learning at home
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

13) Students of different cultural backgrounds, races, or ethnicities get along well at my school

    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

14) Students respect one another at my school
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

15) Students generally like one another at my school
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

16) If a student has done something well or makes improvement, staff contact his/her parents
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

Sense of Belonging

17) I believe most of my students feel like they belong at my school
    Strongly Disagree
    Disagree
    Neutral
    Agree
    Strongly Agree

Physical Safety

18) Students at my school are teased or picked on about their race or ethnicity
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

19) Students at my school are teased or picked on about their cultural background or religion
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

20) Students at my school are teased or picked on about their physical or mental disability
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

21) Students at my school are teased or picked on about their sexual orientation or gender identification
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Fair Discipline

22) At my school, school rules are applied equally to all students
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

23) Discipline at my school is fair
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

ATTACHMENT 5

Conflict of Interest: Records evidencing provision of data sets, training materials, and other information and materials by Allen to Evison

Greetings and good morning,

I hope all is well! Yes, I am dropping materials and data as we speak. You will find all of the PD materials including PowerPoints, readings, etc. as well as the raw, de-identified data from the pre-post assessment. I am also dropping some literature that informed the PD. Once we have a chance to go through it together, it will all make sense. Let me know if you need anything else before Thursday.

On Mon, Dec 14, 2020 at 9:20 AM Kathleen Evison <evisonk@slsd.org> wrote:
Good morning!

Hope all is well with you. I have a meeting with my Capstone adviser this Thursday, so if you would be able to share the data files with me before then I would really appreciate it! I did forward the IRB document so hopefully we're good to go.

Thanks!

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District

5775 Main Street, Center Valley, PA 18034

☎ 610.282.3121

✉ evisonk@slsd.org

--

Dr. Joseph Allen
Be Well and Treat Each Other Kindly

From:	Joseph Allen (via Google Drive) <allen.joe05@gmail.com>
Sent:	Tuesday, July 14, 2020 4:40 PM
To:	evisonk@slsd.org
Subject:	Evison Project - Invitation to collaborate

allen.joe05@gmail.com has invited you to **contribute to** the following shared folder:

Evison Project

 Here is the drive I promised. I will drop resources in here as I come across them. The first file should be the bibliography, which I can add to if I come across some more readings. I will also draw up a brief description of our districts data, PD programming, and outcomes. I should be able to drop that into this drive by tomorrow. Let me know if this helps.

Open

allen.joe05@gmail.com is outside your organization

Google Drive: Have all your files within reach from any device.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

ATTACHMENT 6

Conflict of Interest: Records evidencing provision of guidance and advise by Allen to Evison

Here's the IRB doc as discussed.

Thanks!

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District

5775 Main Street, Center Valley, PA 18034

☎ 610.282.3121

✉ evisonk@slsd.org

EVISONK07192020104527
PI: Evison, Kathleen
An Impact Evaluation of a Professional Development Program for Teachers on Diversity, Equity and Inclusion

IRB #202118
Last updated: 10/23/2020

Study Type and Performance Site Information

Type of study:

[ ] Standard or Expedited
[ ] Exempt
[ ] Umbrella Review for funds release
[ ] Non-Human Subject Determination
[x] **Quality Improvement/Non-Research Determination**
[ ] Request review by another IRB
[ ] Coordinating Center ONLY

Please indicate which Committee is most appropriate to review your project:

[x] **Social and Behavioral Sciences**
[ ] Health Sciences

Are there any international sites involved in this study in which the PI is responsible?

[ ] Yes
[x] **No**

Is this project cancer-related?

[ ] Yes
[x] **No**

Date of IRB Approval: 11/02/2020   **Institutional Review Board**

V VANDERBILT

EVISONK07192020104527
PI: Evison, Kathleen
An Impact Evaluation of a Professional Development Program for Teachers on Diversity, Equity and Inclusion

IRB #202118
Last updated: 10/23/2020

Study Purpose and Description

Provide a brief abstract of the study in lay language. The IRB Committees are comprised of scientists with varied backgrounds, non-scientists, and community members.

Mooresville Graded School District has implemented a system of professional development for its teachers focused on increasing their cultural competence. The impetus for the professional development was the increased number of students of color receiving disciplinary consequences, and the achievement gaps between students of color and their white peers. The district hoped to provide extensive training to teachers in a structured program in order to address these issues of concern.

The evaluation will review the effectiveness of the professional development program targeted to improve the cultural competence of teachers in a Kindergarten through 12th grade school district. This will be a mixed method case study. The district has already collected a large amount of data in the form of academic and behavioral quantitative data, along with surveys and all data will be analyzed with a focus on establishing the impact of the program and whether the outcomes in student discipline, student academic achievement, and staff efficacy demonstrate a statistically significant improvement when compared to data prior to the professional development program being initiated. A quantitative analysis of grades and discipline data will be conducted, along with the qualitative analysis of surveys, feedback forms on professional development, and staff interviews. Literature and the three theoretical frameworks used will then allow for development of suggested next steps in expanding the program, along with providing recommendations for adaptations to the program to increase efficacy.

Participants were given a survey comprised of two existing, validated research tools designed to measure an individual's Intercultural Communication
Competency (ICC) 2 and their Culturally Responsive Teaching Self-efficacy (CRTSE) 3 .The survey was administered as a pre-post (both before and after the complete training
series).

Is this a quality improvement initiative where the only intent is to: (a) implement a practice to improve the quality of patient care, and/or (b) collect patient or provider data about the implementation of the practice for clinical, practical, or administrative purposes (e.g., measuring or reporting provider performance data)?

[x] **Yes**
[ ] No

Is the intent of the data/specimen collection for the purpose of contributing to generalizable knowledge and of which there is a hypothesis?

[ ] Yes
[x] **No**

Date of IRB Approval: 11/02/2020

Institutional Review Board

EVISONK07192020104527
PI: Evison, Kathleen
An Impact Evaluation of a Professional Development Program for Teachers on Diversity, Equity and Inclusion

IRB #202118
Last updated: 10/23/2020

Conflict of Interest Disclosure

Is there a potential conflict of interest for the Principal Investigator or key personnel? • The PI is responsible for assuring that no arrangement has been entered into where the value of the ownership interests will be affected by the outcome of the research and no arrangement has been entered into where the amount of compensation will be affected by the outcome of the research. • Assessment should include anyone listed as Principal Investigator, or other research personnel on page 1 of this application. Please note that ownership described below apply to the aggregate ownership of an individual investigator, his/her spouse, domestic partner and dependent children). Do not consider the combined ownership of all investigators.

[ ] Yes
[x] **No**

ATTACHMENT 7

Conflict of Interest: Evison submission to Vanderbilt University's Institutional Review Board (IRB) in respect of her "Capstone Project"

Greetings,

This is excellent news! I'm glad to hear she approved of the direction of your project. That being said, here are a few data sources that come to mind. Let me know if you think of anything else we might have that could be beneficial to your project. Once you get everything approved, I can drop data files into your project folder. All data will be de-identified. We just have to figure out how to cite the de-identified reports without naming the district in the reference list. Let me know if this list helps or if you need more info:

- academic data for the year(s) proceeding the implementation of the PD, broken down by demographic (this one is tricky because we formally assessed the program this past year - 2019-20 - and, of course, we have no academic data for the year yet, and will very likely not have usable data due to COVID. Just something to keep in mind about how useful academic data might be)

-discipline data for the year the PD was implemented, and/or proceeding year(s), broken down by demographic (this one should not be a problem. We have 2019-20 data, for as long as students were in school)

-Participant responses to pre-post survey used to assess PD program (the results of the analysis of this data are in the "case study write up" already in your folder)

-Any in-house data analysis/results we have regarding the PD program

-participant testimonials regarding the PD program

-PD program modules (PowerPoints, content breakdowns, readings, and assignments)

If you think anything else could be useful, let me know.

On Sat, Jul 18, 2020 at 1:59 PM Kathleen Evison <evisonk@slsd.org> wrote:
Good afternoon!

Hope you are doing well. I was able to meet with my advisor yesterday and discuss my project further. She feels the proposal you and I discussed is a good one and feels it will meet the criteria for the project. She also felt that given the amount of data likely to exist already, she would be comfortable proceeding with no new data gathering, but rather a case study analysis of what was already gathered. So, if you're comfortable with that, could you provide me a list of all the data sources available so that I can include in my proposal?

Thanks!

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District

From:	Kathleen Evison <evisonk@slsd.org>
Sent:	Wednesday, December 9, 2020 2:09 PM
To:	Joseph Allen
Subject:	IRB

Here's the IRB doc as discussed.

Thanks!

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District
5775 Main Street, Center Valley, PA 18034
☎ 610.282.3121
✉ evisonk@slsd.org

EVISONK07192020104527
PI: Evison, Kathleen
An Impact Evaluation of a Professional Development Program for Teachers on Diversity, Equity and Inclusion

IRB #202118
Last updated: 10/23/2020

Study Type and Performance Site Information

Type of study:

[ ] Standard or Expedited
[ ] Exempt
[ ] Umbrella Review for funds release
[ ] Non-Human Subject Determination
[x] Quality Improvement/Non-Research Determination
[ ] Request review by another IRB
[ ] Coordinating Center ONLY

Please indicate which Committee is most appropriate to review your project:

[x] Social and Behavioral Sciences
[ ] Health Sciences

Are there any international sites involved in this study in which the PI is responsible?

[ ] Yes
[x] No

Is this project cancer-related?

[ ] Yes
[x] No

Date of IRB Approval: 11/02/2020   **Institutional Review Board**

V VANDERBILT

EVISONK07192020104527
PI: Evison, Kathleen
An Impact Evaluation of a Professional Development Program for Teachers on Diversity, Equity and Inclusion

IRB #202118
Last updated: 10/23/2020

Study Purpose and Description

Provide a brief abstract of the study in lay language. The IRB Committees are comprised of scientists with varied backgrounds, non-scientists, and community members.

Mooresville Graded School District has implemented a system of professional development for its teachers focused on increasing their cultural competence. The impetus for the professional development was the increased number of students of color receiving disciplinary consequences, and the achievement gaps between students of color and their white peers. The district hoped to provide extensive training to teachers in a structured program in order to address these issues of concern.

The evaluation will review the effectiveness of the professional development program targeted to improve the cultural competence of teachers in a Kindergarten through 12th grade school district. This will be a mixed method case study. The district has already collected a large amount of data in the form of academic and behavioral quantitative data, along with surveys and all data will be analyzed with a focus on establishing the impact of the program and whether the outcomes in student discipline, student academic achievement, and staff efficacy demonstrate a statistically significant improvement when compared to data prior to the professional development program being initiated. A quantitative analysis of grades and discipline data will be conducted, along with the qualitative analysis of surveys, feedback forms on professional development, and staff interviews. Literature and the three theoretical frameworks used will then allow for development of suggested next steps in expanding the program, along with providing recommendations for adaptations to the program to increase efficacy.

Participants were given a survey comprised of two existing, validated research tools designed to measure an individual's Intercultural Communication
Competency (ICC) 2 and their Culturally Responsive Teaching Self-efficacy (CRTSE) 3 .The survey was administered as a pre-post (both before and after the complete training
series).

Is this a quality improvement initiative where the only intent is to: (a) implement a practice to improve the quality of patient care, and/or (b) collect patient or provider data about the implementation of the practice for clinical, practical, or administrative purposes (e.g., measuring or reporting provider performance data)?

[x] **Yes**
[ ] No

Is the intent of the data/specimen collection for the purpose of contributing to generalizable knowledge and of which there is a hypothesis?

[ ] Yes
[x] **No**

Date of IRB Approval: 11/02/2020

Institutional Review Board

EVISONK07192020104527
PI: Evison, Kathleen
An Impact Evaluation of a Professional Development Program for Teachers on Diversity, Equity and Inclusion

IRB #202118
Last updated: 10/23/2020

Conflict of Interest Disclosure

Is there a potential conflict of interest for the Principal Investigator or key personnel? • The PI is responsible for assuring that no arrangement has been entered into where the value of the ownership interests will be affected by the outcome of the research and no arrangement has been entered into where the amount of compensation will be affected by the outcome of the research. • Assessment should include anyone listed as Principal Investigator, or other research personnel on page 1 of this application. Please note that ownership described below apply to the aggregate ownership of an individual investigator, his/her spouse, domestic partner and dependent children). Do not consider the combined ownership of all investigators.

[ ] Yes
[x] **No**

Date of IRB Approval: 11/02/2020

Institutional Review Board

V VANDERBILT

Subject:	Invitation: Allen_Evison Mtg @ Wed Dec 9, 2020 2pm - 2:30pm (EST) (evisonk@slsd.org)
Start:	Wed 12/9/2020 2:00 PM
End:	Wed 12/9/2020 2:30 PM
Recurrence:	(none)
Meeting Status:	Not yet responded

invite.ics

ATTACHMENT 8

Conflict of Interest: Letter in support of Evison by Allen to Vanderbilt University relating to Evison's Capstone Project

Good morning,

I hope you are well! Please see attached for the letter of commitment. If anything needs to be changed or added, let me know. Also, I'm about to send you an email with updates regarding the DI&E work we will be conducting in SLSD. Let me know when you have some time to follow-up. Take care and be safe!

On Wed, Aug 5, 2020 at 4:32 PM Kathleen Evison <evisonk@slsd.org> wrote:
Good afternoon!

Hope all is well with you.

I am in the final stage of getting my proposal approved and need a letter of commitment from you that you are supporting this project. The examples are all very brief and simple so nothing too complicated! Most wording has been " Notification that Vanderbilt student xx is collaboration with organization xx on final capstone. We've authorized use of data etc. and look forward to working..."

If you would be able to get me something really simple that can meet the requirement that would be awesome! It's attached electronically so an emailed version would be fine.

Thanks!

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District

5775 Main Street, Center Valley, PA 18034

☎ 610.282.3121

✉ evisonk@slsd.org

--
Dr. Joseph Allen
Be Well and Treat Each Other Kindly

Mooresville

GRADED SCHOOL DISTRICT

August 6, 2020

To whom it may concern,

This letter is to acknowledge that Vanderbilt student Kathleen T. Evison is working in collaboration with Mooresville Graded School District in Mooresville, NC regarding her final capstone project. We have authorized her use of de-identified district data related to her project. We look forward to working with Kathleen, and are committed to assisting her in the completion of her capstone in any way we can.

Should you have any questions, or require any additional information, please feel free to reach out to me at any time. My email address is jallen@mgsd.k12.nc.us.

Respectfully submitted,

Joseph W. Allen, Ph.D.
Diversity and Inclusion Specialist
Mooresville Graded School District

ATTACHMENT 9

Conflict of Interest: Records evidencing Evison's participation in the award of the contract to Allen

Looks great! Thank you

On Fri, Jun 19, 2020 at 7:24 PM Joseph Allen <allen.joe05@gmail.com> wrote:
Greetings,

Here is the latest version. I've actually incorporated the student component in two places: a) Module 5 of the PD outline (where we can help teachers learn to engage students in D&I related conversations), and b) in the action plan (where I discussed including recommendations for the development of D&I initiatives for students across all grade levels). Let me know what you think.

On Fri, Jun 19, 2020 at 12:57 PM Kathleen Evison <evisonk@slsd.org> wrote:
Good afternoon,

This looks really good. The only other area I feel we're really lacking is the aspect of providing education to our students in these areas. A piece of that is through our curriculum review process and ELA and Social Studies are in there this year. My concern is that we have a significant percentage of our student body that do not understand race, justice and equity and are either passively, or outright directly marginalizing their peers, using unacceptable language and generally exhibiting racist and biased behaviors. I know that's a lot to tackle, and that our staff and admin need to come first, so maybe just a reference to how this work with staff will then lead to not only culturally affirming practices in pedagogy but also in direct teaching of these issues to students? It's just my thought and I'm certainly open to feedback, but just wondering how we capture the portion of helping our students address their own bias and racism.

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District
5775 Main Street, Center Valley, PA 18034
☎ 610.282.3121
✉ evisonk@slsd.org

On Fri, Jun 19, 2020 at 12:26 PM Joseph Allen <allen.joe05@gmail.com> wrote:
Good afternoon,

Please see attached for an updated version. Let me know if you see anything else that should be addressed. Have a great day!

On Thu, Jun 18, 2020 at 9:54 PM Joseph Allen <allen.joe05@gmail.com> wrote:

Good. I'm glad it helps. I'm comfortable changing the proposal to reflect that the needs assessment will result in a 3-year action plan. I'll make the update and send you a new copy tomorrow. Let me know if you see anything else that needs to be addressed. I'm available for chats by phone all day tomorrow if you need to reach me quickly.

On Thu, Jun 18, 2020 at 9:40 PM Kathleen Evison <evisonk@slsd.org> wrote:
Thank you! I was going to ask you about that - I know they'll appreciate seeing your background and experience!

KATHLEEN T. EVISON
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Southern Lehigh School District
5775 Main Street, Center Valley, PA 18034
☎ 610.282.3121
✉ evisonk@slsd.org

On Thu, Jun 18, 2020 at 9:32 PM Joseph Allen <allen.joe05@gmail.com> wrote:
Please forgive the multiple emails. However, I thought, for purposes of introduction to your Board, that it might be beneficial to submit a copy of my CV. Let me know if this helps.

On Thu, Jun 18, 2020 at 9:12 PM Joseph Allen <allen.joe05@gmail.com> wrote:
Kathleen,

I thought it might be best to send this document via my personal email. I apologize that I did not get this to you earlier in the day. I was called into several emergency meetings and wasn't able to get to it as early as I had hoped. Please see attached for the proposal document. I managed to get both PD services and consultation services onto one document. Please review it and let me know if you find any errors I may have missed, or if you have any recommendations for edits. I will follow up with you tomorrow via text to make sure you have received everything. Looking forward to meeting the Board on Monday. If I don't speak to you before, have a great weekend!
--
Joseph Allen, Ph.D.
Be Well and Treat Each Other Kindly

--
Dr. Joseph Allen
Be Well and Treat Each Other Kindly

--
Dr. Joseph Allen
Be Well and Treat Each Other Kindly

--
Dr. Joseph Allen
Be Well and Treat Each Other Kindly

--

KATHLEEN T. EVISON
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✉ evisonk@slsd.org

ATTACHMENT 10

Conflict of Interest: Update from Evison to School Board regarding Diversity, Equity, Inclusion Plan

Good morning all!

I hope everyone is well. I know we had a lengthy exec earlier in the week, so I'll try to keep this brief!

Diversity, Equity, Inclusion plan : As I mentioned earlier, I will be bringing an agreement to engage the services of Dr. Joseph Allen to work on both consulting and assisting with a plan, and also delivering direct professional development. I am attaching his CV here so you can review his background. The agreement will be added to the agenda for Monday, and Dr. Allen will be attending the board meeting to 'meet' the board and will be available for board questions as needed.

Exec session on Monday : As you are aware, we are planning to start exec at 6 pm on Monday. The reason for this is that we are required by Act 44 to present an annual update to the board on School Safety and Security which is done in exec to protect sensitive information. Tom Ruhf will be presenting in that exec, and the list of requirements for the content of that presentation makes it lengthy so to allow for full review and time for questions, we're asking for that early start.

Return to school planning : We have been working this week with our administrative team in drafting the plans for the fall. We are viewing the structure as Red, Yellow, Green options so that we can move quickly between them if the health situation would change and the governor would announce a new shut down or restrictions. All districts in Lehigh County are really focused on trying to get to full return in the fall, with an online option for those who are unable to attend in person. Buck County Department of Health worked very closely with their districts and the IU and created the attached letter which outlines what a return would look like. It is very helpful and changes many factors of the ability to reopen. If CDC guidance is at 6 feet, that restricts us. The Bucks guidance, based on WHO is 3 to 6 feet, which makes a huge difference. IU's and districts across the state are pushing the PA Department of Health to issue a similar letter so we can have specific PA guidance that would support our decisions. We're working on the final timeline for development of our plan and consultation now, and we can discuss on Monday, and then and will be sending a communication early next week about staff engagement in the planning process and community opportunities to provide feedback.

Athletic Plan : The Athletic Plan will be on the board agenda for Monday. St Lukes and LVHN collaborated on creating a draft plan that all schools have used for their Athletic guidance. We are focused on getting students back to voluntary practices over the summer under PIAA guidelines. As this situation develops, and as our overall return to school plan develops, the Athletic plan will be updated as needed, so this first approval is to get summer activities started, knowing that changes can and will be made as the situation develops.

Business Manager Hiring : We are narrowing down the field of applicants and have another third round interview scheduled on Tuesday afternoon with board involvement. Board members who have been part of this round with the other candidate have been invited to also join us for this candidate. I'll keep you posted as we move forward.

1

Thank you all and have a great weekend! Let me know if you have questions.

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District
5775 Main Street, Center Valley, PA 18034
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✉ evisonk@slsd.org

ATTACHMENT 11

Conflict of Interest: Records evidencing Evison's direct participation in the administration of the contractual relationship with Allen

From: Joseph Allen <allen.joe05@gmail.com>
Sent: Friday, January 22, 2021 1:47 PM
To: Kathleen Evison
Subject: Checking-in on Preparations for SLSD Diversity, Equity, and Inclusion Climate Surveys

Greetings and happy new year!

I hope this email finds you well. As we approach the end of January, I just wanted to touch base and check-in on the preparations to distribute the diversity, equity, and inclusion climate surveys we developed for SLSD. If I remember our previous conversations correctly, we discussed distributing them to the community between February and March, with a plan to analyze the data in April. Is there anything I can do to assist with or support the preparation and distribution of the surveys? I'm looking forward to collecting this final portion of the data that will critically inform the DE&I action plan for the district, which I anticipate could be formally presented to the district and the board by late April or early May. Thank you, in advance.

--
Dr. Joseph Allen
Be Well and Treat Each Other Kindly

Great! See you then!

On Thu, Aug 27, 2020 at 9:17 AM Kathleen Evison <evisonk@slsd.org> wrote:
That's perfect! Thank you

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District
5775 Main Street, Center Valley, PA 18034
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✉ evisonk@slsd.org

On Wed, Aug 26, 2020 at 10:55 PM Joseph Allen <allen.joe05@gmail.com> wrote:
Sounds good:) How does Tuesday, Sept. 8th at 2:30pm sound?

On Wed, Aug 26, 2020 at 2:21 PM Kathleen Evison <evisonk@slsd.org> wrote:
Let's go for the week of the 7th. That will give me time to be fully present and focused!

Thanks

KATHLEEN T. EVISON
Superintendent
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5775 Main Street, Center Valley, PA 18034
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On Tue, Aug 25, 2020 at 5:58 PM Joseph Allen <allen.joe05@gmail.com> wrote:
Greetings

All is good on this end, and I hope it is the same for you! I can meet Thursday, August 27th, at 2:30pm if that works for you. Or, if it helps, we can also meet the week of Sept. 7th. I know these next two weeks will be very, very busy for you, and that will at least let you get through the first week with students back. Whichever is most convenient for you. Just let me know which you prefer, and I will send a Google Meet invite. Looking forward to catching up:)

1

On Tue, Aug 25, 2020 at 3:19 PM Kathleen Evison <evisonk@slsd.org> wrote:
Good afternoon,

I hope you are well! We have staff back this week and students next week. It's been a long and bumpy ride and it certainly isn't over yet!

This week I could meet on Thursday afternoon, or next Tuesday anytime. I can also do Wednesday afternoon next week

KATHLEEN T. EVISON
Superintendent
Southern Lehigh School District
  5775 Main Street, Center Valley, PA 18034
  ☎ 610.282.3121
  ✉ evisonk@slsd.org

On Wed, Aug 19, 2020 at 2:33 PM Joseph Allen <allen.joe05@gmail.com> wrote:
Greetings,

I hope all is well, and that SLSD has had (or will soon have) a smooth kick off to the '20-'21 school year! I just wanted to check-in and send a follow up to my previous email. I have begun to receive data from Mr. Jordan for the DI&E needs assessment. As it stands I have access to the academic data from the past 5 years for grades 3-8. I'm just waiting on the following: academic data for grades 9-12 for the past 5 years, discipline data for grades 3-12 for the past 5 years, and current enrollment data (which Mr. Jordan said should be available around the first week of September). I completely understand that this data will trickle in over time, especially given the busy nature of this time of year (under normal circumstances, and even more so under current circumstances). I look forward to being able to dive into this data and see what can be extrapolated.

In the meantime, I also wanted to follow up with you regarding the climate surveys. I'm looking forward to discussing how those may be disseminated and analyzed once we receive responses.

Let me know if you have time to connect and discuss moving forward. As I mentioned, I understand that this is an unprecedented and very chaotic time. I will absolutely make myself available at your convenience. In the meantime, do take care, and stay safe. Talk to you soon.

--
Dr. Joseph Allen
Be Well and Treat Each Other Kindly

--
Dr. Joseph Allen
Be Well and Treat Each Other Kindly

--

Dr. Joseph Allen
Be Well and Treat Each Other Kindly

Joseph Allen

10227 Reindeer Way Lane
Charlotte, NC 28216

INVOICE

Date: August 3, 2020
INVOICE # 101

To   Southern Lehigh School District

5775 Main Street
Center Valley, PA 18034
Customer ID SLSD

Qty	Item/Service	Description	Unit Price	Discount	Line Total
1	SLSD Diversity, Inclusion, and Equity (DI&E) Needs Assessment	The SLSD Diversity, Inclusion, and Equity (DI&E) Needs Assessment includes: - Statistical analysis of 5 years of district-wide discipline data - Statistical analysis of 5 years of district-wide academic data - Administration and statistical analysis of one (1) of the following: a) a district-wide climate survey related to equity, or b) an administration of the Culturally Relevant Teaching Self-Efficacy Survey for district teachers	$2500		$2500
1	SLSD DI&E Strategic Plan	The SLSD DI&E Strategic Plan will utilize data collected from the SLSD DI&E Needs Assessment to provide recommendations regarding district policy, practice, and protocol over a 3-year period	$1,500		$1500

Total Discount	
Subtotal	$4000
Sales Tax	
Total	$4000

Make all checks payable to Joseph Allen
Thank you for your business!

ATTACHMENT 12

Allen DEI Training Modules

Welcome and Introductions

Mooresville Graded School District Human Diversity Training Series

2020-2021

The Cultural Proficiency Journey

Self Awareness

Understanding Cultural Self

Other Awareness

Exploring other Cultural Norms, History, Values, Beliefs

Skill Development

Learning to be Culturally Responsive

Purpose of the Training Series

* To compile all of the material we have covered over the last two years
* Dive deeper
* Real and raw **_conversations_**
  * Collaboration, discussion, and feedback is encouraged!
* Challenge conventions and break new ground
* Develop cultural proficiency
* Train a core group of district leaders
* You will become the experts!

Structure of Each Module

* Approx. 2 hrs of information and discussion
* Approx. 1.5 hrs of activity development and practice
* Homework
  * Readings
  * Videos

Plan for Training Series

MGSD 2019-2020 Human Diversity Training Series

Modules 1: Introduction/Data/Race/Socialization/Identity

Module 2: Unique Needs of Marginalized Groups (Courageous Conversations)

Module 3: Culturally Sustaining Pedagogy, Intercultural Communication

Module 4: Poverty

Module 1
Data/Race/Socialization/Identity

Norms and Expectations

* Develop a collaborative environment where all discussion is welcome and diverse views are respected and valued
* Challenge ourselves to listen first, process second, respond third, and react never
* Agree to disagree
  * Your perspective _will_ be challenged in some fashion and you _will_ be uncomfortable at some point
* Keep up with readings and videos
* *Actively engage* in group activity

Where Do We Begin?

* A journey of a thousand miles begins with a single step
* Diversity and Inclusion concerns itself with race, ethnicity, and culture
* These are <u>NOT</u> the same thing
* We must first accept a very important concept
* Everyone lives in a world dictated by their racial identity

---

Race v. Ethnicity v. Culture

* Race is a social construct
  * Historically, race wasn't even really a part of social conversation before 1492
* Race pertains to an individuals physical traits (or geographic location), ethnicity pertains to shared customs
  * Neither does a good job of defining the complex socio-emotional, economic, and traditional factors that influence a person's identity
* Perhaps there is a more all-inclusive term: *culture*
* Of the three terms (race, ethnicity, and culture), which do you think is more frequently utilized to *define* an individual?

Agenda

* **Race**
* **Data Dive**
  * **Office of Civil Rights Data (Discrepancy Between Diverse Demographics) – OCR Data**
* **Cycle of Socialization**
* **Minority Identity Development**
* **White Identity Development**
* <u>**Activity:**</u> **Stereotype Wall**

Race v. Ethnicity

<u>Race</u>

* According to the US Census Bureau, in the 2010 census, a persons "race" was defined by the geographic origin of their lineage
  * ex. "White" refers to a person having origins in any of the original peoples of Europe or the Middle East. (Taken from the 2010 Census Brief: Overview of Race and Hispanic Origin, issued 2011, www.census.gov)
* Merriam Webster offers the medical definition of race as "a category of humankind that shares certain distinctive physical traits"

<u>Ethnicity</u>

* According to the document Standards for the Classification of Federal Data on Race and Ethnicity, released by the Executive Office of the President and the Office of Management and Budget in 1995, "there are no clear, unambiguous, objective, generally agreed-upon definitions of the terms, 'race' and 'ethnicity'" (http://www.whitehouse.gov/omb/fedreg_race-ethnicity#3)
* Merriam Webster defines ethnicity (or 'ethnic') as "relating to races or large groups of people who have the same customs, religion, origin, etc."

Terminology

* Race - a sociological construction to classify people
* Racism - involves one group having the power to carry out systematic discrimination through the major institutions of society
  * social and institutional power + racial prejudice = racism
  * advantage and disadvantage based on race

Categories and Levels of Racism:
* Systemic
  1. Institutional: social institutions work to perpetuate racial group inequity (e.g. schools, gov't, banks)
  2. Structural: public policies, institutional practices, cultural representations, and other norms work to perpetuate racial group inequity
* Personal
  1. Interpersonal: occurs between individuals
  2. Internalized: racist attitudes towards members of their own ethnic group, including themselves

---

How We Define One Another
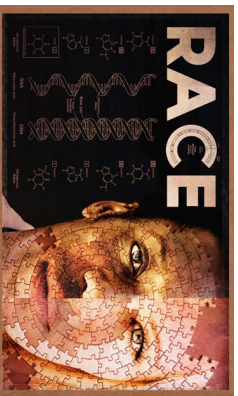
* Race is, arguably, the primary factor we use to define a person
  * How we categorize individuals, which, in turn, dictates how we engage them
* Fault in the logic: if race is is a social construct (not a natural one), why do we use it to define a person's nature? – Turn and talk

---

What Does This Have to Do With Education?

* Students (like all individuals) live in a world dictated by racial identity
* Race relations, political climate, cultural awareness (or lack thereof) influence educational policy – which, in turn, impact students
  * From federal regulation all the way down to individual teacher/student relationships
* The scariest part? Its nothing new

Terminology

* Prejudice - an attitude based on limited information, often on stereotypes. Can be positive or negative. Both are damaging because they deny the individuality of the person
* Discrimination - the unjust or prejudicial treatment of people
* Oppression - systematic denial of one social group by a more powerful social group for the social, economic, and political benefit for the more powerful group
* Color-Blind - used to sound non-racist, treat people equally versus equitably

Brown Vs. Board (1954)

* Before Brown v. Board most students of color were taught by teachers of color
* Desegregated schools
* But was there unintended consequences
  * Systematic "push out" of teachers of color
    * Credentialing/licensure changed
    * Testing changed
  * Shut down segregated black schools
* Systematic re-segregation
  * Loopholes in the law
  * Busing, Funding, Discipline
  * How does this reflect in our society today?

History of Race in US Public Education

* Post Civil War
  * What to do with African-Americans?
  * Philanthropists from the North vs. Southern Government
    * WEB Dubois vs. Booker T. Washington (HBCU's)
  * Liberal Arts Education
  * Clergy
  * Education
* Separate But Equal
* Immigration (voluntary or otherwise) expanded the conversation beyond Black and White

OCR Data

* What trends did you notice in the report you read before today?
* When was that report written?
* What is the current climate nationally?
* What is the current climate locally?

* Visit: www.ocrdata.ed.gov

Where Are We Today?
OCR Data

Self Awareness and Bobbi Harro's Cycle of Socialization
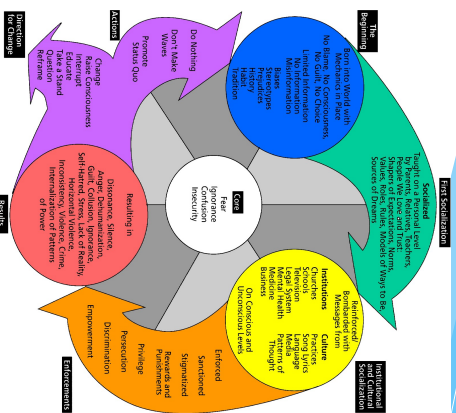
Formation of Racial Identity
(Adapted from a lecture by Dr. Erin Miller, UNCC)

---

5 Stages of the MID Model

* Conformity
* Dissonance
* Resistance and Immersion
* Introspection
* Synergistic Articulation and Awareness

Minority Identity Development
Model, Atkinson, Morten & Sue (1989, 1993)

* MID model anchored in belief that all minority groups experience the common force of oppression, and as a result, all will generate attitudes and behaviors consistent with a natural internal struggle to develop a strong sense of self- and group-identity in spite of oppressive conditions.

* Presented as stage model, but the model is best conceptualized by a continuous process.

Stage 2: Dissonance

* Gradual process into this Stage
* Something must happen to move a person from Stage 1 to Stage 2. (i.e., a Latino who is ashamed of his culture may encounter a Latino proud of his roots)
* Person will experience a conflict
* They may alternate from feeling shame to feeling pride
* Double Consciousness (W.E.B.DuBois)
* Begin to question Conformity
* They may question the Dominant Culture
* Views toward other minorities begin to change

Stage 1: Conformity

* Unequivocal preference for the dominant culture values over those of their own
* Role models, life-styles, value system all follow the lead of the dominant group
* May perceive the dominant group as much more positive
* May view their own physical features as less desirable
* Share dominant culture's beliefs

Stage 4: Introspection

* Begins to feel discomfort with rigid news
* More comfortable with own identity
* Becomes more comfortable with who they are
* Believes that the dominant culture is not all bad
* There is both good and bad

Stage 3: Resistance and Immersion

* Falls back into own culture
* They reject the dominant and resist oppression. Issues are becoming resolved. Strong sense of appreciation. Values are accepted without questioned.
* Why should I feel ashamed?
* Agree about being a victim of racism
* Start to explore and discover own history
* Dislike for all members of the dominant group
* Endorses minority values

Janet Helms' White Racial Identity Model (1990, 1995)

- Assumes existence of white superiority and individual, cultural, and institutional racism.

- Sees white racial identity as an oppositional identity

- Assumes individuals start with a racist identity and must first move away from such an identity before they can develop a non-racist identity

- Assumes individuals can be in more than one "stage" at a time (i.e., have multiple statuses)

- Posits that different statuses are associated with different ways of processing racial data

---

Contact

- **Passive lack of racial salience and awareness**
  - Unaware of most forms of racism
  - Unaware of white-skin privilege
  - Unlikely to attend to or remember racial stereotypes
- **Limited interactions with non-whites**
  - Most relationships with other Whites
  - Exposure to people of color mostly vicarious (e.g., media)
  - Possible cross-race friendships with "pre-encounter" people of color
  - Naïve curiosity and/or timidity about people of color
- **Color-blind philosophy and ideology**
  - Evaluates people of color with "white" criteria
  - Responds to racism with denial
  - Perpetrates racist behavior unknowingly (e.g., "You're not like most Blacks")

Stage 5: Synergistic

* Sense of self-fulfillment
* Resolved discomfort
* Value – of all cultural groups are evaluated
* Comfortable with who they are
* Comfortable with who others are
* Attitudes toward others in same group = Appreciative Look at each person as an individual
* More respect for other groups
* Selective appreciation and liking for those of the dominant group

---

6 Statuses of White Racial Identity (Helms, 1995)

* **Contact**

* **Disintegration**
  Abandonment of racism

* **Reintegration**

* **Pseudo-Independent**

* **Immersion-Emersion**
  Redefining a positive White identity

* **Autonomy**

Reintegration (into "Whiteness")

- **Relatively good awareness of racial inequalities**
  - Members of minority groups blamed for inequalities
  - Negative stereotypes about minority groups prominent
  - Selective attention to information that confirms racial stereotypes
- **Idealization of whiteness**
  - Endorsement of white superiority (e.g., intelligence)
  - Strong preference for relationships with Whites
  - Enjoyment of racist humor that promotes white superiority
- **Guilt and anxiety transformed into fear and anger**
  - Active Expression: oppression, violence
  - Passive Expression: avoidance of people and situations
  - Possible endorsement of minority group superiority in domains that are usually considered of lesser importance

---

Immersion-Emersion

- **Emotional intense period of "soul searching" for a healthy racial identity**
  - Focus shifts from changing people of color to changing self and other white people
  - Honest reflection on what it means to be "white" in this country
  - What is an appropriate personal response to racism?
  - May be associated with some guilt, but dominant emotions are generally hope and motivation

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Disintegration

- **Increased awareness of racial inequalities**
  - Usually due to interactions with members of minority group
  - Recognition of moral dilemmas associated with whiteness
    - Freedom and democracy vs. racial inequality
    - Individual merit vs. racial stereotypes
- **Most relationships still with other Whites**
  - Cross-racial interactions feel threatening and increase anxiety
  - Copes with discomfort by avoiding cross-racial interactions
  - Tries to convince other Whites that people of color are not inferior
- **Color-blindness no longer espoused**
  - Knowledge of racial inequality creates cognitive dissonance, which manifests in feelings of guilt, depression, helplessness, anxiety, discomfort, & resentment
  - Seeks and attends to information to the effect that racism is not the White person's fault or no longer exists

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Pseudo-Independent

- **Intellectual enlightenment about racism**
  - Questions inferiority of (and stereotypes about) people of color
  - Begins to acknowledge responsibility of Whites for racism
  - Begins to realize how he/she may help perpetuate it
- **Greater interaction with people of color**
  - Intellectual acceptance and curiosity about people of color
  - Sincere desire to help people of color
    - Focus on helping people of color meet majority group standards (become more white)
    - Unaware that criteria may be inappropriate
    - May be met with suspicion from both Whites and people of color (marginalization)
  - May still unintentionally perpetuate racism

Activity: Stereotype Wall

Autonomy

- **Internalization of healthy, positive, White identity**
  - Race and people of color are no longer a threat
  - No longer feels need to oppress or idealize people because of group membership
  - Actively seeks to learn from other cultural/racial groups
  - Increasingly aware of relatedness of various forms of oppression
  - Ongoing racial self-actualization
  - Guilt is replaced by motivation and commitment to fighting racism

Key Things to Remember

* There are 4 major components to this exercise
* 1) Preparation
  * Know your audience
* 2) Commitment
  * This will hurt you as much as it will hurt them
* 3) Apology
  * "On behalf of a society that would use these and other harmful words against you, I would like to apologize"
* 4) Debrief
  * Most _critical_ element
  * Do not let e single person leave this exercise without the chance to process what they have just experienced

Major Discussion Before We Begin

* This is the most controversial exercise in our arsenal
* Not everyone is ready for this kind of experience
* Purpose
  * To bring to the forefront of everyone's mind the significant racial stereotypes present in today's society
  * We must acknowledge what we are up against
  * To create awareness in individuals who may not be aware of stereotypes associated with other groups
  * To offer opportunity for _healing_

Homework

* **Assignments:**
* **Watch "Unseen Tears The Native American Boarding (Residential) School Experience in Western New York Parts I and II"**
* **www.youtube.com/watch?v=ioAzggrmes8c&list=PLBKAYDq5dhv69hS eoCZWvQBwjsGBGiZT0**
* **Watch "The Lemon Grove Incident"**
* **https://www.youtube.com/watch?v=Uu9dxMMLGvU**
* **Watch "Eyes on The Prize – (Part 2) Fighting Back 1957 – 1962"**
* **https://www.youtube.com/watch?v=4D5xwC6M_Gk**
* **Watch "The Making of Asian America: A History"**
* **https://www.youtube.com/watch?v=MgYmAvRJTmw**

Final Warnings

* It is not recommended to do this exercise with students under the age of 18
* Modified versions are available
* It is not recommended to do this exercise without having practiced it with a trained professional
* And finally… DO NOT DO THIS EXERCISE IF YOU DO NOT FEEL PREPARED TO DO IT!!!

Mooresville Graded School District Human Diversity Training Series

2019-2020

Module 2

Courageous Conversations:
Native American, Latino, Caucasian,
African American, and Asian Students

Agenda

* **Unique Needs of Different Racial Groups (Courageous Conversations)**
  * **Native American Students**
  * **Latino Students**
  * **Caucasian Students**
  * **African American Students**
  * **Asian Students**
* **Activity:** Student Activities

The Cultural Proficiency Journey

Self Awareness
- Understanding Cultural Self

Other Awareness
- Exploring other Cultural Norms, History, Values, Beliefs

Skill Development
- Learning to be Culturally Responsive

The Unique Cultural Needs of Marginalized Groups

Courageous Conversations

Norms and Expectations

* Develop a collaborative environment where all discussion is welcome and diverse views are respected and valued
* Challenge ourselves to listen first, process second, respond third, and react never
* Agree to disagree
   * Your perspective _will_ be challenged in some fashion and you _will_ be uncomfortable at some point
* Keep up with readings and videos
* **_Actively engage_** in group activity

Native American Students

* Culturally benefit from: valuation and authentic representation of their culture, decrease in assumption of "otherness", decrease in attempts to conform and assimilate

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Native Americans

* Victims of systematic reconditioning and genocide
   * Attempts to "civilize a savage people"
      * Boarding Schools
      * Missionary work
   * Forced displacement and geographic isolation that lead to the deaths of millions
* Devaluation through naming
   * Indian v. Native (or proper tribal names)
* Generations of cyclically reinforced stereotypes
   * Alcoholism
   * Physical and sexual abuse
   * "Savagery"
* The mistreatment, marginalization, and discrimination of native peoples go largely unnoticed and often misrepresented in history
   * Native history has now been Disney-fied
      * Pocahontas and John Smith/Avatar
      * Pilgrims and "Indians"
   * The Trail of Tears vs. Natives willingly and generously surrendering their land
* Misrepresentation of cultural and religious images
   * Washington Redskins, Cleveland Indians, dream catchers, etc.
* Significant contributions to US history with conditional reparations
   * Navajo Wind Talkers
   * Land (reservations), state sponsored education (all conditional)

Latin American Students

* Culturally benefit from: development of familial type bonds, mitigation of fear regarding political climate, understanding of cultural expectations, culturally relevant options for success in life

Caucasians

RIOT AT SOUTH OMAHA

Crowds Make Merciless Attack on Greeks.

Applied to Several Buildings
mates Beaten and Shot by
ul Mob—Windows Smashed

The immediate cause of ... was the killing on Fri... of Policeman Edward L... John Masureles, a Greek wh... ... had placed under arres...

Omaha Sunday night was ... of rioting, murderous assaul... ge. More than thirty build... ... been burned, wrecked or ... aged, and probably a score ... is injured, half that number ... by heroic work the police ... rested actual loss of life.

On Sunday a petition w... lated in South Omaha and ... business of citizens, setting ... ... large number of Greek res... ... place were of the undesir... and calling a mass meeting a... ...hall for Sunday afternoon ... methods of ridding the city

Latin Americans

* Social expectations are different
    * Males – machismo
    * Females - conflict between the marianist ideal (Virgin Mary) and hyper-sexuality
* Very strong sense of cultural differentiation - different cultures have different roles for its members at different parts of their lives
* Language barrier, cultural displacement (culture shock)
* Statistically more likely to join gangs - extended sense of family
    * Culturally benefited by: the extended "family"
* Familism - the tendency to extend kinship relationships beyond the nuclear family
    * How can you fill this space? Can you inquire as to their family/traditions/values?
* Personalismo - the tendency to prefer personal contacts over impersonal or institutional ones
* Simpatía - tendency to emphasize a pleasant demeanor aimed at lowering conflict
* Highest contributions to Latino dropout (Hispanic Dropout Project, U.S. Secretary of Education Richard Riley, 1995):
    * Teacher's negative self-fulfilling prophecy of Hispanic/Latino students
    * Teacher lack of self efficacy: feeling prepared to teach Hispanic/Latino students
    * Instructional practices that alienate youth in urban areas - which includes Hispanic/Latino students (culturally irrelevant pedagogy)

Caucasians (European Decent)

HOMO ITALICUS

Original Wop

One pound o' spaghetti, kerchief 'round da neck
stiletto in the fustian pants
a buncha garlic gulped down like animals do
and talent for shinin' shoes

NO ITALIANS ALLOWED

On May 28, 1883, council passed
a resolution to the effect that
parties receiving the contract for
paving E. Washington St. shall
bind themselves not to employ any
Italian labor.

Caucasian Students

* Culturally benefited from: remembering the wide range of rich cultural heritages that exist within the community, exposure to other cultures, understanding class (caste) division

African American Students

* **Culturally benefited by: strong familial ties, strong matriarchal influences, strong oratorical skills, strong association to rhythmic culture (hip-hop, rap, spoken word), cultural relevance**

Caucasians

* Though the system is designed to favor the dominant culture, it does not guarantee that *all* members of the dominant culture benefit
* Rural vs. Urban
* Lower vs. Middle/Upper Class
* Linguistically Different
* Historical Context
* Race (and culture in the classroom) becomes a taboo topic
* Is it ok to have "white pride"?
* Fashion choices
* Reverse discrimination (i.e. minority privilege)
* Quest for Visibility

African Americans

* **Stem from a history of systematically-inflicted poverty and psychological trauma for over 350 years**
* **Statistically more likely to be incarcerated**
  * **1 in 3**
  * **Testing data is a strong predictor of incarceration**
* **Statistically more likely to receive punitive discipline in school**
  * **OCR Data**
* **Part of a cyclical pattern of social (de)construction, leading to such issues as the absentee father phenomenon**
  * **Similarities to other racial/ethnic identity groups?**
* **Historically victims of what W.E.B. Dubois calls "double consciousness"**
  * **Benefits from counter-stereotypic imaging**
    * **Dream (who I want to be) vs. Media (who they say I am)**
* **Thoughts on the video?**

Asian American Images (cont.')
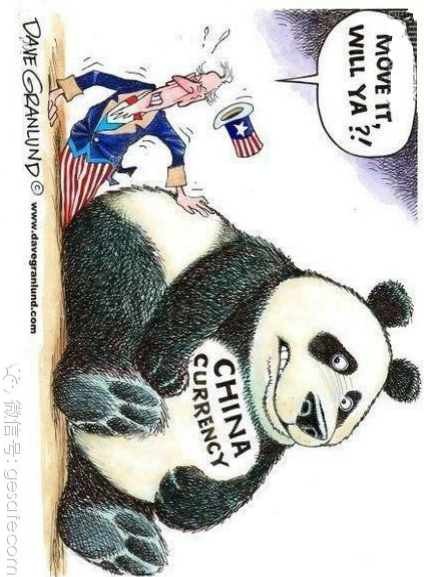
Asian American Images Throughout History

Asian American Images (cont.)

Asian Americans

* Suffer from "model minority" stereotype
  * Double edged sword
* Also have a history of being oppressed in the US
  * Chinese Rail Road workers
  * Japanese Interment Camps during WWII
  * Victims of overt stereotyping and "white washing"
* Familial expectations are stronger than social
  * This can be the case for education
    * Tiger Mom stereotype
  * Psychological effect
* Not immune to maladaptive or antisocial behavior
  * Gangs activity
  * Drug use
* Thoughts on the video?

White Washing (cont.)
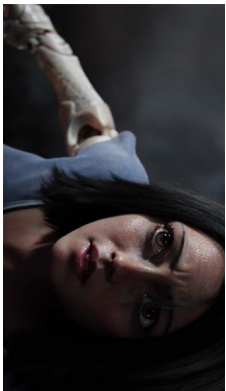
White Washing

Activity: Having These Conversations With Students

Asian American Students

* Culturally benefit from: using family traditions and values to the student's advantage, respect of the culture and traditions, avoid falling victim to the "model minority" stereotype (ensure your pedagogy meets the child's ability, not the stereotype).

Activity #1: Iceberg Dead A Head

* Start with common knowledge
  * 90% of an iceberg is (usually) underwater
* Emphasize the fact that we only focus on 10% when there is so much more "below the surface"

Solution 1

Key Things to Remember

* When having sensitive conversations with students (K-12) it is important to remember the following
  * Discuss differences, but emphasize similarity
  * Use visuals
  * Do not just focus on one "…ism"
  * Allow students to speak their truth
    * Do not *silence* voices
  * Promote a sense of unity
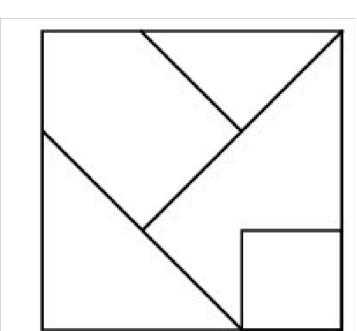
Activity #3: Where Do I Fit In?

* This is a great group activity that emphasizes group focus and communication skills
* Two phases:
  * 1) Everyone gets a piece and the group can talk
  * 2) One person is left out, and the group cannot talk
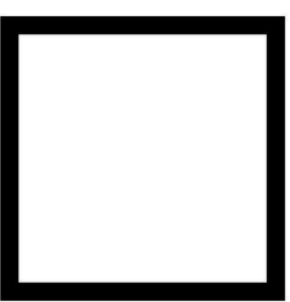
Activity #2: Rope 'em In

* Great activity for learning to identify things that we appreciate about each other
* Several modifications can be made to this activity
* This activity is also useful for building community in a classroom

Solution 2
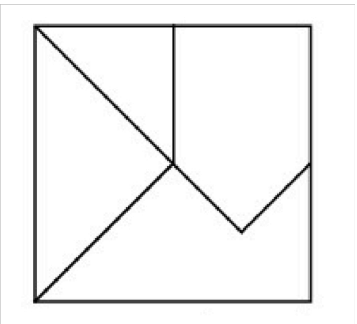
Homework

* **Readings:**
* **Human Communication – DeVito Readings (pgs. 8-12, 22-25, 29-32, 40-48, 60-68)**
* **Why Restorative Justice Is About More Than Reducing Suspensions**
* **Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice**
* **Evann's *Little Book Of Restorative Justice in Education* Chapter 2**
* **Doss-Helms Article – *What Happens When Two CMS Schools Come Face to Face to Confront Race and Class Rifts?***

The Cultural Proficiency Journey

Self Awareness

Understanding Cultural Self

Other Awareness

Exploring other Cultural Norms, History, Values, Beliefs

Skill Development

Learning to be Culturally Responsive

Mooresville Graded School District

Human Diversity Training Series

2020-2021

Module 3

Culturally Relevant/Sustaining Pedagogy, Intercultural Communication, and Restorative Practices

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Norms and Expectations

* Challenge ourselves to listen first, process second, respond third, and react never
* Agree to disagree
* Your perspective _will_ be challenged in some fashion and you _will_ be uncomfortable at some point
* Keep up with readings and videos
* _**Actively engage**_ in the Canvas Course

Culturally Relevant Pedagogy

Agenda

* **Culturally Relevant Pedagogy Vs. Culturally Sustaining Pedagogy**
* **Communication in the Classroom**
  * **Types of Communication**
  * **Culture and Communication**
    * **Intercultural Communication Techniques**
  * **Student Voice**
    * **Restorative Justice**
* **Virtual Portfolio:** Examine Your Communication Style

Gloria Ladson-Billings

◆ Pedagogical Theorist

◆ Asserts one way to disrupt systems of exclusion/oppression in education is to change the way we think about teaching

◆ Focuses on acknowledging the culture of the student (non-colorblind approach)

◆ First to coin the term Culturally Relevant Pedagogy (CRP)

Culturally Relevant/Responsive Pedagogy (CRP) - Background

◆ Stems from conversations about "systems"

◆ Problem: the idea that systems are designed to exclude (oppress) portions of the population, based on race (systematic racism)

◆ Critical Race Theory - Focus began with the legal system, but soon became broader (housing, financial, and education) (Bell, 1995)

◆ The education system became a focus due, in part, to reflections on the Brown v. Board decision of 1954

◆ Solution: It is not enough to just acknowledge systems of exclusion. It is also necessary to DISRUPT them

But...what IS CRP?

What CRP is NOT:

- While CRP does call for infusing cultural representation into a lesson, that is not the sole focus of the practice:
  - CRP is NOT (just) celebrating cultural holidays
  - CRP is NOT (just) hanging up pictures of famous people of color
  - CRP is NOT (just) discussing food from around the world

What CRP is:

- CRP is a *philosophical shift*
- It is embedding students' history into the lesson plan
- It is making sure they culturally identify with what you teach
- It is teaching to a globalized world, not just to local norms
- It is counter-stereotypic imaging
- It is about getting creative

Tenets of CRP

- Based on Ladson-Billings (1995) work *Toward a Theory of Culturally Relevant Pedagogy*
- 3 "key" tenets
- Academic Success - still the priority
- Cultural Competence - in teachers
- Critical Consciousness - for both teachers and students

Something to ponder...

What if CRP is not enough? If we infuse student culture into curriculum, but still teach counter to that culture, is it really making a difference?

Questions to Consider

- Do I **BELIEVE** my students can be academically successful?
- Am I **WILLING** to learn about my students' cultures and incorporate it in my lessons?
- Do I feel **CAPABLE** of empowering my students to enter a world that will attempt to oppress them?

Enter: Culturally SUSTAINING Pedagogy (CSP)

- All the perks of CRP, plus a little more (CRP 2.0)
- Django Paris (2012)
- Still a philosophical shift
- Argues that it is one thing to consider culture in education, it is an entirely different thing to sustain it

The Hard Part

- CSP requires us to let go of the "the way it's always been" mentality
- CSP requires a "willingness to identify and give up/dismantle unjust power structures… and the damaging belief that who we are… our norms and beliefs… somehow deserve more attention in schools" (Paris, 2019)
- CSP requires that the opportunity be given for student voices to be heard, and, when possible, to adjust according to their socio-cultural needs

Culturally Sustaining Pedagogy

Key Arguments of CSP

- Asserts that CRP is a step in the right direction, but still leaves out a few things
- Acknowledges systems of exclusion in education (Eurocentric perspectives are typically the "center" of education)
    - Adds the notion that these systems can still operate, even if they take culture into account
    - Challenges the "single moment in time" aspect of CRP
- Acknowledges additional cultural groups
    - Youth Culture
- Two new concepts introduced:
    - 1) The cultural and linguistic traditions of the students should be sustained (cultural pluralism) daily and as part of the normal routine
        - Centering non-Eurocentric perspectives
    - 2) Student voice must considered

Examples of CR/SP

- Math
  - Alexander Rhind Papyrus
  - Pyramids of Egypt
  - Cultural Origin of Numerals
    - I, II, III, IV, V
    - 1, 2, 3, 4, 5
    - What about zero (o)?
      - Ex. from Current News
  - Literacy
  - Classroom Libraries
    - Enhancement
    - Textiles
    - History/Social Studies
    - Hamilton
    - Elementary Education
    - The First Thanksgiving
    - Native and Indigenous Populations of NC
- Alternative Pedagogical Practices
  - Hip Hop
  - Critical Media

CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION

Communication in the Classroom

Why Does it Matter?

From the Mouths of Future Teachers

I think its just being mindful in the way you kind of approach and talk about things, and making sure you are not using language like 'this is how it is for *all* of us at home'. You know, making assumptions for cases that may not be true for all of the students in the classroom, and, in doing so, make them feel like 'Oh, wow, am I weird for having it be like that?' Maybe its teaching tolerance for things, like, when kids bring different foods for lunch, or wear different clothes, or just various things like making it clear in your classroom that its OK to accept and maybe even learn and understand [more of that culture]. Its about knowing that there is nothing right or wrong inherently, but just understanding the value of all.

- UNCC Teacher Candidate

Questions to Consider (Miller, 2019)

- What spaces are we willing to relinquish to make the necessary space for centering others, other life ways in [the] classroom and in schools?

- In what ways can we resist and refuse when school, district, and state curriculum, policies, and practices reinforce the false and damaging beliefs of superiority?

- How can I creatively foster linguistic, literate, and cultural pluralism in my classroom as a part of social transformation and revitalization?

Why Do We (As Teachers) Communicate?

* Information Sharing
  * Teach curriculum
* Building Interpersonal Relationships
* Group Organization and Leadership
* Development of Social Standards and Norms
  * Classroom management
* Exposure to cultural learning

What is Communication?

* All human interaction is a form of communication
  * Verbal, non-verbal, haptic, kinesthetic, electronic, etc.
* Goal of communication is to share information to the purpose of bringing all involved parties to a state of common understanding
  * Even the root of the word communication (the Latin word communis) means "to make common"
* What better example of this than the teacher/student relationship
  * Communication is the foundation of the art of teaching

Types of Communication

Kinesthetic

* Gestures
* Body appearance
  * Attractiveness
  * Height and body type
* Facial expressions
  * To intensify, neutralize, mask, etc.
* Eye communication
  * Use of eye contact
  * Pupil dilation

Space/Proxemics

* Proxemic distances
  * Intimate
  * Personal
  * Social
  * Public
* Territoriality
  * Linked to status
  * Has markers

Types of Communication

Verbal

* Communication through spoken word
* First thing people think of when they are asked to describe communication
* Ironically, it is NOT the dominant form of communication

Non-Verbal

* Communication through anything EXCEPT spoken word
* Common examples include body language/gestures, technological methods of communication, etc.
* Arguably, the dominant form of communication

Type of Communication

Smell Communication
* Olfactory communication
* Communicates:
* Attraction
* Taste
* Memory
* Identification

Types of Communication

Artifacts
* Color communication
* Clothing and adornment
* Space decoration

Time Communication
* Chronemics
* How we see time
* Past orientation
* Future orientation

Culture and Communication

Shannon/Weaver Model of Communication (1942)

Cultural Filter

You

Orientation · Values · Community · Attitudes · SES · Education · Religion · Race/Ethnicity

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Communication Isn't Always Easy

I'M HUNGRY. CAN I HAVE A SNACK?

SURE, HELP YOURSELF.

YOU CAN HAVE AN APPLE OR AN ORANGE FROM THE FRIDGE.

EVEN THOUGH WE'RE BOTH TALKING ENGLISH, WE'RE NOT SPEAKING THE SAME LANGUAGE.
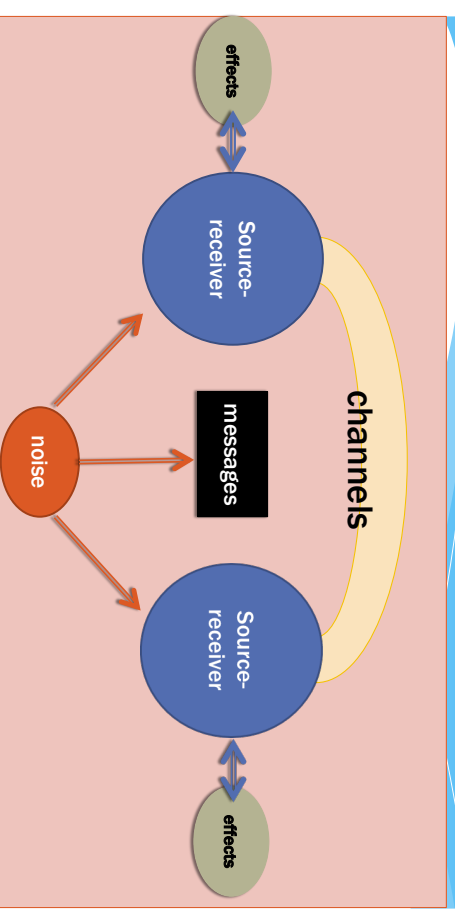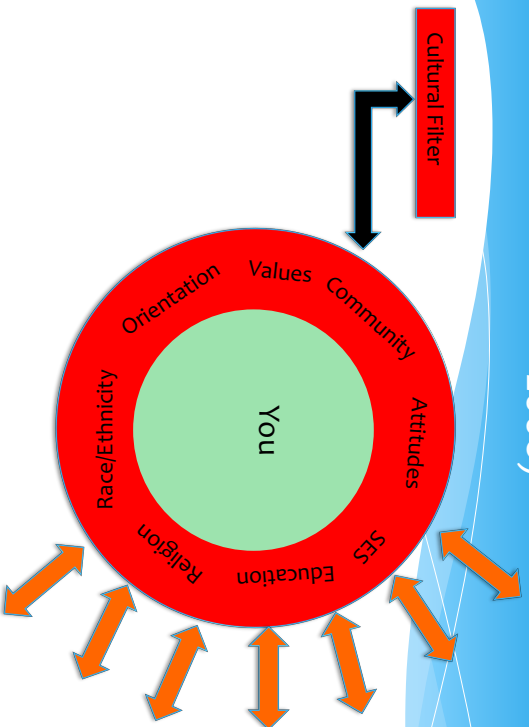
Key Things To Remember About Each of These Components

* (Sender/Coder)
  * Sender must know how to code the information for the recipient to receive it
  * This is here cultural relevance/proficiency plays a role
* The recipient must be able to decode the information
  * Is the material in a language (verbal and NON-verbal) they can understand?
  * Do they trust the source of the information?
  * Is it (culturally) relevant?
* Path of Travel
  * In order for the message to be received, there must be no interruptions along the path of travel.
  * If there is any interruption to the message along the path of travel, it generates a fourth component in the system: "noise"

Shannon/Weaver Model of Communication (1942)

Person A

Person B

Message

Effective Intercultural Communication Techniques

Cultural (Mis)communication = Noise

* Anything that prevents, blocks, or diminishes the message along its path of travel.
  * Language barrier
  * Attitudes
  * Implicit Bias and Beliefs (two-way street)
  * Lack of Cultural Knowledge/Understanding
  * Individual Feels Unwelcome in the Environment/Climate
  * Lack of Relationships
  * Intimidation
  * Silencing of voices
  * Assimilation into Dominant Culture

Restorative Justice

Using Conversations to Resolve Conflict

Principles of Intercultural Communication

* Remember: Meanings are in people
  * Our interpretation IS our meaning, but our interpretation is NOT THE ONLY ONE
  * Avoid ethno/linguo-centrisim
* Remember: Meanings depend on context
  * The context changes meaning and interpretation
  * Denotation: the literal meaning of the word
    * Low-context communication
  * Connotation: the emotional meaning attached to the word
    * High-context communication
* Remember: Messages are influenced by culture and gender
  * Politeness, directness, face-saving, etc. related to culture
  * If your message is not getting across, perhaps it is because YOU are not coding it in the correct cultural context

Activity:
Restorative Justice Circles

Restorative Justice

* Rooted in the juvenile justice system
* Made the leap to education in the late 90's/early 2000's
* Focus on peace-building not punishment
   * Alternative to punitive disciplinary tactics
* Utilizes the power of communication
* Why and how does it work? Good question
* Proven success in districts all over the country
   * Chicago
   * Baltimore
   * Charlotte

Key Things to Remember

* Tenets of Restorative Justice
* Voices NEED to be heard
* Focus is on healing not blaming
* ALL stakeholders must be present
* Ground rules must be established first
* Resolution is preferred, but not necessary
* Pro – Tips:
* Always use a talking stick
* Take notes (facilitator)

The Cultural Proficiency Journey

Self Awareness	Other Awareness	Skill Development
Understanding Cultural Self	Exploring other Cultural Norms, History, Values, Beliefs	Learning to be Culturally Responsive

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Mooresville Graded School District
Human Diversity Training Series

2020-2021

Module 4
Poverty in Education

Norms and Expectations

* Challenge ourselves to listen first, process second, respond third, and react never
* Agree to disagree
* Your perspective _will_ be challenged in some fashion and you _will_ be uncomfortable at some point
* Keep up with readings and videos
* **_Actively engage_** in the Canvas Course

The Nature of Poverty

Agenda

* **The Nature of Poverty**
* **The Brain of an Impoverished Child**
* **The Impact of Poverty on Student Performance**
  * **Physiological Factors**
  * **Psychological Factors**
* **Common Myths about Poverty**

* **Discussion Board:** Teaching with Poverty in Mind
* **Virtual Portfolio Entry #4:** Community Mapping

Focus of the Classes

Poverty

Relationships

(wheel diagram with labels: Self-esteem, Abusive relationships, Affordable housing, Other family members, Agency time, Affordable childcare, Bad neighborhood, Credit issues, Money, Food, Working recovery, Employment (finding a wage), Crime, Going to school, Medical issues, Stress – lack of time, Substance abuse, Transportation)

* *Bridges out of Poverty* by Dr. Ruby K. Payne
* Payne suggests that people who live in poverty tend to focus more on the relationships they share with other people
* These relationships are built on a "what can you do for me" mentality
* Do to lack of material possession, people in poverty tend to use relationships as social currency
* Things like loyalty, respect, trust, are worth more in poverty than you might think

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An Understanding of Socio-economic Class

* In the United States, society generally accepts three social and economic classes that every citizen belongs to
  * Poverty (lower class)
  * Middle Class
  * Generational Wealth (upper class)
* Before we begin to specifically discuss Poverty, lets take a look at how the three classes compare
* Ruby Payne

Focus of the Classes (cont.)

Generational Wealth

Connections

* The upper class focus more on connections, or the "its all in who you know" mentality
* How do you think this reflects what we know about the 1%?

Focus of the Classes (cont.)

Middle Class

Achievement

* The mentality of the Middle Class tends to focus on achievement, or a "look what I have done for myself" mentality
* How does this reflect in the things that we hold most important in our lives?

Poverty

* What is poverty?
* "Persons with income less than that deemed sufficient to purchase basic needs-food, shelter, clothing, and other essentials-are designated as poor" (Jensen, 2009)
* Definition of poverty
* "A chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind, body, and soul." (Jensen, 2009)
* How do we identify those in poverty?
  * Free and Reduced Lunch (Economically Disadvantaged)
  * Is this accurate?

The Hidden Rules of Society

Again from Bridges Out of Poverty, this chart helps us to understand the hidden rules built into our society that literally govern the way each class thinks, acts, and makes decisions.

possession	poverty	= people -the more people (kids) who are attached to me, the more assets I have
	middle class	= things
	wealthy	= one-of-a-kind objects, legacies, pedigrees
personality	poverty	= entertainment – a sense of humor is highly valued
	middle class	= for acquisition and stability – achievement is move highly valued
	wealthy	= for financial/social/political connections
destiny	poverty	fate – I can't do much to integrate change
	middle class	choice – I can change my future with good choices now
	wealthy	noblesse oblige
social emphasis	poverty	inclusion of people I like – if I like you, I will go overboard
	middle class	self-governance/self-sufficiency – I'll do all I can to keep from asking for anything
	wealthy	emphasis on social exclusion
food	poverty	did you get enough? too many people, not enough food
	middle class	did you like it?
	wealthy	was the presentation done well?
clothing	poverty	individual style and expression of personality – flair
	middle class	quality, acceptance in norms of the – label are important
	wealthy	valued for artistic sense and expression, the designer is important
education	poverty	valued in the abstract but not as a reality
	middle class	crucial for climbing the ladder of success
	wealthy	necessary for making/maintaining connections
family structure	poverty	matriarchal – the mother (or another woman) is in charge is everything
	middle class	patriarchal
	wealthy	whoever has the money
worldview	poverty	sees the world in terms of the local setting, eg. the local school, not the school system)
	middle class	sees the world in terms of the national setting
	wealthy	sees the world in terms of the international setting
love	poverty	conditional based on whether I like you – if love, "I have her/his"
	middle class	conditional based on achievement – can be provided
	wealthy	conditional related to social standing/connections
driving force	poverty	survival, relationships, entertainment – relationships > own's assets
	middle class	something has to keep my mind off my poverty/living environment (fights, conflicts)
	wealthy	material achievement

Types of Poverty (cont.)

* Absolute
  * Involves scarcity of basic essentials
    * Running water, shelter, food
  * Families focus on day-to-day survival
* Relative
  * Family whose income is insufficient to meet its society's average standard of living

Types of Poverty

* Situational
  * Brought on by sudden crisis or loss
    * Natural Disaster, divorce, severe health problems, etc.
  * Often temporary
* Generational
  * Families where at least two generations were born into poverty
    * Many of our families may fall under this category
  * Not equipped with the tools to get out of their situations

Effects of Poverty

* Personal Risk Factors
* Internalized factors that may inhibit a child's success
  * Hunger
  * Fatigue
  * Anger/Emotional Distress
  * Hopelessness

Types of Poverty

* Urban
  * Metropolitan areas with populations greater than 50,000
  * Stressors include crowding, violence, and noise
  * Rely on large-city services
* Rural
  * Non-metropolitan areas with populations less than 50,000
  * Lack access to job opportunities and community services

Poverty in Education

How Poverty Affects Learning

Effects of Poverty (cont.)

* Physiological Risk Factors
* Risk factors that affect a child's physical well being
  * Malnourishment
  * Fatigue
  * Underdeveloped brains and bodies
  * Exposure to toxins or narcotics
  * Lack of defenses against illness (natural or medicinal)

Effects of Poverty (cont.)

* Psychological Risk Factors
* Risk factors that affect a child's emotional, mental, and psychological well being
  * Inability to control emotions
  * Underdeveloped brains
  * Either physical malformation OR underutilization
  * The human brain is a muscle that will adapt to environment and use
  * Delayed Cognitive Development

Effects of Poverty (cont.)

* Community Risk Factors
* External risk factors that may inhibit a child's success
  * Community violence
  * Social isolation of families
  * Parental stress and distress
  * Sleepless moms = sleepless kids
  * Multiple jobs with minimal reward
  * Family dissolution, disorganization, or domestic violence
  * Poor parents
  * Under-educated, under-aged, under-prepared

The Brain of an Impoverished Child (Jensen 2009)

* Prefrontal/Executive System
  * Controls decision making, plan creation, and ability to defer gratification
  * How to "reset" behavior rules for different groups
    * How to behave in school vs. how to behave at home
* Left Perisylvian/Language System
  * Controls semantic, syntactic, and phonological aspects of language
  * Foundation for reading, pronunciation, and spelling
  * How does type of language used in the home, and the frequency of communication with family affect this part of the brain?
    * Texting vs. normal speech

The Psychology of an Impoverished Child

Taught	Hardwired	Taught
• Humility	• Sadness	• Sympathy
• Forgiveness	• Joy	• Patience
• Empathy	• Disgust	• Shame
• Optimism	• Anger	• Cooperation
• Compassion	• Surprise	• Gratitude
	• Fear	
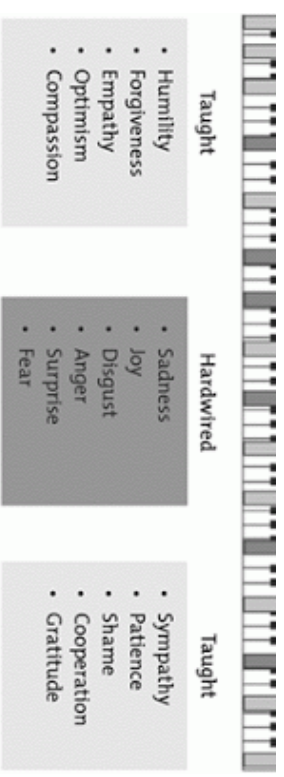
The emotional brain can be represented by a keyboard on which children from poverty use fewer keys than well-off children. The six responses represented by

Learning

* We can all agree that learning requires proper brain function, developed cognitive and social skills, and a motivation to grow
* Jensen helps us understand that living in impoverished situations can delay or alter the development of certain brain functions, as well as the development of key skills necessary to promote learning.
* Let's take a look at how Poverty affects learning from two different perspectives: the physiological (the actual physical breakdown of the brain) and the psychological (how the brain makes us think)

What is the Most Important thing Jensen Tells Us?

* The brain of an impoverished child and an affluent child are structurally the same, but are used differently
* On a fundamental level, the brains of these two groups are different, and that is OK!
* Brains do and can change EVERYDAY!!

The Brain of an Impoverished Child (Jensen 2009)

* The Medial Temporal/Memory System
  * Controls decoding and storage of information
    * Remember this one
* The Parietal/Spatial Cognition System
  * Controls ability to represent and manipulate spatial relations
  * Affects some aspects of math studies
* How does a child's living environment affect this?

The Emotional Keyboard

* Jensen **STRESES** that any emotional response that is not hardwired into our brain at birth **MUST BE TAUGHT.**
* One of the biggest challenges facing teachers who work with impoverished students is the expectation that these students arrive to school on the first day having been taught these additional emotional responses. This is simply not always the case. The sooner we realize this, the sooner we can stop banging our heads against the wall.

What Do the Numbers Say?

Welfare statistics by race

* 41 percent of Medicaid recipients were white, 20 percent were African American and 30 percent were Hispanic in 2018. [Source: KFF]
* In 2018 35.7 percent of SNAP program beneficiaries were white, 25.7 percent were African American, 17.2 percent were Hispanic, 3.1 percent were Asian. [Source: USDA]
* Of TANF recipients in 2016, 27.9 percent of were white, 19.1 percent were African American 36.9 percent were Hispanic. [Source: Department of Health and Human Services]
* 41.6 percent of the African American population and 36. 4 percent of the Hispanic population participated in at least one government assistance program in a given month. [Source: United States Census Bureau]

Location	White	Black
United States [1]	9%	22%

Location	White	Black
United States [1]	18,080,900	8,647,800

Common Myths About Poverty

Educate

* Students need to know WHAT to do to be successful
  * In Life
  * In School
  * At Home
* This is often where we stop
  * Most educators will teach a child what they need to know, but not why they need to know it. Teach-to-the-test mentality is notorious for generating this kind of learning environment.
* This may require reconditioning in children from certain backgrounds:
  * Avoid the frustration that comes with not understanding why a child "just doesn't get it". If you remember and accept the fact that some students need to be taught how to use the emotional keyboard (or in many cases, retaught how to use it), you can incorporate it into your teaching on day one.
* "Give a man a fish, and he will eat for a day."

Strategies for Assisting Impoverished Students

The Three E's

Encourage

* Students need to be ENCOURAGED to be successful
* Change is hard, you must help build confidence
  * Even if a student knows what to do, and has been shown how, they may not be motivated to be successful for one reason or another
  * Fear of failure, or of being undeserving is crippling
* "Encourage a man to teach others how to fish, and the whole village will prosper."

Empower

* Students need to be shown HOW to be successful
  * Most people are born with the desire to succeed, but no one is born with the innate knowledge of how to succeed
  * This may be a child's most difficult area of struggle
  * Impoverished families KNOW what they need to do, but don't often know what steps to take to improve their status
* "Teach a man to fish, and he will eat for a lifetime."

Discussion Board

Virtual Portfolio Entry #4

CONGRATULATIONS!!!!!

YOU'RE DONE!!!!

ATTACHMENT 13

Resolutions of School Board (i) calling for investigation of Evison's conflict of interest vis-à-vis Allen and the "DEI Proposal," and the improper disclosure of student records, (ii) evaluate the district compliance under the Pennsylvania Right to Know Law, (iii) appointing of the Levin Legal Group, P.C. as outside counsel to conduct the investigation and provide other legal services, (iv) confirming that no further services will be requested of Allen, and (v) terminating the DEI "initiative"

Resolution

Part 1: Evison's Employment as Superintendent

WHEREAS, the School District's former Superintendent, Kathleen Evison ("Evison") had been serving as Superintendent of Schools, first under a contract for a term from October 22, 2016 through June 30, 2020; and then under a five (5) year contract for a term beginning July 1, 2020 and ending June 30, 2025; and

WHEREAS, Evison submitted her resignation from employment in April 2021 to be effective July 2, 2021; and

WHEREAS, the Board of School Directors ("the School Board") accepted Evison's resignation at its public meeting on April 12, 2021; and

WHEREAS, Evison recommended that a contract be entered into with Dr. Joseph Allen ("Allen") regarding diversity, inclusion, and equity services ("DI&E Services"); and

Part 2: Allen's Proposal and Potential Conflict of Interest

WHEREAS, Allen provided a proposal ("Allen's Proposal") for such DI&E Services which Evison recommended to the School Board); and

WHEREAS, based upon the recommendation of Evison, at its public meeting on June 22, 2020, the School Board approved the following motion:

> Motion to approve the Independent Contractor Agreement with Dr. Joseph Allen to provide diversity, inclusion and equity needs assessment, action planning and professional development. Funds from Federal Programs, Title II will cover these expenses.
>
> Motion by Kathleen Parsons, second by Jennifer Smith.
>
> Dr. Allen described his plan to include 40 individuals in the training as a starting point which begins with a needs assessment to assist in targeting the correct components of the training. Dr. Allen's 3-year action plan allows it to be part of the curriculum and staff becomes the informed liaisons to the community and district as awareness is built and then developed. Mr. Dimmig questioned the modules of this training that are being approved by the Board this evening. Information on modules for equity work will be shared with the Board regarding which modules will be implemented.

and

WHEREAS, the costs to the School District stated in Allen's proposal were: (a) $6,000 for training; (b) $2,500 for a "Needs Assessment"; and (c) $1,500 for the development of a 3-year Action Plan; for a total of cost of $10,000 for all such DI&E Services to be provided by Allen; and

WHEREAS, Evison did not disclose to the School Board whether she had any outside connection or affiliation with Allen when recommending Allen's Proposal or overseeing Allen's work for the School District; and

WHEREAS, it has been brought to the attention of the School Board that either before or after the School Board approved Allen's Proposal, a connection or affiliation appears to have existed between Evison and Allen ("the Outside Connection") in addition to the working relationship created by the School Board's approval of Allen's Proposal ("the School District Relationship"); and

WHEREAS, a review of emails on the School District's network and other documents reviewed suggest that there was an Outside Connection between Allen and Evison, the precise nature and starting date of which is unknown; but which is reflected in the following examples:

1. Evison's Employment Agreement provided that the School District reimburse Evison for certain expenses for graduate courses;

2. Evison enrolled in Vanderbilt University and submitted expenses to the School District for reimbursement in accordance with her Employment Agreement;

3. It appears that Evison was required to conduct a project ("the Capstone Project") for her studies at Vanderbilt;

4. In an email that Evison sent to Allen on July 18, 2020, less than a month after the School Board approved the contract with Allen at Evison's recommendation, Evison said:

   Hope you are doing well. I was able to meet with my advisor yesterday and discuss my project further. She feels the proposal you and I discussed is a good one and feels it will meet the criteria for the project. She also felt that given the amount of data likely to exist or ready, she would be comfort rible proceeding with no new data gathering, but rather a case study analysis of what was already gathered. So, if you're comfortable with that, could you provide me a list of all the data sources available so that I can include in my proposal?

5. Allen responded to Evison the next day, July 19, 2020, stating:

   This is excellent news! I'm glad to hear she approved of the direction of your project. That being said, here are a few data sources that come to mind. Let me know if you think of anything else we might have that could be beneficial to your project. Once you get everything approved, I can drop data files into your project folder. All data will be deidentified. We just have to figure out how to cite the

deidentified reports without naming the district in the reference list. Let me know if this list helps or if you need more info:

- academic data for the year(s) preceding the implementation of the PD, broken down by demographic (this one is tricky because we formally assess the program this past year- 2019-20- and, of course, we have no academic data for the year yet, and will very likely not have usable data due to COVID. Just something to keep in mind about how useful academic data might be)

- discipline data for the year the PD was implemented, and/or preceding year(s), broken down by demographic (this one should not be a problem. We have 2019-20 data, for as long as students were in school)

- Participation responses to pre-post survey used to assess PD program (the results of the analysis of this data are in the "case study write up" already in your folder)

- Any in-house data analysis/ results we have regarding the PD program

- participant testimonials regarding the PD program

- PD program modules (PowerPoints, content breakdowns, readings, and assignments)

If you think anything else could be useful, let me know.

6. On August 5, 2020, Evison sent an email to Allen saying:

I am in the final stage of getting my proposal approved and need a letter of commitment from you that you are supporting this project. The examples are all very brief and simple so nothing too complicated! Most wording has been "Notification that Vanderbilt student xx is collaboration with organization xx on final capstone. We've authorized use of data etc. and look forward to working... "

If you would be able to get me something really simple that can meet the requirement that would be awesome! It's attached electronically so an email version would be fine.

7. Allen responded the next day, August 6, 2020, transmitting a letter on Mooresville Graded School District letterhead saying:

To whom it may concern,

This letter is to acknowledge that Vanderbilt student Kathleen T. Everson is working in collaboration with Mooresville Graded School District in Mooresville, NC regarding her final capstone project. We have authorized her use of de-identified district data related to her project. We look forward

to working with Kathleen, and are committed to assisting her in the completion of her capstone in any way we can.

Should you have any questions, or require additional information, please feel free to reach out to me at any time. My email address is [email address omitted intentionally].

and

WHEREAS, on the surface of this material alone, one could question whether an improper *quid-pro-quo* existed between Allen and Evison whereby, for example, in exchange for Evison recommending a contract be awarded by the School District to Allen, Allen agreed to assist Evison with her graduate work at Vanderbilt; and

WHEREAS, the School Board has not formed any conclusion whether there was an improper *quid-pro-quo*, but instead states its belief that the matter must be investigated, and appropriate action taken if it is determined that there was an improper *quid-pro-quo*; and

WHEREAS, the School Board is committed to the highest standards of ethics and enforcing said standards; and

WHEREAS, School Board Policy 827 provides, in part, that "This policy shall affirm standards of conduct established *to ensure that Board members and employees avoid potential and actual conflicts of interest, as well as the perception of a conflict of interest*" (Italics added); and

WHEREAS, School Board Policy 827 further provides, in part, that:

> No employee or Board member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as defined above, as well as any other circumstance in which the employee, Board member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, *has a financial or other interest in or a tangible personal benefit from a firm considered for a contract*" (Italics added); and

Part 3: Student Records

WHEREAS, the School District is entrusted with the safekeeping of student records; and

WHEREAS, student records are generally considered under applicable law to be private and confidential, subject to disclosure under specific and limited circumstances; and

WHEREAS, it appears that student records may have been disclosed to Allen; and

WHEREAS, the School Board does not yet have information sufficient to form a conclusion whether the disclosure of student records to Allen was in violation of applicable law; and

4

WHEREAS, the School Board is committed to ensuring that student records are handled in accordance with applicable law; and

WHEREAS, the School Board has adopted policies designed to ensure that student records are handled in accordance with applicable law, including such policies as Policy 216 and Policies 801.1 and 801.2; and

WEHREAS, the School District required Evison to sign, and Evison did sign on September 15, 2016, an agreement in which she said, in part:

> I understand that my access to confidential or sensitive information entrusted to or maintained by Southern Lehigh School District is approved solely in connection with my assigned duties as an employee and/or consultant of the District and not for any other reason, particularly not for my personal benefit or for the benefit of others.
>
> I agree that I will take appropriate measures to preserve the confidentiality of this information and not divulge the contents of this information (including any record or report) to any person except in the performance of my work assignment and in accordance with District and departmental policies and procedures.
>
> I agree not to share my password(s) with any other person and understand that I am responsible for any activity carried out under my name.
>
> I understand that if I do not comply, I will be subject to disciplinary action up to and including termination of my employment; and

WHEREAS, the School Board would like to determine if applicable law and/or Everson's duties as Superintendent were violated by any disclosures to Allen; and

Part 4: Public Records

WHEREAS, the School Board is committed to compliance with all applicable law, including the Right-to-Know Law, 65 P.S. §67.101 *et seq.*("the RTKL"); and

WHEREAS, to ensure compliance with the RTKL, the School Board adopted Policy 801, designated an Open Records Officer ("the ORO") and directed that the ORO take the actions required by the RTKL; and

WHEREAS, on July 14, 2021, the Office of Open Records ("OOR") issued a decision holding that the School District's handling of a public records request was not in accordance with law and that the argument of the School District "does not have any basis in law;" and

WHEREAS, the OOR further stated:

[T] he District has failed to perform its statutory duties under the RTKL. The District did not rely upon a reasonable interpretation of law, failed to address a portion of the Request, and willingly chose not to participate on appeal to remedy those deficiencies. The OOR notes that a court may impose civil penalties for such conduct, 65 P.S. §§ 67.1304, 1305;

and

WHEREAS, the School Board is deeply concerned that a public records request was not handled in accordance with law, that reasonable interpretations of the law were not advanced, and that the School District chose not to participate in the appeal or to remedy deficiencies related to the appeal; and

Part 5: Curative Actions Taken

WHEREAS, the Interim Superintendent has informed the School Board that he has (a) contacted the Superintendent of the Mooresville Graded School District seeking information related to the aforesaid possible conflict of interest; and (b) contacted Allen to recover School District records and to obtain other relevant information; and

WHEREAS, the School Board believes that more action is necessary;

NOW, THEREFORE, *be it resolved,* that:

1. The Levin Legal Group, P.C. ("LLG") be and is hereby retained in accordance with its engagement letter, as presented;

2. LLG conduct such investigation as necessary to determine whether there was a violation of applicable law, School Board Policy, applicable Codes of Conduct, agreements, or representations made ("School District Requirements");

3. LLG report its findings to the School Board in due course;

4. LLG make such recommendations to the School Board to ensure compliance with applicable law going forward, including recommendations regarding enhancements to Policy, Administrative Regulations and School District practices;

5. LLG and the Superintendent or Interim Superintendent, take such action as necessary to ensure the retrieval of student records that may be in the possession of Allen;

5. LLG provide training to employees as determined reasonable and necessary by the Interim Superintendent or next Superintendent for the purpose of ensuring compliance with applicable law;

6. LLG and/or the Interim Superintendent promptly report to state and/or federal officials of possible violations of FERPA or rules related to the prohibition of conflicts of interest;

7. No further services be requested of Allen; and

8. That the DI&E initiative be and is hereby terminated until further recommendations are made by the next Superintendent and that appropriate public input be obtained by the next Superintendent before any recommendations are made regarding DI&E.

ATTACHMENT 14

Resolutions of School Board establishing process for release of investigation report

Resolution

WHEREAS, at its public meeting on August 9, 2021, the Board of School Directors ("the School Board") retained the Levin Legal Group, P.C., to conduct an investigation into certain matters, including whether there was a violation of applicable law, School Board policy; and

WHEREAS, the Levin Legal Group. P.C., provided a report to the School Board ("the Report"); and

WHEREAS, in the interests of transparency and accountability, the School Board would like to make certain portions of the Report public and to summarize other portions, including recommendations that have been made; and

WHEREAS, in the interests of fundamental fairness to individuals named in the report who may have violated certain laws, regulations or policies, the School Board hereby establishes the following procedures and processes before the Report is released; and

WHEREAS, the School Board would like to ensure that applicable law is followed;

NOW, THEREFORE, be it resolved that:

1. The Superintendent shall provide notice to those individuals whose reputations may adversely affected by the conclusions contained in the part of the report to be made public and afford said individuals the opportunity to respond, present evidence and/or object within a reasonable time;

2. If evidence by any person to whom notice is provided under paragraph 1 hereof is presented to the School District in a timely manner that conflicts with the conclusions contained in the Report and a hearing or other process is necessary or appropriate to resolve the conflict of facts, the Superintendent shall arrange for a reasonable hearing or other process;

3. Objections and/or evidence received from an individual or firm to whom notice has been provided under paragraph 1 hereof may be attached to the Report when portions of the Report are made public, unless prohibited by law;

ATTACHMENT 15
The Levin Report

Thursday, March 3, 2022

Dr. Michael Mahon, Superintendent
Southern Lehigh School District
5775 Main Street
Center Valley, PA 18034

Re: Publication of Report

Dear Dr. Mahon:

In August 2021 my firm was retained by the School District to conduct an investigation and report its conclusions to the School Board. I prepared a report for the School Board ("the Report"). By action taken by the School Board on January 24, 2022, the School Board decided that certain material in my report related Dr. Allen and the former Superintendent, Dr. Evison, would be made public. Notice was given to both Dr. Allen and Dr. Evison of the contents of the report that would be made public. They were given until the close of business on Monday, February 28, 2022, to respond. In addition, their respective attorneys were also provided with notice and the contents of the Report that was to be made public.

Counsel for Dr. Allen responded and provided Dr. Allen's response to the report. Dr. Allen's response is attached as Exhibit "A." On Monday, February 28, 2022, Dr. Evison's attorney responded with the letter attached as Exhibit "B."

With that background, the Report pertaining to Dr. Evison and Dr. Allen follows.

Very truly yours,
LEVIN LEGAL GROUP, P.C.

Michael I. Levin, Esquire

Michael I. Levin, Esquire

Factual Matters Associated with Dr. Allen and His Work; The Relationship Between Dr. Allen and Dr. Evison.

Dr. Kathleen Evison (Evison) was superintendent of the School District from October 22, 2016, until she resigned effective July 2, 2021. Evison's resignation was accepted by the School Board at its public meeting on April 12, 2021. On the effective date of her resignation, Evison was at the start of the second year of her second contract with the School District. The term of that contract was July 1, 2020 through June 30, 2025. That contract provided for salary and benefits, including the payment of certain tuition costs. Specifically, paragraph 5, B, 11 provided that:

The District shall, during the term of this Agreement, pay the full cost of tuition and associated fees and books for graduate courses, including on-line courses, taken by the District Superintendent at an accredited institution, up to a maximum of eighteen (18) credits per year, for the purpose of earning a doctor of education, Ed.D., degree. The District shall make such payment to the District Superintendent upon her registration for each graduate course, when she submits the tuition bill to the District's business manager; provided that such courses are subject to repayment by the District Superintendent for any course in which the District Superintendent fails to receive a final passing grade.

Evison was enrolled at Vanderbilt University ("Vanderbilt") in a doctoral program. The School District was paying tuition for Evison at the rate of approximately $30,000 per year. There were no provisions in her employment contract that required Evison to continue her employment for any particular period of time after receiving this benefit. On the contrary, the contract allowed Evison to resign "without penalty" as long as the superintendent gave at least sixty days' notice. Paragraph 10, B of the contract provides as follows:

This Agreement may be unilaterally terminated without penalty by the resignation of the District Superintendent at any time; provided the District Superintendent gives the Board at least sixty (60) days' notice prior to the effective date of the resignation. If this Agreement is terminated in this manner, the District shall pay and provide to the District Superintendent all of the aggregate salary and benefits including, but not limited to, insurance coverage and payment for unused leave, the District Superintendent earned, accrued and/or is entitled to in accordance with this Agreement through the effective date of her resignation and termination of this Agreement plus any applicable post-employment and retirement benefits provided for in this Agreement.

Evison was required to perform what is referred to as a "Capstone Project" for her doctoral program at Vanderbilt. One of Evison's classmates at Vanderbilt, Nicholas Whittington ("Whittington"), suggested that she reach out to two administrators at the Mooresville Graded School District ("Mooresville") in North

Carolina where Whittington was employed. In an email that Evison sent to Dr. Joseph Allen, Diversity and Inclusion Specialist for Mooresville ("Allen"), and Dr. Stephen Mauney, Superintendent ("Mauney"), on February 5, 2020, Evison said:

Your contact information was given to me by Nicholas Whittington, one of my classmates in the Vanderbilt EdD program.

I am very interested in doing a Capstone Project in the area of culturally responsive teaching and learning practices, and Nicholas speaks highly of your work in Mooresville. I am currently the superintendent of a K-12 district in eastern Pennsylvania. We have just over 3100 students housed in two elementary buildings, one intermediate, a middle school and a high school. We are a predominately Caucasian community, with an almost exclusively white staff. Our student demographics are becoming more diverse, and our attention is focused on how we work with teachers to provide professional development, coaching and support to become first culturally aware and then culturally competent and responsive. We see evidence in discipline and referral data, as well as anecdotally and through parent and student feedback that this is a real area of need and growth.

I know this is an area you have focused on, and are further along in your journey. I would love to partner, learn from you, and see how I could contribute to your work while meeting my doctoral requirements. The broad requirements are to identify a problem of practice, complete data and lit review, and then identify an intervention, program or solution, along with a tool to evaluate. We are not required to implement the actual intervention, although that certainly could happen, but rather we present a final product that makes recommendations and provides tools and resources to our partner organization. I would welcome an opportunity to discuss further and see if we can identify an area of study that would meet both of our needs. (Emphasis added)

Instead of simply asking Allen if he would assist her with her Capstone Project, she asked for assistance with her doctoral requirements and she offered to "partner" with him and to "contribute to [his] work." She is arguably proposing a quid pro quo relationship from the start.

Mauney responded on February 12, 2020, stating the following:

Thank you for reaching out with your interest in Mooresville Graded. Based on the information that you gave, it does sound like our two systems have many similarities. I am good with us discussing a possible partnership further. Dr. Allen will be the point of contact for you moving forward to discuss how we can assist one another in the important work that we are doing.

As suggested by this email, Mauney was thinking in terms of Mooresville assisting Southern Lehigh. Such collaborative work and agreements for such collaborative work are beneficial and not nefarious. However, as reflected

hereinafter, this was not a collaborative project between two school districts and neither Mauney nor Mooresville appear to have had any involvement in how the relationship between Allen and Evison evolved.

There is some evidence that there may have been a telephone call between Evison and Allen in late February 2020—but the records that reviewed are not clear on that. The pandemic hit a few weeks later. It does not appear that Evison had any further contact with either Allen or Mauney until May 6, 2020, when Evison sent the following email to Allen:

> I hope you are doing well and weathering these unprecedented times. It's a while since we talked about the possibility of me doing my Capstone Project at Mooresville on engaging families in equity work. Since that time, the world has changed dramatically, and I'm sure you are incredibly busy and dealing with such a range of issues, as are we.
>
> I wanted to reach out and connect, given the current pandemic situation, and how schools are changing to see whether you are still feeling that you are able to support me in doing the capstone with you, or if at this time you would rather decline. I completely understand if you find yourself in a different situation than when we last talked, and the last thing I want to do is add more pressure, so just wanted to check in in the event I need to move forward with another alternative. I have been unbelievably tied up with the current school situation, so haven't invested time in literature reviews and planning too much, so now would be a good time to switch gear if I need to.

Unlike Mauney who saw this as one school district collaborating with another school district, Evison makes it clear that the help she wants from Allen is to "support [her] in doing the capstone." The next day, Allen responded to Evison agreeing to help her. He said:

> Regarding your Capstone Project, I am absolutely interested in continuing to support you, though, I'll be honest, I'm not sure what that would look like under the context of COVID-19. On the one hand, with new challenges comes the need for new solutions, and that might inform, and ultimately benefit, your project in interesting ways. On the other hand, it might be very interesting logistically. In either case, I would love to continue working with you and offer assistance where I can. Perhaps we can set up a call in the near future to brainstorm and discuss how to go about your project, and how I might be able to assist. I will make myself available at your convenience, as I am sure that you are pulled in many different directions daily. Just let me know when you might have a few moments, and we can go from there.

Over the next several weeks, Allen and Evison exchanged emails trying to arrive at a time when they could talk. They finally spoke on June 8, 2020. Allen followed that conversation with an email stating:

As always, it was fantastic speaking with you today. As promised, I'm attaching a pdf. copy of the book Elementary Education: Global Perspectives, Challenges, and Issues of the 21st Century. Chapter 8 is the chapter I co-authored that speaks to the need for teachers to engage in critical reflection practices.

Also, regarding providing students a platform to "publish" their experiences, thoughts, feelings, needs, etc., here is a link to the spoken word project some of our high school students completed this year.

And I can honestly say, what this video does not (and cannot) show, is the trust and rapport that was built between these students of color and their white teacher, because, in her classroom, their experiences were validated, and because she chose not to be the teacher who would attempt to silence or restrict them. Powerful stuff.

I look forward to our next conversation. I'll be ready with a framework for how to bring some of this work to your district. Talk to you soon.

What started out with Evison's request that Allen assist her with her Capstone Project for Vanderbilt, morphed into Allen doing work for Southern Lehigh by June 8, 2020, the date of the first or second telephone conversation between them. Evison responded to this email on June 11, 2020 stating:

These are great! Thank you! As you think about a framework, could you also add a potential board training to your thoughts - they are all keen to tackle issues, but are naive about the issues and what to do versus not do.

This is clear documentation that by June 11, 2020, Evison was offering to contract with Allen. Allen responded the next day, saying:

It's funny you should mention this, because, as I've been brainstorming, I realized the need for the same thing. There is evidence out there that suggests these types of programs are more sustainable when you take a top-down approach, and put your Board/Admin through them first. It generates buy in. Truth be told, that's how we did it here. So maybe we start there? I can draft a proposal for a condensed training program for your Board members and district admin, as a sort of pilot. We can roll it out at the end of summer, or early Fall, and then let that be the catalyst to open up conversations about potential district-wide opportunities. What do you think?

Evison responded to Allen the next day, June 12, 2021, saying:

Sounds fantastic! I hate to put pressure on you, but we have a board meeting on June 22nd. Given the amount of heat circulating about this topic, if you think we'll be able to present a proposal and cost by then, it would be amazing. A broad outline of a framework, and then more specificity about the first phase of board/admin training would work, and maybe the first task could be creating a DEI action plan? That gets it approved from a monetary standpoint so you are compensated for all the work that goes into planning, rather than waiting too late and then trying to back up from there.   I'm also wondering about the possibility of some Zoom critical conversation/ town hall type events in the fairly immediate future and would love your help in facilitating. The community is angry and frustrated right now and they need to stop hearing from me and hear from someone with real credentials in this work!

Maybe we could touch base next week and discuss a draft and see where we are?

On Friday, June 12, 2020, Evison reported the following to the School Board is a so-called "Friday Update."

Diversity, Equity and Inclusion: I am finalizing an agreement to recommend we engage the services of Dr. Joseph Allen as a Diversity, Equity and Inclusion consultant. This would be funded from Title funds, which are federal funds that will need to be returned if not spent this year. They can only be used for professional development and coaching services, and we have an excess since some of our in person events had to be cancelled due to pandemic. As part of the plan with Joe, we are planning to begin with community conversations or town halls, which I'm asking for him to facilitate if an agreement is approved by the board, along with board member and administrator training and workshops later in the summer. This will be followed with a comprehensive plan for work with staff and students. Further details will be shared as I finalize things with Joe. He and I began this process in February with our first meeting, and were hoping to bring to the board in a workshop in late May or early June, but since pandemic got in the way of our original planning and timeline, and given the current climate, we are pushing ahead a little faster than the phased conversations followed by vote that I had originally planned. I'm also trying to arrange for Joe to join us for either this board meeting, or through another Zoom meeting so he can speak directly to you about his background and proposed scope of work. I'll keep you posted on those items as we move forward. We can do all of these items internally, but I truly believe at this point that we need to bring in someone external who can lend a different perspective and perhaps can get more buy [sic] as he is currently active in both research, teaching and implementation of DEI work.

Evison and Allen then exchanged emails in an effort to schedule another time to talk. Although the email exchanges do not clearly document when they spoke again, on June 18, 2020, Allen sent an email to Evison with his proposal for work for Southern Lehigh. He said:

> I thought it might be best to send this document via my personal email. I apologize that I did not get this to you earlier in the day. I was called into several emergency meetings and wasn't able to get to it as early as I had hoped. Please see attached for the proposal document. I managed to get both PD services and consultation services onto one document. Please review it and let me know if you find any errors I may have missed, or if you have any recommendations for edits. I will follow up with you tomorrow via text to make sure you have received everything. Looking forward to meeting the Board on Monday. If I don't speak to you before, have a great weekend!

Allen sent the first iteration of his proposal to Evison with this email on June 18, 2020. He offered Professional Development Services for $6,000 and Consultation Services regarding a "Needs Assessment" and an "Action Plan" for an additional $4,000. Allen and Evison exchanged a number of emails on June 18, 2020, including an email by which Evison asks if the proposal could be modified. Instead of proposing a 1-year action plan, Evison wanted the proposal to include a 3-year action plan. Allen agreed and sent a modified Proposal on June 19, 2020. After reviewing Allen's modified Proposal, Evison sent an email to Allen painting a poor picture of the School District's students and saying:

> [The proposal] looks really good. The only other area I feel we're really lacking is the aspect of providing education to our students in these areas. A piece of that is through our curriculum review process and ELA and Social Studies are in there this year. My concern is that we have a significant percentage of our student body that do not understand race, justice and equity and are either passively, or outright directly marginalizing their peers, using unacceptable language and generally exhibiting racist and biased behaviors. I know that's a lot to tackle, and that our staff and admin need to come first, so maybe just a reference to how this work with staff will then lead to not only culturally affirming practices in pedagogy but also in direct teaching of these issues to students? It's just my thought and I'm certainly open to feedback, but just wondering how we capture the portion of helping our students address their own bias and racism.

On Friday, June 19, 2020, Evison sent another "Friday Update" to the School Board. Referring to Allen, she said:

> Diversity, Equity, Inclusion plan: As 1 mentioned earlier, I will be bringing an agreement to engage the services of Dr. Joseph Allen to work on both consulting and assisting with a plan, and also delivering direct professional

development. I am attaching his CV here so you can review his background. The agreement will be added to the agenda for Monday, and Dr. Allen will be attending the board meeting to 'meet' the board and will be available for board questions as needed.

Responding to Evison's email of the 18th, Allen made some additional modification to his Proposal. Evison reviewed it and sent an email to Allen on Sunday, June 21, 2020, telling him that it "looks great."

There is no evidence reviewed by Mr. Levin that Evison knew the details of Allen's professional background (or lack thereof) until June 18, 2020, when Allen sent a copy of this CV to Evison. Allen's CV raises questions, especially in light of the work that he was contracted to do for the School District. For example, he provides a "business address" on his CV for the University of North Carolina at Charlotte ("UNC"). However, the CV shows that he was, at most, an Adjunct Instructor at UNC for "Reading and Elementary Education/Middle, Secondary, K12 Education." There is nothing suggesting that he was doing any work for UNC in the areas of race, equity or inclusion. The CV shows that he received his Ph.D. from UNC in 2019. His major was "Curriculum and Instruction (Urban Education emphasis)," and his dissertation title was "Intercultural Communication and Culturally Sustaining Pedagogy in the Classroom: An Interdisciplinary Approach to Pre-service Teacher Education." Neither his B.A. nor is M.S. were in the field of education. Only a year earlier, in 2019 he became the "Diversity and Inclusion Specialist" at the Mooresville Graded School District. This is not to say that Allen had no qualifications for the work he was contract to do for Southern Lehigh, but there is nothing compelling about his qualifications. This raises the question—why Allen? Why was Evison recommending that the School District contract with Allen?

The School Board had a public meeting on June 22, 2020. According to the minutes of that meeting, Allen was "present." Based on emails earlier in the day, it appears that his presence was via video conferencing. The minutes documented his presence as follows:

> Others present
> Susan Knoll, Attorney Kyle Somers (SSKW), David Diaz (SLEA), Elaine Lebo, Erik Malmberg, Marc Zimmerman, Dr. Joseph Allen (University of North Carolina)
> (Emphasis added)

There is a question why there was a reference to UNC regarding Allen. He was not being hired in his capacity as an Adjunct Instructor at UNC. Further, he was working at Mooresville.

The approval of the contract with Allen was documented in the minutes as follows:

Motion to approve the Independent Contractor Agreement with Dr. Joseph Allen to provide diversity, inclusion and equity needs assessment, action planning and professional development. Funds from Federal Programs, Title II will cover these expenses.

Motion by Kathleen Parsons, second by Jennifer Smith.

Dr. Allen described his plan to include 40 individuals in the training as a starting point which begins with a needs assessment to assist in targeting the correct components of the training. Dr. Allen's 3-year action plan allows it to be part of the curriculum and staff becomes the informed liaisons to the community and district as awareness is built and then developed. Mr. Dimmig questioned the modules of this training that are being approved by the Board this evening. Information on modules for equity work will be shared with the Board regarding which modules will be implemented.

Final Resolution: Motion Carried
Yea: Anita Desai, Kyle Gangewere, Emily Gehman, William Lycett, Mary Ann Nord, Kathleen Parsons, Priya Sareen, Jennifer Smith
Nay: Jeffrey Dimmig

Although this motion documents that an "Independent Contractor Agreement" was approved, there is no such document—only Allen's proposal. Just like the reference to UNC in connection with Allen was misleading, the reference to an "Independent Contractor Agreement" is misleading at best.

There is no evidence that the School Board knew of Evison's solicitation of Allen's assistance for her Capstone Project. No records or emails reviewed by Mr. Levin showed that any School Director was told or was copied on any communications showing that Evison was soliciting the assistance of Allen with regard to her Capstone Project.

In communications with Evison's attorney, Rowe stated that "Dr. Evison kept the School Board apprised of the status of her Capstone Project concerning the implementation of professional development programs in school districts." Via email on September 3, 2021, Mr. Levin inquired of the School Board whether Rowe's assertion accurate. Some, but not all, School Directors recalled that Evison told them about her Capstone Project. The information recalled was inconsistent and did not detail the specific time or place when Evison provided the information. However, no School Director reported that he or she was aware that Allen was assisting Evison with her Capstone Project or that Evison had solicited Allen to assist with her Capstone Project.

On July 18, 2020, Evison wrote to Allen saying:

Hope you are doing well. I was able to meet with my advisor yesterday and discuss my project further. She feels the proposal you and I discussed is a good one and feels it will meet the criteria for the project. She also felt that given the amount of data likely to exist already, she would be comfortable proceeding with no new data gathering, but rather a case study analysis of what was already gathered. So, if you're comfortable with that, could you provide me a list of all the data sources available so that I can include in my proposal?

Allen responded the next day saying:

This is excellent news! I'm glad to hear she approved of the direction of your project. That being said, here are a few data sources that come to mind. Let me know if you think of anything else we might have that could be beneficial to your project. Once you get everything approved, I can drop data files into your project folder. All data will be de-identified. We just have to figure out how to cite the de-identified reports without naming the district in the reference list. Let me know if this list helps or if you need more info:

-academic data for the year(s) proceeding the implementation of the PD, broken down by demographic (this one is tricky because we formally assessed the program this past year - 2019-20 - and, of course, we have no academic data for the year yet, and will very likely not have usable data due to COVID. Just something to keep in mind about how useful academic data might be)
-discipline data for the year the PD was implemented, and/or proceeding year(s), broken down by demographic (this one should not be a problem. We have 2019-20 data, for as long as students were in school)
-Participant responses to pre-post survey used to assess PD program (the results of the analysis of this data are in the "case study write up" already in your folder)
-Any in-house data analysis/results we have regarding the PD program
-participant testimonials regarding the PO program
-PD program modules (PowerPoints, content breakdowns, readings, and assignments)
If you think anything else could be useful, let me know.

On August 5, 2020, Evison sent an email to Allen asking him for what she referred to as a "letter of commitment" that Allen is supporting the project regarding her capstone. She wrote in an email to Allen:

I am in the final stage of getting my proposal approved and need a letter of commitment from you that you are supporting this project. The examples are all very brief and simple so nothing too complicated! Most wording has been " Notification that Vanderbilt student xx is collaboration with

organization xx on final capstone. We've authorized use of data etc. and look forward to working..."

If you would be able to get me something really simple that can meet the requirement that would be awesome! It's attached electronically so an emailed version would be fine.

On August 6, Allen sent an email with a letter on Mooresville letterhead. The letter stated, in pertinent part, the following:

This letter is to acknowledge that Vanderbilt student Kathleen T. Evison is working in collaboration with Mooresville Graded School District in Mooresville, NC regarding her final Capstone Project. We have authorized her use of de-identified district data related to her project. We look forward to working with Kathleen, and are committed to assisting her in the completion of her capstone in any way we can.

Mr. Levin contacted Dr. Mauner to determine if the representations made in this letter by Allen were true. In an email received from counsel for Mooresville on August 27, 2021, it was stated that: (1) Mooresville was aware that Allen was contracting with the Southern Lehigh School District; (2) Mooresville did not believe that a conflict existed between Dr. Allen and Mooresville as a result of the contract; and (3) that the School Board at Mooresville would not have to approve the release of de-identified information by Allen to Evison. However, counsel stated:

MGSD did not consider itself working in collaboration with the Southern Lehigh District or its former Superintendent.

In addition, counsel for Mooresville advised that "MGSD did not receive anything from Evison regarding any of her research, the final Capstone Project or any other data from Southern Lehigh School District." In short, whatever Allen was doing to assist Evison with her Capstone Project, it did not inure to the benefit of Mooresville. The representation by Allen on Mooresville letterhead that "Evison is working in collaboration with Mooresville Graded School District" is troubling and not factual. More accurately, an employee of Mooresville in his individual capacity was assisting Evison; Mooresville did nothing to put its imprimatur on the arrangement. Recognizing that he was assisting Evison in his individual capacity and not as an employee or representative of Mooresville, Allen was using his personal email address when he assisted Evison regarding her Capstone Project.

In addition to sending the so-called "letter of commitment," on August 6, 2020, Allen submitted an invoice via email to Evison for $4,000. The invoice was broken down into $2,500 for the "Needs Assessment" and $1,500 for the "Strategic Plan." Evison forwarded the invoice to the School District's business office for payment on August 25, 2020. Evison's instructions to the business office were as follows:

I'm attaching Joe's first invoice which we agreed would be funded through Title. [sic]

Henna - I'm also attaching the W - 9. If you could have your team set him up in our systems and make sure we have everything to proceed with payment I would appreciate it. Joe has been approved by the board to do a needs assessment and consultancy work on Diversity, Equity and Inclusion as an independent contractor.

On September 15, 2020 the School District paid Allen $4,000 despite the fact that the Proposal did not require payment in advance of services. The payment was with federal money. Although the services were for the assessment and action plan, the expenditure was noted in a report of federal expenditures in a column entitled "PD Staff." It is Mr. Levin's opinion that this $4,000 was not an expenditure that could be charged to Title II. However, Mr. Levin received a communication from the Pennsylvania Department of Education that it believed that the expenditure was properly charged to Title II.

Although Allen was solicited to assist Evison with her Capstone Project, oddly enough, there are virtually no emails between Evison and Allen addressing the Capstone Project again until mid-December 2020. On December 14, 2020, Evison sent an email to Allen asking him for help on her Capstone Project. She wrote:

Hope all is well with you. I have a meeting with my Capstone adviser this Thursday, so if you would be able to share the data files with me before then I would really appreciate it! I did forward the IRI3 document so hopefully we're good to go.

Allen responded the next day with his personal email ████████████ saying:

I hope all is well! Yes, I am dropping materials and data as we speak. You will find all of the PD materials including PowerPoints, readings, etc. as well as the raw, de-identified data from the pre-post assessment. I am also dropping some literature that informed the PD. Once we have a chance to go through it together, it will all make sense. Let me know if you need any1hing else before Thursday.

Rowe summarized the assistance that Allen provided to Evison regarding her Capstone Project as follows:

Concerning the assistance given to Dr. Evison for her capstone, Dr. Allen provided copies of professional development modules used at Mooresville along with the results from surveys completed by Mooresville staff before and after completing the program. Dr. Evison met with Dr. Allen via Zoom

where Dr. Allen explained the program and how the data was collected and the tools used to design the professional development. Dr. Allen provided a "letter of support" to Vanderbilt that provided that Dr. Evison was using Mooresville de-identified district data for her capstone project.

The foregoing establishes the following unassailable facts:

1. Evison solicited Allen to assist her with her Capstone Project;
2. While soliciting Allen's assistance for her Capstone Project, Evison negotiated a contract with Allen to provide services to the Southern Lehigh School District;
3. Evison recommended that the School Board enter into a contract with Allen;
4. Evison ensured that Allen was paid; and
5. Allen assisted Evison with her Capstone Project.

In addition to the foregoing, it was discovered that Evison had a District credit card and that she had the School District pay for her cap and gown for her doctorate. The cost was $869.60. The transaction date was March 25, 2021. Evison did not dispute that she had the District pay for it. Instead, Evison's attorney, Rowe, said: "Concerning the allegations related to Dr. Evison's cap and gown, the cap and gown was purchased and worn for Southern Lehigh's graduation. Dr. Evison did not attend her own graduation from Vanderbilt University." Following additional questioning, Rowe stated that Evison took the cap and gown with her to England. It is Mr. Levin's opinion that this purchase was clearly wrong and improper and that Evison should be made to reimburse the District.

Evison's Conflict of Interest

Because federal funds were used to pay for Allen's work, Evison should have removed herself from all aspects of the work—both under federal law and under School Board Policy. She should have removed herself: (a) from soliciting Allen to do work for Southern Lehigh; (b) from recommending that the School District contract with him; and (c) from being involved in the administration of the contract. Among other examples of her violations, she should not have sent Allen's invoice to Shah for payment. She should have stayed out of it completely.

The federal regulations govern conflicts with the following provision:

(c)(1) The [School District] must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. [1] *No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial*

or other interest in or a tangible personal benefit from a firm considered for a contract. [2] T***he officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts***. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

2 CFR §200.318 (Emphasis added)

Evison, in in Mr. Levin's opinion, violated the two elements that numbered in red font. First, she participated in the selection, award, and administration of the contract with Allen when she had a conflict. Second, she both solicited and accepted Allen's assistance with regard to her Capstone Project.

The School Board adopted Policy 827 in order to comply with the federal requirements. The same concepts that are in 2 CFR §200.318 are repeated in Policy 827. Consequently, it is Mr. Levin's opinion that Evison violated Policy 827 as well.

In an effort to hear Evison's side of the story on this issue, Mr. Levin sent a letter with a number of questions to her. Regarding the alleged conflict and Policy 827, Mr. Levin posed the following questions:

> The School District's policy 827 provides as follows: "The district maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees and Board members engaged in the selection, award and administration of contracts. No employee or Board member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as defined above, as well as any other circumstance in which the employee, Board member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract." Because Dr. Allen was assisting you with your Capstone Project, did you not have a "personal benefit" from him that would have disqualified you from being involved in the selection, award and administration of the contract with Dr. Allen? How do you respond?

Evison's counsel responded by letter dated August 30, 2021. Regarding the conflict issue, Catherine Rowe ("Rowe"), counsel for Evison, stated the following:

Dr. Evison had permission and support from the School Board to complete her doctoral program at Vanderbilt University pursuant to Section 5.B.(11) of her Employment Agreement. Vanderbilt University required that doctoral students conduct their capstone (the equivalent of a dissertation) on a school district outside of their own. Through connections with classmates at Vanderbilt, Dr. Evison was made aware of Mooresville Graded School District- a district located in North Carolina with demographics similar to those at Southern Lehigh. Mooresville also offers a professional development program, which was spearheaded by Dr. Joseph Allen, Diversity and Inclusion Specialist. Dr. Evison kept the School Board apprised of the status of her Capstone Project concerning the implementation of professional development programs in school districts.

In or around May or June of 2020, Dr. Evison met with the School Board in executive session where she and the School Board discussed diversity and inclusivity at Southern Lehigh. Dr. Evison told the School Board that she had met Dr. Allen through her Capstone Project and that he had led a successful diversity program at Mooresville. Dr. Evison did not receive any "financial or other interest in or a tangible personal benefit from" Dr. Allen's contract with the Southern Lehigh School District.

Rowe's letter does not deny that Allen assisted her with her Capstone Project. Instead, she stated that Evison did not receive any tangible personal benefit from "***Allen's contract*** with the Southern Lehigh School District." (Emphasis added) However, the federal regulations and Policy 827 do not require that the benefit be from "the contract." On the contrary, the policy and federal regulations require that the "tangible personal benefit [be] from [the] firm considered for a contract." Simply stated, if Evison received any tangible personal benefit from Allen, the regulations and the Policy were violated. It is Mr. Levin's opinion that Dr. Allen's assistance with her Capstone Project is undeniably a "tangible personal benefit."

[END OF REPORT]

Exhibits A & B follow.

Below are my responses to the SLSD report entitled *Factual Matters Associated with Dr. Allen and His Work; The Relationship Between Dr. Allen and Dr. Evison,*

Passage: pg 2: Instead of simply asking Allen if he would assist her with her Capstone Project, she asked for assistance with her doctoral requirements and she offered to "partner" with him and to "contribute to [his] work." She is arguably proposing a quid pro quo relationship from the start.

Response: This passage is misleading. The email referenced above indicates, in general, the parameters of Dr. Evison's capstone project, which were to identify a problem of practice, complete data and lit review...identify an intervention, program of solution, along with a tool to evaluate...[then] present a final product that makes recommendations and provides tools and resources to [the] partner organizations." As I understood it, and as this report references later, Dr. Evison was required to conduct her project in a school district other than her own. With this context, she would, be requirement of her project, need to "partner" with another school district to be able to identify the problem of practice they were facing, collect necessary data, and develop an intervention, program of solution, and evaluation tool. Additionally, as the email states, the project did require her to "make recommendations and provide tools and resources to [the] partner organization", but did not require the organizations to use or employ her recommendations. Essentially, if in the process of analyzing our DEI program in Mooresville, had Dr. Evison provided a recommendation that might improve our programs and we in turn used them, it would have been "contributing to our work". Note, the "our work" meant the district's DEI work that she was to analyze as a part of her project, not my own work.

Passage: pg 3: As suggested by this email, Mauney was thinking in terms of Mooresville assisting Southern Lehigh. Such collaborative work and agreements for such collaborative work are beneficial and not nefarious. However, as reflected hereinafter, this was not a collaborative project between two school districts and neither Mauney nor Mooresville appear to have had any involvement in how the relationship between Allen and Evison evolved.

Response: Again, misleading. Dr. Mauney was responding to the email referenced above which clearly outlines the parameters of Dr. Evison's capstone project. Furthermore, Dr. Evison's request was to partner with, and learn from, us "while meeting [her] doctoral requirements". Dr. Mauney would have been aware of this upon reading this email.

Passage: pg 3: Unlike Mauney who saw this as one school district collaborating with another school district, Evison makes it clear that the help she wants from Allen is to "support [her] in doing the capstone."

Response: Again, misleading, for the same reason stated above

Passage: pg. 4: What started out with Evison's request that Allen assist her with her Capstone Project for Vanderbilt, morphed into Allen doing work for Southern Lehigh by June 8, 2020, the date of the first or second telephone conversation between them.

Response: While there is nothing inaccurate of misleading about this statement, it does leave out a lot of critical information for context. Namely, the context of the phone conversations referenced. At this point, Dr. Evison and I worked out the details of her capstone project and the additional request to support her school district through DEI needs assessments and training via telephone. The details of those conversations would indicate that these two projects would always be separate initiatives that did not influence each other. I would assist her with the capstone project from the capacity of my professional role at Mooresville, since Mooresville was the subject of her project, and we had the blessing of Mooresville's superintendent. The work I was contracted to do for SLSD was done in the capacity of a consultant, researcher, and scholar, separate from my Mooresville role.

Passage: pg 6: There is no evidence reviewed by Mr. Levin that Evison knew the details of Allen's professional background (or lack thereof) until June 18, 2020, when Allen sent a copy of this CV to Evison. Allen's CV raises questions, especially in light of the work that he was contracted to do for the School District. For example, he provides a "business address" on his CV for the University of North Carolina at Charlotte ("UNC"). However, the CV shows that he was, at most, an Adjunct Instructor at UNC for "Reading and Elementary Education/Middle, Secondary, K12 Education." There is nothing suggesting that he was doing any work for UNC in the areas of race, equity or inclusion. The CV shows that he received his Ph.D. from UNC in 2019. His major was "Curriculum and Instruction (Urban Education emphasis)," and his dissertation title was "Intercultural Communication and Culturally Sustaining Pedagogy in the Classroom: An Interdisciplinary Approach to Pre-service Teacher Education." Neither his B.A. nor is M.S. were in the field of education. Only a year earlier, in 2019 he became the "Diversity and Inclusion Specialist" at the Mooresville Graded School District. This is not to say that Allen had no qualifications for the work he was contract to do for Southern Lehigh, but there is nothing compelling about his qualifications. This raises the question   why Allen? Why was Evison recommending that the School District contract with Allen?

Response: Again, misleading. I am concerned that this passage implies that I engaged in fraudulent representation of my scholarship, credentials, and/or expertise. First, my CV used the University of North Carolina as a business address, because, as the report suggest, I was a member of the adjunct faculty. Additionally, the UNCC address was used because all of the research, scholarship, conference presentations/proceedings, and publications listed on my CV were completed under affiliation with UNCC. All of my research had to be approved by UNCC's IRB board. Furthermore, this would further evidence that I was conducting this work for SLSD as a consultant/researcher/scholar and NOT as a representative of Mooresville, indicating a separation of this work from Dr. Evison's capstone project.

Mr. Levin also does not seem to be aware of the course of study for the UNCC Ph.D. in Curriculum and Instructions: Urban Education, or he would understand how and why my studies, dissertation, and associated research were relevant to the work SLSD hired me to do. Finally, the CV, which is a document that usually only illustrates scholarship and research, did not include my professional resume, which would have illustrated employment and work in public education (usually with a DEI focus, or working with marginalized groups) dating back more than 10 years. His argument that there is nothing "compelling" about my qualifications indicates that he did not do thorough research.

Passage: pg 6: There is a question why there was a reference to UNC regarding Allen. He was not being hired in his capacity as an Adjunct Instructor at UNC. Further, he was working at Mooresville.

Response: Again, misleading. There is no question. I was being hired as a consultant, separate from my work at Mooresville. Because the consultancy was based on my scholarship, and all of my scholarship was conducted in affiliation with UNCC, that is why UNCC was referenced. I was not there, nor did I complete any of the work I was contracted to do, as a representative of Mooresville.

Passage: pg 6: Although this motion documents that an "Independent Contractor Agreement" was approved, there is no such document—only Allen's proposal. Just like the reference to UNC in connection with Allen was misleading, the reference to an "Independent Contractor Agreement" is misleading at best.

Response: This passage is concerning. Once again, the reference to my connection with UNCC is not misleading at all. Additionally, the responsibility to produce the necessary documentation (i.e. a contract) would fall on SLSD, not on me. I submitted a proposal. That is all I was asked to submit. The board's vote to approve the work included in the proposal, in a publically stated meeting, indicated that my services had been officially procured. In either case, this passage only mentions my name, and implies I had something to do with the lack of a contract, or any misleading behavior.

Passage: pg 8: In addition, counsel for Mooresville advised that "MGSD did not receive anything from Evison regarding any of her research, the final Capstone Project or any other data from Southern Lehigh School District." In short, whatever Allen was doing to assist Evison with her Capstone Project, it did not inure to the benefit of Mooresville. The representation by Allen on Mooresville letterhead that "Evison is working in collaboration with Mooresville Graded School District" is troubling and not factual. More accurately, an employee of Mooresville in his individual capacity was assisting Evison; Mooresville did nothing to put its imprimatur on the arrangement. Recognizing that he was assisting Evison in his individual capacity and not as an employee or representative of Mooresville, Allen was using his personal email address when he assisted Evison regarding her Capstone Project.

Response: Misleading. First, none of us at Mooresville saw Dr. Evison's final product for her capstone, nor was she required to provide it. Second, there was no direct benefit to Mooresville because, as Evison's email on pg. 7 (July 18, 2020) indicates, the scope of her project shifted. Because she was not able to come down to North Carolina in person, coupled with many other variables associated with COVID, Dr. Evison requested that her capstone be a case study analysis of the DEI professional development programs we were conducting in Mooresville. While this was always the focus of her project, she was no longer required to "make recommendations and provide tools and resources to [the] partner organization", so there was nothing she had to turn in to us. The statement that I provided, "Evison is working in collaboration with Mooresville Graded School District" on Mooresville letter head is INDEED factual, because he project was an analysis of our DEI professional development programs, and the impact it had on Mooresville teachers. She was analyzing districtwide work that was facilitated and managed through my office at Mooresville. Finally, I switched all communication with Dr. Evison over to my personal email because I did not want there to be a conflict of interest on my part by discussing independent consultant services via Mooresville communication lines should Dr. Evison ever reference both projects (her capstone and the work I was doing for SLSD) in the same communication.

Passage: pg 8: On September 15, 2020 the School District paid Allen $4,000 despite the fact that the Proposal did not require payment in advance of services. The payment was with federal money. Although the services were for the assessment and action plan, the expenditure was noted in a report of federal expenditures in a column entitled "PD Staff." It is Mr. Levin's opinion that this $4,000 was not an expenditure that could be charged to Title II. However, Mr. Levin received a communication from the

Pennsylvania Department of Education that it believed that the expenditure was properly charged to Title II.

Response: It should be noted and emphasized that I did not ask for the full payment up front. In fact, I recall coming to an agreement with Dr. Evison that SLSD could pay half ($2,000) as a deposit, and the remaining balance when the work was complete. I was surprised to receive the check for the full amount.

Passage: pg 8: Although Allen was solicited to assist Evison with her Capstone Project, oddly enough, there are virtually no emails between Evison and Allen addressing the Capstone Project again until mid-December 2020. On December 14, 2020, Evison sent an email to Allen asking him for help on her Capstone Project.

Response: This is not uncommon. Dissertations, theses, and capstones can take months to go through the whole process before completion. A year is average for dissertations. This passage seems very biased.

Passage: pg. 8: Allen responded the next day with his personal ████████████████████ saying:

Response: This is the SINGLE most troubling passage in this entire document. Of all of the correspondence listed in this report, why is my personal contact information the only information they seek to publish and make public. I vehemently object to my personal contact information being published in this report. Given the political and social climate of our country, not to mention the sheer vitriol displayed by Southern Lehigh citizens at school board meeting (as described to me by both Dr. Evison and Michael Mahon, current superintendent of SLSD, via telephone calls), any publication of my contact information (telephone number, address, email address, etc.), or any information that could be USED to find my contact information, would absolutely put me and my family in jeopardy. I truly fear for my personal safety, and that of my family and known associates, if private citizens gain access to my private contact information. I have already had one Southern Lehigh citizen harass me via my UNCC email (though I recognize that my UNCC contact information was a matter of public record). However, that one instance alone is an indicator of what to expect, at a minimum, should my personal contact information be published.

While it is clear that the focus of this report, and Mr. Levin's efforts, is to build a case against Dr. Evison for conflict of interest, and not against me for any alleged wrong doing, I am concerned that the biased way this report is written, the publication of my personal contact information, and the implications that I was complicit in any alleged wrongdoing perpetuated by Dr. Evison has clear negative implications for me professionally, academically, and in terms of my personal safety and that of my family. It is clear that Mr. Levin lacks certain context, understanding, and, in some cases, straight facts in his interpretation of the relationship between Dr. Evison and I, and the nature of her capstone project. That being said, I would like to demand the full redaction of any and all of my personal contact information, or any information that could lead or enable private citizens to contact me, my family, or known associates directly.

Dr. Joseph Allen

TELEPHONE
(717) 233-5353

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February 28, 2022

Via Email: mlevin@levinlegalgroup.com

Michael L. Levin, Esq.
Levin Legal Group, P.C.
1301 Masons Mill Business Park
1800 Byberry Road
Huntingdon Valley, PA   19006

> **RE: Dr. Kathleen Evison**
> **Southern Lehigh School District**
> **School District Public Statement**

Dear Mr. Levin:

You and your client provided us with a copy of a document purporting to contain information your client intends to make public. The document appears to include selected representations of a full report prepared by you that you did not provide to us.

Publishing of this information will be done at your client's own risk.

Very truly yours,

Catherine E. Rowe

CER/nll
cc: Dr. Evison (via email)

ATTACHMENT 16

White Fragility Discussion Guide
and White Fragility Reading Guide

White Fragility

Why It's So Hard for White People to Talk About Racism

Book by Robin DiAngelo (Beacon Press, 2018)
Discussion Guide by Gail Forsyth-Vail

Contents

Introduction

This discussion guide invites readers to examine and discuss the ideas Robin DiAngelo presents in the book *White Fragility: Why It's So Hard for White People to Talk About Racism* (Beacon Press, 2018). Written with white people in mind, this guide invites participants into the work of learning skills to disrupt racism as a Unitarian Universalist faith commitment and practice. The guide will open paths for white participants coming to terms with their own and others' fragile, defensive, and coded responses when a conversation turns to race. It invites examination of the ways that conversations about race, either interracially or among white people, can—whether one is aware or not—reinforce racial hierarchy.

The guide provides a series of questions, activities, and reflection and sharing opportunities to help participants find, in their own stories and experiences, ways in which they have upheld and reinforced the culture of white supremacy. It offers plans for time together that invite a Unitarian Universalist group into new set of practices, new ways of being that act to disrupt white supremacy-based culture.

In your promotional materials for a *White Fragility* discussion group, you may wish to include a link to Why "I'm not racist" is only half the story, a short (6:11) video from Big Think Science. In it, DiAngelo introduces the ideas she explores more deeply in her book.

Using the Guide

This discussion includes plans for a series of three, 90-minute sessions. We recommend that you offer all three as a series for deepening dialogue and practicing the very skills set forth through the guide and the book itself. Adapt this discussion guide to congregational, cluster, or regional programming for white Unitarian Universalist adults of all ages and life stages, gatherings of advocacy or white identity-based UU groups, campus groups or young adult groups, youth groups, or cross-generational groups of adults and youth.

If you have access to a computer and projector, you may wish to share these PowerPoint slides rather than write out newsprint or make a handout for questions and some other shared material.

Editors' note: As a publisher, the UUA honors the preferences of our authors with regard to capitalization of race and identity terms. In this discussion guide, as in Robin DiAngelo's book, you will find "black," "white," and "people of color."

Goals

- Invite participants to explore and respond to *White Fragility*
- Guide participants in developing racial awareness and critical thinking skills
- Guide participants to recognize and come to terms with the personal and sociological ramifications of living in a white supremacist society
- Support participants to examine how personal and collective cultural stories, experiences, and behavioral patterns reinforce racism
- Facilitate a space in which white people can learn collectively the language, ideologies, and conversations of disrupting race and becoming accountable to the racism in their everyday lives
- Challenge participants to practice ways to disrupt racist patterns

Session 1: Facing White Supremacy

Materials

- Chalice or candle and lighter, or LED battery-operated candle
- Newsprint, markers, and tape
- Notepad for facilitator notes
- Pens or pencils and blank paper
- A copy of *White Fragility*
- Timekeeper such as a watch, phone, or clock
- Optional: Computer with internet access and a projector or large monitor
- Optional: Slides 1-9 (PowerPoint)

Preparation

- In advance, encourage participants to bring copies of *White Fragility* and personal journals or notebooks.
- Create a handout with the opening words by James Baldwin and make copies for all or prepare to project the words so that all may see them and read them aloud together.
- Write this covenant (behavioral guidelines) on newsprint and set aside:

    We each promise to:

    - o Speak from our own experiences and perspectives.
    - o Listen generously to the experiences and perspectives of others, creating supportive space for each person to learn.
    - o Actively resist making assumptions about one another.
    - o Refrain from fixing, saving, advising, or correcting each other.
    - o Be mindful of "taking space and making space" to ensure everyone has opportunities to speak and to listen.
    - o Expect and accept non-closure, because the work of disrupting racism is ongoing.
    - o Be willing to be challenged to disrupt racist patterns, both by the activities and discussions and by other participants.
    - o Respect the confidentiality of personal information and stories shared here.

- Write on newsprint and post for First Impressions:
    - o What insight stays with you after reading the book *White Fragility?*
    - o What did you find surprising? Challenging? Liberating? Hopeful?

- Write on newsprint, and set aside, the discussion questions for Racial Ideology in the United States.
- Write on newsprint, and set aside, the Unitarian Universalist Principles:
    - 1st Principle: The inherent worth and dignity of every person;
    - 2nd Principle: Justice, equity and compassion in human relations;
    - 3rd Principle: Acceptance of one another and encouragement to spiritual growth in our congregations;
    - 4th Principle: A free and responsible search for truth and meaning;
    - 5th Principle: The right of conscience and the use of the democratic process within our congregations and in society at large;
    - 6th Principle: The goal of world community with peace, liberty, and justice for all;
    - 7th Principle: Respect for the interdependent web of all existence of which we are a part.
- Write on newsprint, and set aside, the Six Sources of Our Living Tradition:
    - Direct experience of that transcending mystery and wonder, affirmed in all cultures, which moves us to a renewal of the spirit and an openness to the forces which create and uphold life;
    - Words and deeds of prophetic people which challenge us to confront powers and structures of evil with justice, compassion, and the transforming power of love;
    - Wisdom from the world's religions which inspires us in our ethical and spiritual life;
    - Jewish and Christian teachings which call us to respond to God's love by loving our neighbors as ourselves;
    - Humanist teachings which counsel us to heed the guidance of reason and the results of science, and warn us against idolatries of the mind and spirit;
    - Spiritual teachings of Earth-centered traditions which celebrate the sacred circle of life and instruct us to live in harmony with the rhythms of nature.
- For Closing, create a handout with the reflection questions from page 14 of *White Fragility* and make copies for all, or prepare to project the words so that all may see them.
- Set out the chalice.
- Optional: Find out more about writer and social critic James Baldwin to share with participants.

Chalice Lighting (10 minutes)

Say, "Our chalice lighting words were written by James Baldwin, published in *Nobody Knows My Name: More Notes of a Native Son* (1961), adapted to use inclusive gender language. In this passage, he is writing about white, US Americans."

Then read:

> *Any real change implies the breakup of the world as one has always known it, the loss of all that gave one an identity, the end of safety. And at such a moment, unable to see and not daring to imagine what the future will now bring forth, one clings to what one knew, or dreamed that one possessed. Yet, it is only when a [person] is able, without bitterness or self-pity, to surrender a dream [they have] long cherished or a privilege [they have] long possessed that [they are] set free—[they have] set [themselves] free—for higher dreams, for greater privileges.*

Light the chalice.

Say, "This three-session book discussion is for people who identify as white. It is an opportunity to come to examine what DiAngelo has termed 'white fragility' and to talk about racism and the way it has personally shaped and affected our lives as white people."

Project the Baldwin quote you used as a chalice lighting (Slide 3) or distribute the handout you have created. Invite participants to read the words of Baldwin a second time, this time aloud and together.

Introductions and Establishing Guidelines (10 minutes)

Invite each person to introduce themselves briefly, sharing their name, preferred pronouns, and race. Post the covenant (behavioral guidelines) you have written on newsprint (or, project Slide 4) and propose these points as shared commitments for the group. Ask if any points need to be clarified, added, or amended. Note changes on the newsprint (or, make a notes for later editing of the slide). When the covenant is complete, invite participants to voice or signal agreement.

Keep this newsprint for future sessions.

First Impressions (10 minutes)

Offer participants two or three minutes to reflect on the questions you have posted (or, project Slide 5), offering them the option to use their journals or the writing materials you have provided. Then ask them to briefly share an initial response to the book, one speaker at a time, without interruption. Assure them that it is fine to pass. Say, "There will be plenty of time for in-depth conversation, sharing, and discussion. For now, please just share a sentence or phrase about the book." Jot down participants' initial responses so that you can return to them in a later session.

Discussion: Racial Ideology in the United States (20 minutes)

Share this reading from pages 20-21 of the book:

> *The racial ideology that circulates in the United States rationalizes racial hierarchies as the outcome of a natural order resulting from either genetics or individual effort or talent. Those who don't succeed are just not as naturally capable, deserving, or hard-working. Ideologies that obscure racism as a system of inequality are perhaps the most powerful racial forces because once we accept our positions within racial hierarchies, these positions seem natural and difficult to question, even when we are disadvantaged by them. In this way, very little external pressure needs to be applied to keep people in their places; once the rationalizations for inequality are internalized, both sides will uphold the relationship.*
>
> *Racism is deeply embedded in the fabric of our society. It is not limited to a single act or person. Nor does it move back and forth, one day benefitting whites and another day (or even era) benefitting people of color. The direction of power between white people and people of color is historic, traditional, and normalized in ideology. Racism differs from individual racial prejudice and racial discrimination in the historical accumulation and ongoing use of institutional power and authority to support the prejudice and to systematically enforce discriminatory behaviors with far-reaching effects.*

Lead a discussion, inviting participants to name examples of the ideology that says racial hierarchies are part of the natural order in current US culture and political discourse. If the group needs help to get started, refer them to the points listed on page 30. Ask:

- What is meant by the sentence "Racism is a structure, not an event," a J. Kēhaulani Kauanui quote cited by DiAngelo? How does that speak to you?
- What are some implications—both local and national—of racism being a foundational structure and ideology in US American history and culture and its economic system and civic life?

Sharing: Turning to Our Unitarian Universalist Tradition (15 minutes)

Invite participants to shift from *thinking about* the implications of the idea that racism is a structure and not an event to *feeling* the implications. Pause for a minute or two. Then share again the first sentence of the Baldwin quote: "*Any real change implies the breakup of the world as one has always known it, the loss of all that gave one an identity, the end of safety.*" Say:

> The work of dismantling an embedded racial ideology and its pervasive effects does imply, as Baldwin states, "the breakup of the world as one has always known it." Our faith commitments and communities are well suited to helping us navigate this breakup in order to set ourselves free. Our Unitarian Universalist tradition is about transformation, about a vision for a world made whole. While fully acknowledging that our religious institutions are embedded in the dominant culture and reflect its ideologies, including its racial ideology, we can also look to our shared faith to ground us in our vision and call us to our deepest religious commitments as we learn to talk openly and honestly about race.

Rephrase the two ideas in the last sentence: "Our *religious institutions* are embedded in the dominant culture and reflect its white supremacist racial ideology. Our shared *Unitarian Universalist faith* can help us talk honestly about this and work on changing it."

Post both the UU Principles and the Sources of Our Living Tradition. (If you are using Slides 7 and 8, show each for a minute or two, then prepare to toggle back and forth during discussion.) Note that these are helpful to some, while others may find deeper meaning in texts, music, or spiritual practices. Invite participants, as they are ready, to name what grounds and centers them as a Unitarian Universalist. In what ways can they turn for guidance from their faith, both in conversations about race and in the practice of actively resisting embedded racial ideology as they encounter it in their own lives and thoughts?

Sharing: White Fragility (15 minutes)

Say, "DiAngelo lists defensive behaviors that white people exhibit when challenged with racial stress, calling these responses *white fragility*, a phrase she began using several years ago." She states, on page 2:

> These responses work to reinstate white equilibrium as they repel the challenge, return our racial comfort, and maintain our dominance within the racial hierarchy.

She later states, on page 3:

> White progressives do indeed uphold and perpetuate racism, but our defensiveness and certitude make it virtually impossible to explain to us how we do so.

Invite participants to turn to another person and share a time when they have been challenged by racial conflict or stress and felt a defensive reaction. Say that one person will share while the other listens, without comment, and then they will switch roles. Remind them that the group has covenanted not to fix, save, advise, or correct others. Allow about five minutes each for this conversation, giving pairs 30 seconds notice of when to change speakers. If there is an uneven number of participants, a facilitator should partner with someone, rather than having a group of three.

Call participants back to the larger group. Ask for comments about the experience of disclosing uncomfortable stories.

Closing and Taking It Home (10 minutes)

Introduce the closing, saying, "DiAngelo suggests that we use our own racial discomfort as a door to greater understanding by asking ourselves some questions." Share the reflection questions from page 14 to think about between now and the next meeting:

Why does this unsettle me?

What would it mean for me if this were true?

How does this lens change my understanding of racial dynamics?

How can my unease help reveal the unexamined assumptions I have been making?

Is it possible that because I am white, there are some racial dynamics that I can't see?

Am I willing to consider that possibility? If I am not willing to do it, then why not?

Remind the group that this is the first of three meetings. Confirm the day, date, time, and place to reconvene for Session 2. Invite them, between meetings, to be aware of their own responses (actions, speech, thoughts, and feelings) when race is a stated or unstated part of an in-person or online interaction with others. Suggest journaling about their interactions and responses.

Make sure to store the newsprint covenant (behavioral guidelines), or update the suggested covenant on the slides, so you can quickly review it with the group at the start of the next meeting.

Share these words from Rebecca Parker, who is white, from her essay in *Soul Work: Antiracist Theologies in Dialogue* (Skinner House, 2003):

> *My ignorance is not mine alone. It is the ignorance of my cultural enclave. Most of us do not know more than our community knows. Thus my search for remedial education, to come to know the larger reality of my country, is necessarily a struggle to transform my community's knowledge—not mine alone. As I gain more knowledge, I enter into a different community—a community of presence, awareness, responsibility, and consciousness.*

Extinguish the chalice and thank participants.

Session 2: How Does Race Shape the Lives of White People?

Materials

- Chalice or candle and lighter, or LED battery-operated candle
- Newsprint, markers, and tape
- Lined and unlined paper
- Pens, pencils, colored pencils and markers
- Covenant (behavioral guidelines) from Session 1
- A copy of *White Fragility*
- Timekeeper such as a watch, phone, or clock
- Optional: Computer with Internet access and a projector or large monitor
- Optional: Slides 10-13 (PowerPoint)

Preparation

- In advance, encourage participants to bring copies of *White Fragility* and personal journals or notebooks.
- Post the covenant (behavioral guidelines) from Session 1.
- Set out paper, pens, pencils, colored pencils, and markers.
- Write on newsprint, and set aside for Reflection and Journaling:
    - How is my life shaped by race?
    - What has previously been invisible or hidden from my perception?
    - Where has antiblackness (hatred, contempt, condemnation, or devaluation of or indifference to black people) played out in my life?
- Review the discussion and reflection prompts for this session. Check in with yourself about your own stories and your willingness to share so that you are prepared to do so if necessary to prompt discussion.
- Set out the chalice.
- Optional: Find out more about white antiracism activist Tim Wise and/or white poet Tricia Knoll, and prepare to share with participants

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Chalice Lighting and Check-In (10 minutes)

Light the chalice and share these words from white antiracism activist Tim Wise, author of *White Like Me* (Slide 11):

> The irony of American history is the tendency of good white Americans to presume racial innocence. Ignorance of how we are shaped racially is the first sign of privilege.
>
> In other words. It is a privilege to ignore the consequences of race in America.

Invite participants to reintroduce themselves and, if they wish, to share what they have been thinking about since Session 1. Review the covenant (behavioral guidelines) from Session 1.

Brainstorm: White Racial Innocence and White Supremacy (15 minutes)

Post blank newsprint.

Share this quote from DiAngelo, from page 27 in the book:

> To say that whiteness is a standpoint is to say that a significant aspect of white identity is to see oneself as an individual, outside or innocent of race—"just human." This standpoint views many white people and their interests as central to, and representative of, humanity. Whites also produce and reinforce the dominant narratives of society—such as individualism and meritocracy—and use these narratives to explain the positions of other racial groups...
>
> To say that whiteness includes a set of cultural practices that are not recognized by white people is to understand racism as a network of norms and actions that consistently create advantage for whites and disadvantage people of color. These norms and actions include basic rights and benefits of the doubt, purportedly granted to all but which are only consistently granted to white people. The dimensions of racism benefitting white people are usually invisible to whites.

Invite participants to name, popcorn style, the ways in which white people, consciously or unconsciously, accept whiteness as central to and representative of humanity. Invite them to name things large and small, from treatment by law enforcement to representation in marketing materials and mainstream media. Invite them to consider naming ways in which they personally have viewed

whiteness as the norm or standard for being human. Ask a participant to capture ideas on newsprint while you keep the brainstorm moving. After about five minutes, end the exercise, noting that it would take hours and hours to name every way in which whiteness is viewed as central.

Invite participants to take a deep breath and feel the weight of racism, which is often invisible to white people.

Then share these words from the book, pages 30 and 32:

> *Race scholars use the term* white supremacy *to describe a sociopolitical economic system of domination based on racial categories that benefits those defined and perceived as white… Our umbrage at the term* white supremacy *only serves to protect the processes it describes and obscure the mechanisms of racial inequality… White supremacy is more than the idea that whites are superior to people of color; it is the deeper premise that supports this idea—the definition of whites as the norm or standard for human, and people of color as a deviation from that norm.*

Reflection and Journaling: Antiblackness (15 minutes)

Tell participants that you are going to take some time for them to check in with themselves and their own story. Say that people will be in different places in coming to terms with new knowledge, and there are likely some strong feelings in the room. Say that you will share one more passage from the book, and then pause for some individual reflection and journaling. Then share these passages, from pages 94-95:

> *There is a curious satisfaction in the punishment of black people: the smiling faces of the white crowd picnicking at lynchings in the past, and the satisfied approval of white people observing mass incarceration and execution in the present. White righteousness, when inflicting pain on African Americans, is evident in the glee the white collective derives from blackface and depictions of blacks as apes and gorillas. We see it in the compassion toward white people who are addicted to opiates and the call to provide them with services versus the mandatory sentencing perpetrated against those addicted to crack. We see it in the concern about the "forgotten" white working class so critical to the outcome of the last presidential election, with no concern for blacks, who remain on the bottom of virtually every social and economic measure…*

> *To put it bluntly, I believe that the white collective fundamentally hates blackness for what it reminds us of: that we are capable and guilty of perpetrating immeasurable harm and that our gains come through the subjugation of others.*

Post the Reflection and Journaling questions you have written (or, direct attention to Slide 12. Indicate where you have placed writing and drawing materials. Invite participants to take about ten minutes to reflect and to write or sketch in response to one or more of the questions posted, challenging themselves to address the question that feels the most uncomfortable or weighty for them right now. Say that they will not be asked to share these reflections.

Sharing: Beyond the Good Person/Bad Person Binary (20 minutes)

Say:

> DiAngelo states that after the civil rights movement, one could not be a good moral person and be complicit with racism. Only bad people were racists. Racism as a concept was reduced to simple extreme acts of racial prejudice. This redefinition of racism prevails today. Therefore, to suggest that a white person is racist or is complicit with racism is to attack their character. It causes the defensive reaction DiAngelo calls "white fragility," while the white person demands or maneuvers to be validated as a "good person."

Pause for a moment. Then say:

> It is probable that every one of us has experienced defensiveness about a suggestion that we are complicit in a racist system. How have we expressed our defensiveness?

Invite participants to find in themselves the humility, courage, and honesty to share, one at a time as they are moved, without interruption or cross-talk, a story about a time when they felt (and perhaps acted on) the defensiveness that defines white fragility. Invite them, as part of their sharing, to imagine how they might handle the situation differently. Note that they may choose to share the same story they shared with a partner in the first session, perhaps with new insights, or a totally different story.

It may be difficult to get this sharing started. Pause for two or three minutes, letting the silence be uncomfortable. If no one begins speaking after a significant silence, share a story of your own to get things started.

Discussion: White Women's Tears (25 minutes)

Note that in the "White Women's Tears" chapter of the book, DiAngelo explains why white women's tears in cross-racial or multiracial settings are problematic. Share this quote from page 136:

> *Whether intended or not, when a white woman cries over some aspect of racism, all the attention immediately goes to her, demanding time, energy, and attention from everyone in the room when they should be focused on ameliorating racism. While she is given attention, the people of color are yet again abandoned and or blamed... Antiracism strategist and facilitator Reagan Price paraphrases an analogy based on the work of critical race scholar Kimberlé Crenshaw. Price says, "Imagine first responders rushing to the scene of an accident rushing to comfort the person whose car struck a pedestrian, while the pedestrian lies bleeding on the street. In a particularly pernicious move of perverting the racial order, racism becomes about white distress, white suffering, and white victimization."*

DiAngelo goes on to quote a woman of color who was "in no mood for white women's tears" after yet another shooting of an unarmed black man. The woman said:

> *It's infuriating because of its audacity of disrespect to our experience. You are crying because you are uncomfortable with your feelings when we are barely allowed to have any. You are ashamed or some such thing and cry, but we are not allowed to have any feelings because then we are being difficult. We are supposed to remain stoic and strong because otherwise we become the angry and scary people of color. We are only allowed to have feelings for the sake of your entertainment, as in the presentation of our funerals. And even then, there are expectations of what is allowed for us to express. We are abused daily, beaten, raped, and killed but you are sad and that's what is important. That's why it is sooooo hard to take.*

Allow for a couple of minutes of silence to let the emotional weight of the quote sink in. Then lead a discussion, asking:

- Why do you think DiAngelo wrote this chapter?
- What did you learn from reading it?
- Have you witnessed white women crying or expressing other strong emotions when the conversation turns to race (perhaps yourself)? How did other white people in the room respond? How did people of color respond?

- How does this new information or perspective change the way you understand interactions in cross-racial groups, especially when the topic turns to race, racism, or racially problematic behavior?

Closing (5 minutes)

Invite participants to continue to reflect in the days ahead on how race has shaped their life. Remind the group that this is the second of three meetings. Tell them that the third session will focus on DiAngelo's question in the Chapter 12 title, "Where Do We Go from Here?," considering how we might respond differently to our own white fragility and to that of other white people with whom we interact.

Share "Connecting," a poem by Tricia Knoll, who is white, published in *To Wake, to Rise* (Skinner House Books, 2017):

*I'm white space
between black dots.
I grew up catching tigers
by the toe, School books
came with unbroken backs.*

*No one ever called my people X.
Families on TV looked like mine.
I burn in the sun. I believed
money could get me where I wanted to go.*

*I own the land I live on.
I was never a melting anything—
fondue, chocolate, molten pot
hot lava lamp or zombie brain.*

*A bubble surrounds me,
shimmer-soap surprise
I thought would never pop
until it did.*

SLSD04723

Confirm the day, date, time, and place to reconvene for Session 3. Make sure to store the newsprint covenant (behavioral guidelines), or edit it on the slides, so you can post and quickly review it at the start of the next meeting.

Thank participants. Extinguish the chalice.

Session 3: Interrupting Racist Patterns

Materials

- Chalice or candle and lighter, or LED battery-operated candle
- Newsprint, markers, and tape
- Lined and unlined paper
- Pens, pencils, colored pencils and markers
- Covenant (behavioral guidelines) from Session 2
- A copy of *White Fragility*
- Timekeeper such as a watch, phone, or clock
- Optional: Computer with Internet access and a projector or large monitor
- Optional: Slides 14-17 (PowerPoint)

Preparation

- In advance, encourage participants to bring copies of *White Fragility* and personal journals or notebooks.
- Post the covenant (behavioral guidelines) from Session 2.
- Write on newsprint, and set aside, these questions for Reflection and Sharing: What Are You Missing?:
  - Did you grow up in a racially segregated environment? Do you live in one now?
  - If you grew up in a racially diverse environment, how did it become racially diverse? Was it becoming more or less diverse over time? What messages were you given about the desirability of a racially diverse environment?
  - If you grew up in a racially segregated environment, how did it become segregated? What messages were you given about the desirability of a racially segregated environment? Were they overt or coded?
  - Was the school you attended racially diverse or racially segregated? How did the school become racially diverse or racially segregated?
  - Did anyone ever tell you that you were missing something of value by living in a racially segregated environment? Did anyone ever tell you that there was value in living in a racially diverse environment?
  - If you lived in a racially segregated environment in your younger years, what were you missing?

- What are you missing now if you live in a racially segregated environment?
- Have you engaged in conversation where it was assumed that a racially segregated environment was desirable? Have you, yourself, sent such messages?
- Write on newsprint, and set aside, the Paired Reflection process for Reflection and Sharing: What Are You Missing?:
  - First person shares (2 minutes)
  - Second person responds, stating what they heard and asking clarification questions (2 minutes)
  - Second person shares (2 minutes)
  - First person responds, stating what they heard and asking clarification questions (2 minutes)
  - Consider commonalities and differences in your experiences. Focus on "What were you missing?" and "What are you missing now?" (5 minutes)
- Find and bookmark information online about the proposed Unitarian Universalist 8th Principle.
- Set out the chalice and supplies for writing and drawing
- Optional: Find out more about writer Michael Eric Dyson and prepare to share with participants.

Chalice Lighting and Check-In (10 minutes)

Share these words by Michael Eric Dyson, a black educator and writer, from the preface to *White Fragility*, page xi:

> *White fragility is an idea whose time has come. It is an idea that registers the hurt feelings, shattered egos, fraught spirits, vexed bodies, and taxed emotions of white folks. In truth, their suffering comes from recognizing that they are white—that their whiteness has given them a big leg up in life while crushing others' dreams, that their whiteness is the clearest example of the identity politics they claim is harmful to the nation, and that their whiteness has shielded them from growing up as quickly as they might have done had they not so heavily leaned on it to make it through life.*

Light the chalice. Invite participants to reintroduce themselves and, if they wish, to share what they have been thinking about since Session 2. Review the covenant (behavioral guidelines) from the last session.

Tell participants that today you will take up the question "Where do we go from here?" and begin to learn new ways to respond to white fragility, our own or that of other white people with whom we interact.

Reflection and Sharing: What Are You Missing? (35 minutes)

Share this quote from *White Fragility*, page 37:

> *Predominantly white neighborhoods are not outside of race—they are teeming with race. Every moment we spend in those environments reinforces powerful aspects of a white racial frame, including a limited worldview, a reliance on deeply problematic depictions of people of color, comfort in segregation with no sense that there might be value in knowing people of color, and internalized superiority. In turn, our capacity to engage constructively across racial lines becomes profoundly limited.*

Then invite participants to use writing materials and/or their own journals to sketch a neighborhood from their childhood that they clearly remember. Invite them to identify the names and races of those in the neighborhood, to the best of their ability. Tell them that this is a sketch, not a finished piece, and that they will have three minutes. Then invite them to sketch their current neighborhood, identifying names and races of those who live there. Allow two minutes for this.

Then invite them to look at what they have sketched and take a breath. Ask them to consider in silence the question "How has whiteness been part of the places where you live?"

Then share this quote from page 67:

> *The most profound message of racial segregation may be that the absence of people of color from our lives is no real loss. Not one person who loved me, guided me, or taught me ever conveyed that segregation deprived me of anything of value. I could live my entire life without a friend or loved one of color and not see that as a diminishment of my life...*

> *Pause for a moment and consider the profundity of this message: we are taught that we lose nothing of value through racial segregation. Consider the message we send to our children—as well as to children of color—when we describe white segregation as good.*

Explain that we might describe white segregation as good not only in explicit words but through coded language about good schools and good neighborhoods.

Post the questions you have written on newsprint (Slides 15 and 16). Call attention to the paper and writing and drawing implements you have set out. Invite participants to consider the questions you have posted and write or draw in response. Allow about five minutes for personal reflection.

Then ask participants to form pairs to share their reflections with one another. Remind them of the agreement not to fix, save, advise, or correct each other. If there is an uneven number, pair with one of the participants yourself. Ask them to follow this format:

1. First person shares (2 minutes)
2. Second person responds, stating what they heard and asking clarification questions (2 minutes)
3. Second person shares (2 minutes)
4. First person responds, stating what they heard and asking clarification questions (2 minutes)
5. Consider commonalities and differences in your experiences, focusing on the questions "What were you missing? What are you missing now?" (5 minutes)

Help the pairs keep track of time for switching speakers.

Regather the group. Invite participants to share insights gained from their reflections and the paired sharing and ways they might want to move forward to fill in some of what they might have missed by being in racially segregated environments. Remind participants of the warning that DiAngelo gave that people of color should not be expected to teach white people about racism; information can be sought from books, websites, films, from other white people, like DiAngelo, and from people of color who *are* committed to teaching white people about racism on their own terms.

Racist Patterns (15 minutes)

Invite participants to turn to pages 119 and 120 of the book, looking at the list of "Feelings," "Behaviors," and "Claims." Then go around the circle one by one reading aloud the lists of feelings and behaviors that mark white fragility, the defensive behaviors white people exhibit when confronted with racial stress. Invite them to consider the story they told in Session 2 or another incident that has arisen or that has come to mind. Then go around the room one by one reading aloud the "claims" that white people sometimes make to justify these feelings and behaviors. Ask, "When have you made such claims?" Pause for a few moments of reflection and then invite

responses, saying that it is OK for participants to share out loud or to keep their reflections to themselves.

Close the activity by sharing this quote from page 129:

Regardless of whether a parent told you that everyone was equal, or the poster in the hall of your white suburban school proclaimed the value of diversity, or you have traveled abroad, or you have people of color in your workplace or family, the ubiquitous socializing power of white supremacy cannot be avoided. The messages circulate 24-7 and have little or nothing to do with intention, awareness, or agreement. Entering the conversation with this understanding is freeing because it allows us to focus on how—rather than if—our racism is manifest. When we move beyond the good/bad binary, we can become eager to identify our racist patterns because interrupting those patterns becomes more important than managing how we think we look to others.

Discussion: Responding to Feedback about Racist Behaviors and Actions (20 minutes)

Say, "Robin DiAngelo offers specific steps for responding to feedback received when one has done or said something racist or racially problematic." Invite participants to silently reread the story she tells on pages 139-140, allowing about five minutes.

Discuss the feelings, behaviors, or claims DiAngelo exhibited from the white fragility lists participants just shared. Then discuss how DiAngelo handled the feedback. Ask, "What can we learn from this scenario?"

Then invite participants, once again, to recall from Session 1 how Unitarian Universalist faith calls them to personal and communal work to dismantle white supremacy. Invite one or more participants to share a real-life situation that they observed or participated in, where feedback about racism or a microaggression was not well received by a white person. If no one shares after a couple of minutes of silence, share an example of your own. Together as a group, discuss ways of handling the situation that might have interrupted racist patterns. If the group is willing, try role-playing the scenario. Explain that the work the group is doing right now is building what DiAngelo calls "racial stamina," which works against the impulse to engage in defensive or fragile responses.

Closing and Moving Forward (10 minutes)

Ask, "Is this group interested in forming an ongoing accountability group, meeting regularly to talk with one another about the skills we are developing and the learning we are doing to interrupt racist patterns?" If so, ask for someone in the group to take responsibility for talking with the group via email or social media to organize those meetings.

Tell participants that a group of Unitarian Universalists are proposing that we adopt an eighth UU Principle: *"Journeying toward spiritual wholeness by working to build a diverse multicultural Beloved Community by our actions that accountably dismantle racism and other oppressions in ourselves and our institutions."* Share website information with the group and ask for volunteers to find out more, exploring the possibility of asking your congregation to join the adoption movement.

Close with the same reading that began this three-session exploration of the book *White Fragility*. (Optional: Display Slide 3.) Remind participants that these words were written by James Baldwin.

Then read:

> *Any real change implies the breakup of the world as one has always known it, the loss of all that gave one an identity, the end of safety. And at such a moment, unable to see and not daring to imagine what the future will now bring forth, one clings to what one knew, or dreamed that one possessed. Yet, it is only when a [person] is able, without bitterness or self-pity, to surrender a dream [they have] long cherished or a privilege [they have] long possessed that [they are] set free—[they have] set [themselves] free—for higher dreams, for greater privileges.*

Extinguish the chalice and thank participants.

"A NECESSARY BOOK FOR ALL PEOPLE INVESTED IN SOCIETAL CHANGE." —CLAUDIA RANKINE

WHITE FRAGILITY

New York Times BESTSELLER

WHY IT'S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM

ROBIN DIANGELO

FOREWORD BY MICHAEL ERIC DYSON
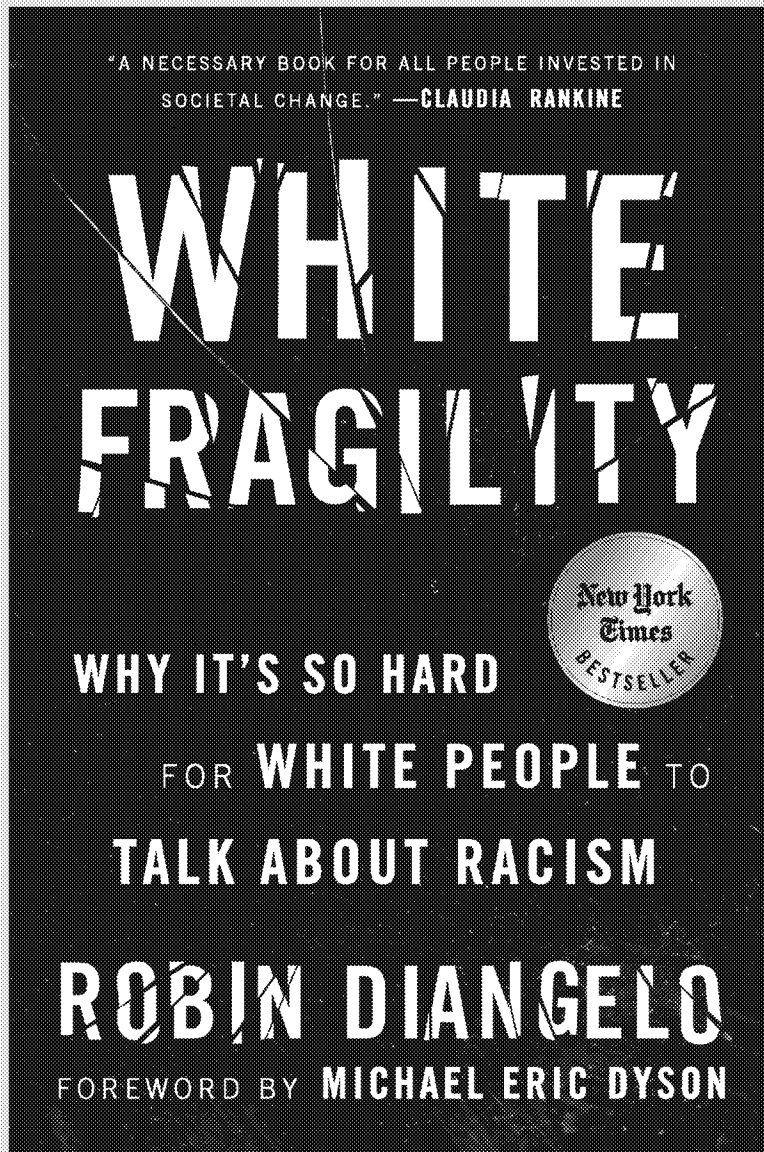
Guide by
Özlem Sensoy and Robin DiAngelo

BEACON PRESS | beacon.org/whitefragility

BEFORE YOU BEGIN:
SUGGESTIONS FOR DISCUSSION

This reading guide is intended to support formal and informal discussions of *White Fragility*. We offer the following pedagogical tips as you organize your discussion.

On Size

Small group discussions work best when the size of the group is large enough to advance discussion, but not so large that any member of the group can avoid sharing—or conversely, wants to share, but cannot find airtime to do so. For this reason, it is recommended that groups target a size of five to seven members. If you are part of a larger study group, just organize yourselves into smaller sub groups of approximately five people.

On Composition

There can be strategic advantages to organizing yourself into what are sometimes called *affinity groups*, wherein people with a shared identity (such as cis-men, or Asian women, or Indigenous people) work through issues particular to them, in a closed group. If your group is diverse, discuss how you want to organize yourselves (in a mixed group or an affinity group for all or part of various chapter discussions).

On Monitoring the Group

If you are self-monitoring your group, discuss how you will assign a facilitator for each session. This can be a rotating responsibility if you plan to meet over multiple sessions. The task of the facilitator will include keeping the discussion on topic, ensuring shared airtime, and note-taking (if part of a formal discussion group), as well as ensuring that the group's time is monitored.

On Facilitating

Tips for facilitators of white discussion groups

Based on the following patterns, it is highly recommended that a facilitator or team of facilitators be assigned when primarily white groups discuss racism. Facilitators should think of themselves as *guides* rather than as teachers. This means the overall task of the facilitator is to keep the group focused and on track, with equitable sharing of the airtime. This will be easier to do if at the start of the discussion you tell the group that this is your task. You could even name the patterns ahead of time and ask group members to watch out for these themselves.

> *Common Patterns*
> 1. **Distancing:** Identifiable via expressions including "People should just____," "Society is____," "How do I tell my coworker____," "What about all the people who aren't here today who should be____," "The executive team at my workplace____," and "My family member____."
>
>> **Response techniques**: "Can you speak to how you see this in *your own* behaviors/thoughts/ beliefs in life/work?" "What part do you see yourself playing?" "What might *you* do…?" "How is the most effective way for someone to talk with *you* about *your* racism?"

2. **Checking out**: Identifiable via behaviors including texting, working on laptop, engaging in side conversations.

> **Response techniques**: At the start, ask participants to put phones/laptops away. Explain that effective discussion on racism often causes disequilibrium for those of us who are white and that technology functions as a way to check out. Further, when people of color are present, the distraction of technology sends a problematic message. Someone who has an emergency or is expecting a text or call should leave the room at that time. Regarding side conversations, the facilitator might say, "I am having trouble hearing. Please give your attention to the speaker."

3. **Dominating the discussion**: The same person or people speaking first, at length, immediately, and/or several times while others sit back in silence.

> **Response techniques**: "Who haven't we heard from?" "Let's wait a little longer to make space for people who need more time." "I'm going to ask that if we have spoken twice already, we wait until everyone else has had a chance before we speak again." "Let's go around the table and check in." "Does anyone else want to share their perspective?" "We all have a responsibility to share our thoughts so others in the group know where we're coming from or what we're struggling with."

4. **Positioning themselves as already getting this/Giving evidence for why this discussion doesn't apply to them**: "I already know all this." "I come from ___ and I can't believe how white it is here." "I realized many years ago that___." "I am married to/have children who are ___," followed by distancing (rather than insight and recognition that this doesn't exempt them and their learning is not finished).

> **Response techniques**: "The book poses an important question, 'How do we know how well we are doing?' "Where do you see your current learning edge?" "DiAngelo states that nothing exempts us from the forces of racism. How are situations that are unique to us still informed by racism?" "How does being white shape one's sense that they are 'beyond' this discussion?" "Can you name three actions in the last month that demonstrate your awareness in practice?"

5. **Hopelessness**: "Racism is never going to end." "I can't do anything." "What are we supposed to do?" "This is just about making us feel guilty." "We have been doing this for years now and nothing changes." "The administration are the ones that need this and they just don't care."

> **Response techniques**: "The author speaks to the question of guilt. What points does she make?" "If we apply the question the author asks, *How does our discouragement function?* how would we answer?" "What concrete actions have you attempted thus far? What books have you read? What antiracism networks have you joined? The perception that nothing can be done often keeps the existing system in place."

6. **Expecting people of color to teach us (white people) about race**: Turning to people of color for answers or to go first: "I grew up in a sheltered environment, so I don't know anything about race." "Sharon, tell me about the racism you have experienced." "Sharon, you go first."

> **Response techniques**: If you are in a multiracial reading group, don't assume that the people of color will speak first. If uncertain, ask them what they prefer. "While those of us who

are white need to listen to people of color, in this context let's take some risks and go first." "People of color and Indigenous people have spent a lot of time thinking and speaking out about white supremacy and against racism. This is the time for white people to step up to the conversation." "Mainstream society often has us focus on the targets of oppression rather than the agents. In this setting, focusing on people of color can let white people off the hook for naming their participation in racist systems." "How have you managed thus far not to know the answers to your questions on racism?"

7. **Claiming this discussion doesn't apply to them because they are not from the US:** "I'm from Germany and we don't have these issues there." "Canada is a multicultural society." "It's completely different where I am from because everyone is the same."

> **Response techniques**: "At what age were you aware that black people existed? Where did they live? If in Africa, what were your impressions of Africa? Where did you get your information about Africa?" "Did you watch Hollywood movies? If so, what impressions did you get about African Americans from US movies? What about Disney movies and cartoons?" "What was your relationship to Asian heritage people? What were Asian people like, in your mind?" and so on.

Countering Common Patterns via Silence Breakers

These sentence starters, termed "silence breakers,"[1] are suggested openings intended to address two common challenges for white people in cross-racial discussions: First, the fear of losing face, making a mistake, or not being able to manage impressions that often prevent white people from authentic engagement. Second, the lack of humility we often have when discussing racism. The silence breakers can help engender a stance of curiosity and humility that counters the certitude many white people have regarding our racial perspectives. In doing so, they tend to open, rather than close, discussion and connection.

Silence Breakers

1. I'm really nervous/scared/uncomfortable saying this and/but …

2. From my experience/perspective as [identity] …

3. I'm afraid I may offend someone, and please let know if I do, but …

4. I'm not sure if this will make any sense, and/but …

5. I just felt something shift in the room. I'm wondering if anyone else did.

6. It seems as though some people may have had a reaction to that. Can you help me understand why?

7. Can you help me understand whether what I'm thinking right now might be problematic?

8. This is what I understand you to be saying: _____ Is that accurate?

9. I'm having a "yeah but." Can you help me work through it?

10. I'm engaged but just needing time to process this. What I am working on processing is _____.[2]

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1 Adapted from Anika Nailah and Robin DiAngelo
2 Excerpted from Robin DiAngelo and Ozlem Sensoy, "Calling In: Strategies for Cultivating Humility and Critical Thinking in Antiracism Education," *Understanding & Dismantling Privilege* 4, no. 2, (2014), http://www.wpcjournal.com/article/view/12101

Additional Tips for a Productive Discussion

As DiAngelo notes, white people addressing white fragility surfaces several dilemmas. First, it requires that white people be centered in the conversation about racism. This can be problematic because it reinforces the white centering that is taken for granted in society at large (it is the author's hope, however, that it is a centering that *exposes*, rather than protects, the workings of white supremacy). Second, it positions white people—yet again—as the experts. Based on these dilemmas, the following points are important to keep in mind:

1. This book and its arguments build on antiracism scholarship and activism that people of color have written for generations. That scholarship has been fundamental to the ability of the author to explicate white fragility. Use this text as the starting point—rather than the ending point—to educate yourself on racism. There are many suggestions for engaging with the work of people of color in the Resources for Continuing Education section of the book.

2. The primary goal for white people working to understand racism is not to learn how racism impacts people of color. The primary goal is to recognize how the system of racism shapes *our* lives, how we uphold that system, and how we might interrupt it.

3. For people of color, multiracial, and Indigenous peoples who are part of an informal or formal discussion group, the book and this guide will hopefully validate your lived experiences and offer some helpful insight into the challenges of trying to talk to white people about racism. Like the book, this guide is primarily focused on raising the consciousness and increasing the cross-racial skills of white people. In so doing, many of the questions will be specific to them. Yet while the work of this text is primarily focused on the role that white people play within the system of racism, people of color are exposed to the same messages and must also consider how those messages have impacted them and the resultant role they may play. This dynamic is colloquially described as "assimilation" (or "acting white") and is described in scholarship as "collusion." These terms refer to people of color upholding values and behaviors that negatively impact their own and other groups of color and ultimately support white supremacy. There are many pressures to collude, the foremost of which is that there are rewards for conformity with the system. If we behave in ways that the dominant group finds favorable, we will likely receive benefits (or at least minimize penalties) in our daily interactions with them. As you study the dynamic of white fragility, consider your role and responsibilities in relation to collusion and adapt questions accordingly and as needed.

Note for those using this guide outside of the US context

The dynamics of white fragility are familiar in all societies in which white people hold institutional power and/or have a white settler colonial history, including Canada, Australia, New Zealand, Europe, and South Africa. While the book focuses on the specific sociopolitical context of the US, it is for you to reflect on how these dynamics manifest in your specific sociopolitical context. For white people who did not grow up in the US but live in the US now, consider how US-based racial dynamics (and globally circulating US cultural stories and images) shape your current ideas about race, your life, and cross-racial relationships.

For all readers

The chapter questions are intended to deepen your reflection and understanding of the chapters and constructively inform your response to white fragility.

Keep the following principles in mind. You may need to return to them on occasion, so consider posting them in the room or having them available on cards:

1. A strong opinion is not the same as informed knowledge.

2. There is a difference between *agreement* and *understanding*. When discussing complex social and institutional dynamics such as racism, consider whether "I don't agree" may actually mean "I don't understand."

3. We have a deep interest in denying the forms of oppression that benefit us. We may also have an interest in denying forms of oppression that harm us. For example, people of color can deny the existence of racism and even support its structures. This denial may keep them from feeling overwhelmed by the daily slights or protect them from the penalties of confronting white people on racism. However, regardless of the reason, this denial still benefits whites at the group level, not people of color.

4. Racism goes beyond individual intentions to collective group patterns.

5. We don't have to be aware of racism in order for it to exist.

6. Our racial position (whether we identify as white, a person of color, or multiracial) will greatly affect our ability to see racism. For example, if we swim against the "current" of racial privilege, it's often easier to recognize, while it's harder to recognize if we swim with the current.

7. Putting our effort into protecting rather than expanding our current worldview prevents our intellectual and emotional growth.

Before you begin discussing chapter by chapter, spend some time reviewing the guidelines above.

——— Chapter 1 ———

THE CHALLENGES OF TALKING TO WHITE PEOPLE ABOUT RACISM

1. Identify a passage from chapter 1 that invokes any sense of discomfort. Highlight this passage and return to reading it periodically as you work through the book. What does this passage reveal about your socialization into the white racial frame? Does your discomfort shift over time? If so, what supported that shift?

2. If you are working through these questions as part of a white discussion group, how will you keep the discussion on track (focused on *ourselves* and our *own* participation)? How will you ensure

that when common white patterns surface (distancing, intellectualizing, rationalizing), you will work to identify and challenge them rather than ignore or avoid them?

3. How do so many white people feel so confident in their opinions on racism, even as they live their lives in segregation?

4. How can we make generalizations about what it means to be white when we don't know each person's individual story?

5. What are some constructive ways to use your emotional reactions when your opinions on racism are challenged?

6. Explain in your own words the author's critique of the ideology of individualism.

—— Chapter 2 ——

RACISM AND WHITE SUPREMACY

1. What does it mean to say that race is "socially constructed"?

2. What is the difference between racial prejudice, racial discrimination, and racism?

3. What does the author mean when she says that there is no such thing as reverse racism?

4. How does the birdcage metaphor illustrate oppression?

5. What is scientific racism? Give some examples of how scientific racism is conveyed today.

6. What does Cheryl Harris mean when describing whiteness as a form of property?

7. What is problematic about the idea of the U.S. as a great "melting pot"? How did the melting pot actually work?

8. Discuss Coates's statement that race is the child of racism, not the father.

9. The author cites Ruth Frankenberg's description of whiteness as "a location of structural advantage, a standpoint from which white people look at ourselves, at others, and at society, and a set of cultural practices that are not named or acknowledged." Explain each of these dimensions in your own words.

10. How is the author using the term "white supremacy"?

The White Racial Frame

1. Explain the concept of the *white racial frame*. What are some examples?

2. Take a few minutes to share some of your answers to the reflection questions on pp. 35-37. What surprised you? (These questions can be downloaded as a handout from www.robindiangelo.com.)

3. What patterns in the answers to the reflection questions do you notice within the group?

4. What insights do the answers give you on implicit aspects of our racial socialization?

5. What are some ways in which racism is "deeply embedded in the fabric" of society? Provide some examples.

—— Chapter 3 ——

RACISM AFTER THE CIVIL RIGHTS MOVEMENT

1. What is the impact of white people not knowing our racial history?

2. What is color-blind racism and why is it problematic?

3. How did racism change and adapt after the civil rights era? Consider attitudes as well as behaviors.

4. Why does the author say that white progressives cause the most daily harm to people of color?

5. Why does the author consider young white people today to be no less racist than white people in the past?

6. How would you respond to someone who says, "Doesn't it all come down to what your parents taught you?"

—— Chapter 4 ——

HOW DOES RACE SHAPE THE LIVES OF WHITE PEOPLE?

1. The author traces some of the specific ways that her life has been shaped by racism. Consider your own socialization. In what specific ways has your life been shaped by racism? (If you are white, try to answer this question without mentioning people of color).

2. Identify at least three ways that *white racial belonging* has been conveyed to you in the last week (you might start by opening your wallet and looking at the bills there).

3. What are the earliest racial messages you can recall? Try to move beyond what you were openly told and work to identify *implicit* messages.

4. In what settings have you experienced the expectation of white solidarity/racial silence? How has that expectation been communicated to you? How have you responded? What consequences have you faced or fear you will face by breaking with white solidarity?

5. The author describes the power of segregation. She argues that this segregation is "active." What does this mean?

6. Discuss how various patterns of segregation across your lifespan shape your racial frame.

7. If you are white, which of the patterns discussed in this chapter have you seen in yourself? Which of the patterns challenge you the most? Why?

8. Consider some aspects of your identity other than race (i.e., gender, sexuality, religion, class, ability, nationality, age). How does race shape how you experience these identities? For example, how might being white shape how you experience disability? Poverty? Gender identity and expression?

9. If you are a person of color, how have you witnessed white people enacting *white solidarity*?

10. The author states that white ignorance is not simply a matter of not knowing; it is a highly effective response that protects white investments in racism and thus is actively maintained. Discuss this statement.

11. What does the author mean when she says that white people are not, in fact, racially innocent? How can we know much about race if we have lived separately?

—— Chapter 5 ——

THE GOOD/BAD BINARY

1. What does it mean to say that racism is "a structure, not an event"?

2. The author suggests that one of the most effective barriers to talking about racism with white people is the good/bad binary. How have you seen this binary underlying common white responses to charges of racism? How might you respond when the binary surfaces in discussions about racism?

3. If you are white, share some examples of the good/bad binary in your own responses to suggestions that you are complicit with racism.

4. When the author challenges the idea that we are all unique and therefore cannot be generalized about, what thoughts and feelings come up for you? How might these thoughts and feelings function?

5. The author lists two types of narratives that are commonly used by white people to deny complicity with racism: *color-blind* and *color-celebrate* (p. 77). Which narratives have you used yourself, or still use? If you could speak back to yourself with the voice of the author, how would you counter the narrative?

6. How can a white person still enact racism in a close relationship with a person of color? Doesn't the close relationship itself prove that the person is *not* racist? Explain how and why enacting racism in a close relationship with a person of color is not only possible but inevitable.

7. If you are white, when was the last time someone challenged you to look at an aspect of yourself related to racism? How did you feel? How did you respond? What insights did/can you gain from the exchange? If no one has ever challenged you (or not in a very long time), what might that tell you about how whiteness shapes your life?

—— Chapter 6 ——

ANTI-BLACKNESS

1. The author claims that in the white mind, black people are the ultimate racial other. What does this mean?

2. What does it mean to say that anti-blackness is present across all communities of color, even within black communities?

3. How does the author make the case that the construction of white identity and white superiority was in fact dependent upon the simultaneous creation of a particular *idea* of blackness? How are these ideas sustained?

4. What are some of the misunderstandings about affirmative action and what do these misunderstandings reveal about anti-blackness?

5. Why haven't affirmative action programs changed our racial outcomes?

6. What does the author mean when she suggests that causing pain and suffering for black people rests on a sense of white righteousness?

7. Return to the reflection questions on the white racial frame on pp. 34-36 and answer them while replacing the term "people of color" with the term "black people." What do you notice?

8. The author states that the film *The Blind Side* is "insidiously anti-black." Using the framework of the book, explain how a viewer can not notice the anti-black messages yet still be shaped by them.

9. Consider the bulleted list following the author's analysis of *The Blind Side*. In which other films have you seen these racial scripts?

—— Chapter 7 ——

RACIAL TRIGGERS FOR WHITE PEOPLE

1. Discuss the social taboos mentioned on p. 100. Give examples of each from your own life.

2. Explain the triggers listed in this chapter in your own words and share examples of each in daily life.

3. The author writes that white people have limited information about what racism is and how it works, while at the same time they have very strong opinions about racism. Explain how both of these can be true at the same time. In your own words, practice stating the difference between having information about what racism is and having opinions about what racism is.

4. The author shares the story of Mr. Roberts and lists the ways that the two teachers in the story dismissed what they did not understand. Discuss this example. How have you seen or participated in these forms of dismissal?

5. How does the author challenge the idea that our *intentions* are "what count"?

6. Discuss Bourdieu's concept of *habitus* as a way to understand the racial disequilibrium that leads to white fragility. In what ways is this concept helpful in explaining how racial disequilibrium works?

—— Chapter 8 ——

THE RESULT: WHITE FRAGILITY

1. What is the "discourse of self-defense"? Have you ever used it yourself? If so, thinking about it now, how did it function in the interaction?

2. Share a time that you experienced your own white fragility or witnessed another white person's.

3. What strategies do white people use to reset white racial equilibrium?

4. As a white colleague, how would you explain to Karen (p. 107) what is problematic about her response? If you are a person of color, what strategies could you use to address Karen's white fragility?

5. Why are questions such as "What is the right thing to say?" or "What am I supposed to say?" the wrong questions? How might you respond the next time you hear these questions?

6. The author claims that white fragility functions as a form of bullying. How so?

7. What is meant by the statement that white fragility is "white racial control." How does white fragility function as racial control?

8. The author ends this chapter by sharing an interaction with a man of color who, when asked what it would be like for white people to be open to feedback, replied, "It would be revolutionary." She asks white readers to consider the profundity of this man's reply. What feelings did you have when you read that response?

9. How might this man's reply inform how you respond to feedback from people of color, going forward?

——— Chapter 9 ———

WHITE FRAGILITY IN ACTION

1. Why are white people more receptive to other white people (rather than people of color) educating them on race? What does this say about the role white people must play in addressing systemic racism in society broadly and specifically in our homes, with our friends and family members, and in our workplaces with our colleagues?

2. What are the opportunities and dilemmas of white people educating each other on racism?

3. Discuss the *claims* on pp. 119-120. Have you ever made any of these claims yourself?

4. Now consider the *assumptions* underlying those claims on p. 121. Which ones have you held? Do you still hold some of these? If so, how do they function for you and what would it mean to you to shift them (what do you see yourself as having to "give up")?

5. In your group, take turns speaking back to the assumptions your group members shared in question 4. Which speak backs were the most effective for you?

6. What is the language of self-defense and why is it problematic?

——— Chapter 10 ———

WHITE FRAGILITY AND THE RULES OF ENGAGEMENT

1. The author presents a set of eleven "cardinal rules" (pp. 123-24) when giving feedback to white people regarding racist assumptions and patterns. For each rule of engagement, provide an example of the rule in action.

2. What assumptions do these rules rest on?

3. DiAngelo presents these rules in a language of critique in order to reveal how they function. Of course the "rules" are rarely explicitly expressed this way. Consider what you hear white people say

that communicates "do not give me feedback under any circumstances" etc.? Go through each of the eleven rules and share how you have heard these rules expressed in practice.

4. How would you rewrite these rules from an antiracist framework? (A worksheet for rewriting the rules of engagement can be downloaded from robindiangelo.com/resources.)

5. In your own words, what is problematic about common guidelines for building trust in discussions about racism (e.g., "don't judge")? How do these guidelines function? Who are they for? Whose comfort do they protect?

6. The rules of engagement around white fragility have at least three parts: those giving feedback, those receiving feedback, and those witnessing these exchanges. Practice some language for each by preparing your own "sentence starters" such as the silence breakers above. How might you begin to give feedback? How might you respond to feedback given to you? What might you say as you witness an exchange of feedback?

——— Chapter 11 ———

WHITE WOMEN'S TEARS

1. The author opens this chapter with the story of a woman of color in a multiracial group stating that she did not want to be subjected to white women's tears. Why were white women asked not to cry in the group?

2. The author argues that emotions are political. How are emotions political?

3. There have been social media critiques of "white feminism." What are some examples of white feminism?

4. What does it mean to take an "intersectional" approach? Provide some examples.

5. Throughout the book the author reinforces the idea that we "bring our histories with us." What does this mean and why is it so important?

6. White women often assume a shared sisterhood with women of color. What is problematic about this assumption?

7. Discuss some of the ways in which white men's fragility manifests. What is important for white men to understand about the impact of each of these behaviors?

8. The author writes, "Since many of us have not learned how racism works and our role in it, our tears may come from shock and distress about what we didn't know or recognize. For people of color, our tears demonstrate our racial insulation and privilege" (pp. 135-36). Discuss this passage and the ways that white emotional distress and shock (tears, defensiveness, anger, grief) shape conversations on racism. What do these dynamics reveal about the sociopolitical function of emotions?

9. Consider how emotions function in public space. For instance, how do white people often read the emotions of women of color, and peoples of color generally? Consider how emotions are read racially by white people with cultural figures such as Serena Williams, Nicki Minaj, Cory Booker, Maxine Waters, and Mazie Hirono, as well as the way that institutions (like media) respond to emotions in racialized ways. Conversely, how are the emotions of white people read (and the intersections between race and gender in all readings)? Consider cultural figures such as Christine Blasey Ford, Elizabeth Warren, Brett Kavanaugh, Lindsey Graham, and Donald Trump.

—— Chapter 12 ——

WHERE DO WE GO FROM HERE?

1. Using an antiracist framework, how would you respond to a white person who said, "You just want me to feel bad and guilty about something that I had nothing to do with"?

2. Very little if anything in society at large supports us to persist in the work of antiracism. In fact, much pressures us *not* to continue the work. Because of this, we need to set up support for ourselves to continue. How will you set up support for yourself to stay on the journey? How will you resist complacency? Consider both in-group support and racially mixed group support networks. How will both settings be important in different ways?

3. The author states that it isn't enough for white people to be nice and that, in fact, racism depends on white people simply being nice. Discuss this statement. How does niceness alone uphold the racial status quo?

4. If we accept that racism is always operating, the question becomes not "*Is* racism taking place?" but rather "*How* is racism taking place in this specific context?" How does awareness of that change how we think about our lives and our actions?

5. Why must white people resist cynicism and remain hopeful? At the same time, what are the pitfalls of hopefulness? What is the difference between hope and denial?

6. The author shares a time that she perpetrated racism toward a coworker and the steps she took to repair the damage. Identify the underlying antiracist assumptions listed on pp. 142-143 that are demonstrated in these steps.

7. Discuss the suggestions for continuing the work of antiracism. Which are the most challenging? How can you meet those challenges?

Notes

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Notes

About the Guide Authors

Özlem Sensoy is an associate professor in the Faculty of Education at Simon Fraser University in Canada. She is the co-author (with Robin DiAngelo) of the award–winning book, *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education* (Teachers College Press).

Robin DiAngelo is an affiliate associate professor of Education at the University of Washington. She coined the term White Fragility and is the author of *White Fragility: Why It's So Hard For White People To Talk About Racism*. She has been an educator on issues of racial and social justice for more than twenty years.

ATTACHMENT 17

Resources for White Parents to Raise Anti-Racist Children

Prejudice and Discrimination Resources

Resources for white parents to raise anti-racist children:
- Books:
- Coretta Scott King Book Award Winners: books for children and young adults
- 31 Children's books to support conversations on race, racism and resistance
- Podcasts:
- Parenting Forward podcast episode 'Five Pandemic Parenting Lessons with Cindy Wang Brandt'
- Fare of the Free Child podcast
- Articles:
- PBS's Teaching Your Child About Black History Month
- Your Kids Aren't Too Young to Talk About Race: Resource Roundup from Pretty Good
- The Conscious Kid: follow them on Instagram and consider signing up for their Patreon

Articles to read:
- "America's Racial Contract Is Killing Us" by Adam Serwer | Atlantic (May 8, 2020)
- Ella Baker and the Black Freedom Movement (Mentoring a New Generation of Activists
- "My Life as an Undocumented Immigrant" **by Jose Antonio Vargas | NYT Mag (June 22, 2011)**
- The 1619 Project (all the articles) | The New York Times Magazine
- The Combahee River Collective Statement
- "The Intersectionality Wars" by Jane Coaston | Vox (May 28, 2019)
- Tips for Creating Effective White Caucus Groups developed by Craig Elliott PhD
- "White Privilege: Unpacking the Invisible Knapsack" by Knapsack Peggy McIntosh
- "Who Gets to Be Afraid in America?" by Dr. Ibram X. Kendi | Atlantic (May 12, 2020)

Videos to watch:
- Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers (50:48)
- "How Studying Privilege Systems Can Strengthen Compassion" | Peggy McIntosh at TEDxTimberlaneSchools (18:26)

Podcasts to subscribe to:
- 1619 (New York Times)
- About Race
- Code Switch (NPR)
- Intersectionality Matters! hosted by Kimberlé Crenshaw
- Momentum: A Race Forward Podcast
- Pod For The Cause (from The Leadership Conference on Civil & Human Rights)
- Pod Save the People (Crooked Media)
- Seeing White

Books to read:
- Black Feminist Thought by Patricia Hill Collins
- Eloquent Rage: A Black Feminist Discovers Her Superpower by Dr. Brittney Cooper
- Heavy: An American Memoir by Kiese Laymon
- How To Be An Antiracist by Dr. Ibram X. Kendi
- I Know Why the Caged Bird Sings by Maya Angelou
- Just Mercy by Bryan Stevenson

- <u>Me and White Supremacy</u> by Layla F. Saad
- <u>Raising Our Hands</u> by Jenna Arnold
- <u>Redefining Realness</u> by Janet <u>Mock</u>
- <u>Sister Outsider</u> by Audre Lorde
- <u>So You Want to Talk About Race</u> by Ijeoma Oluo
- <u>The Bluest Eye</u> by Toni Morrison
- <u>The Fire Next Time</u> by James Baldwin
- <u>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</u> by Michelle Alexander
- <u>The Next American Revolution: Sustainable Activism for the Twenty-First Century</u> by Grace Lee Boggs
- <u>The Warmth of Other Suns</u> by Isabel Wilkerson
- <u>Their Eyes Were Watching God</u> by Zora Neale Hurston
- <u>This Bridge Called My Back: Writings by Radical Women of Color</u> by Cherríe Moraga
- <u>When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America</u> by Ira Katznelson
- <u>White Fragility: Why It's So Hard for White People to Talk About Racism</u> by Robin DiAngelo, PhD
- <u>Blink</u> by Malcolm Gladwell
- <u>Blind Spot</u> by Mahzarin Banaji and Anthony Greenwald

Films and TV series to watch:
- 13th (Ava DuVernay) — Netflix
- American Son (Kenny Leon) — Netflix
- Black Power Mixtape: 1967-1975 — Available to rent
- Clemency (Chinonye Chukwu) — Available to rent
- Dear White People (Justin Simien) — Netflix
- Fruitvale Station (Ryan Coogler) — Available to rent
- I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy
- If Beale Street Could Talk (Barry Jenkins) — Hulu
- Just Mercy (Destin Daniel Cretton) — Available to rent
- King In The Wilderness — HBO
- See You Yesterday (Stefon Bristol) — Netflix
- Selma (Ava DuVernay) — Available to rent
- The Black Panthers: Vanguard of the Revolution — Available to rent
- The Hate U Give (George Tillman Jr.) — Hulu with Cinemax
- When They See Us (Ava DuVernay) — Netflix

Organizations to follow on social media:
- The Bias Adjuster: <u>Twitter</u> <u>Instagram</u>
- Antiracism Center: <u>Twitter</u>
- Audre Lorde Project: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- Black Women's Blueprint: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- Color Of Change: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- Colorlines: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- The Conscious Kid: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- Equal Justice Initiative (EJI): <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- Families Belong Together: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- The Leadership Conference on Civil & Human Rights: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>
- MPowerChange: <u>Twitter</u> | <u>Instagram</u> | <u>Facebook</u>

- Muslim Girl: Twitter | Instagram | Facebook
- NAACP: Twitter | Instagram | Facebook
- National Domestic Workers Alliance: Twitter | Instagram | Facebook
- RAICES: Twitter | Instagram | Facebook
- Showing Up for Racial Justice (SURJ): Twitter | Instagram | Facebook
- SisterSong: Twitter | Instagram | Facebook
- United We Dream: Twitter | Instagram | Facebook

More anti-racism resources to check out:
- Anti-Racism Project
- Jenna Arnold's resources (books and people to follow)
- Rachel Ricketts' anti-racism resources
- Resources for White People to Learn and Talk About Race and Racism
- Save the Tears: White Woman's Guide by Tatiana Mac
- Showing Up For Racial Justice's educational toolkits
- The [White] Shift on Instagram
- "Why is this happening?" — an introduction to police brutality from 100 Year Hoodie
- Zinn Education Project's teaching materials

ATTACHMENT 18

**Lunch & Learn Training Presentation on
Issues Facing Schools with Transgender Students,
June 3, 2016**

Issues Facing Schools With Transgender Students

Presented by
Jessica F. Moyer and Karley Biggs Sebia, Esqs.
KingSpry Education Law Practice Group

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Jessica F. Moyer is a partner in the family law and education law departments of King, Spry, Herman, Freund & Faul LLC. Her practice includes all areas of family law, including divorce, equitable distribution, alimony, prenuptial and property settlement agreements, child support, child custody, domestic violence and protection from abuse. Ms. Moyer's practice is mediation and LGBT friendly. She also acts as assistant solicitor for numerous public school districts and has advised school boards, directors, and administrators and appeared on their behalf before state and local administrative agencies and courts.

Ms. Moyer returned to KingSpry in 2013 after establishing the Office of General Counsel for Coordinated Health, an integrated regional hospital network. While at Coordinated Health, Ms. Moyer served as General Counsel representing Coordinated Health in various transactional matters, including physician practice acquisitions, joint ventures, employment, and various real estate matters.

Ms. Moyer is involved in the Pennsylvania Bar Association's Family Law Section. She serves as a Council Member for the Section and is a former program chair. Most recently, she was appointed to the PBA GLBT Rights Committee. Ms. Moyer has written articles on a variety of family law topics and has served as a panelist for several continuing legal education courses. She has co-authored a chapter on family issues for non-traditional families in the first and second edition of *Legal Issues Confronting Lesbians, Gays, Bi-Sexuals, and Transgenders*. She has been named a Pennsylvania Super Lawyer "Rising Star" by *Super Lawyer Magazine* and *Philadelphia Magazine*.

Ms. Moyer is a member of the Northampton County Bar Association, the Northampton County Family Law Committee, Lehigh County Bar Association, Monroe County Bar Association, Pennsylvania Bar Association, American Bar Association, and the Pennsylvania School Boards Solicitors Association.

Prior to joining KingSpry, Ms. Moyer served as a law clerk for the Honorable Margherita Patti Worthington of the Court of Common Pleas of Monroe County. She received her Juris Doctorate in 2004 from Villanova University. Ms. Moyer is admitted to practice in Pennsylvania. Ms. Moyer is a graduate of Leadership Lehigh Valley. She also sits on the boards of the Bethlehem Area Education Foundation and Via of the Lehigh Valley.

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Mrs. Sebia is admitted to practice in Pennsylvania and New Jersey. She is a member of the Northampton County Bar and the Pennsylvania Bar Associations. She is an active member of the Young Lawyers Division for both organizations. She is also a member of AILA - the American Immigration Lawyers Association.

She serves on the Moravian Academy Alumni Board and the Northampton County Bar Association Board of Governors, the board of Family Connection of Easton, and she is a graduate of the Leadership Lehigh Valley Program.

Issues Facing Schools With Transgender Students

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6 Reasons We Are Here Today

1) Logan v. Gary Com. Sch.

- Transgender male wore girls clothes and accessories to school. He asked to wear a dress to prom. The principal said no to a dress but suggested a women's pant suit.

- January 2011 the parties settle this matter for a undisclosed amount and on terms agreeable to all parties. The settlement included revisions to the school district's dress code and non-discrimination policy.

- Both policies now includes specific protections for LGBT students.

- The school district also conducts training for administration and school board members on LGBT issues and respectful treatment of LGBT people.

6) Directives from the Obama Administration via the U.S. Dept. of Education & U.S. Dept. of Justice

- Dear Colleague letter – May 13, 2016

- "Significant guidance"

- School Districts obligations to transgender students under Title IX

What is Sexual Orientation?

- Term used to refer to a person's emotional, romantic and sexual attraction to individuals of a particular gender
  o i.e. whether one is heterosexual, homosexual or bisexual.

- Often mistakenly equated with gender identity

- Transgender people may be straight, lesbian, gay or bi-sexual

- Orientation develops around 9 years of age, with onset of puberty.

What is Gender Identity?

- An inner sense that one is or belongs to a particular gender regardless of the actual physical body they inhabit

- This is the individual's innermost concept of self as "male" or "female"

- Gender identity develops around 3 years of age.

What is transgender?

- An umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth

- Transgender identity is not dependent upon medical procedures

What is Transition?

- The process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth.

New Life >
< Old Life

Transition, cont.

- Transition includes some or all of the following personal, medical and legal steps:
  - o Telling one's family, friends and co-workers
  - o Using a different name and new pronouns
  - o Dressing differently
  - o Changing one's name and/or sex on legal documents
  - o Hormone therapy
  - o Possibly one or more types of surgery

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What is Sex Reassignment Surgery?

- Sex Reassignment Surgery (SRS)

  ○ Refers to doctor-supervised surgical interventions and is only one small part of transition.

  ○ Not all transgender people choose to, or can afford to, undergo medical surgeries.

What is Gender Dysphoria?

- In 2013, the American Psychiatric Association released the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) which replaced the outdated entry "Gender Identity Disorder" with Gender Dysphoria, and changed the criteria for diagnosis.

- For a person to be diagnosed with Gender Dysphoria, there must be a market difference between the individual's expressed/experienced gender and the gender others would assign him or her and it must continue for at least 6 months.

✱ w/ significant distress as a result

• Section 504 explicitly excludes gender dysphoria or gender identity

• Can evaluate based on co-morbid conditions, such as anxiety or depression

✱ keep bathroom or specific gender accommodations out of IEP or 504.

Etiquette and Gender Identity

- Never Assume. Ask.
- Transgender is a gender identity that some people claim while others do not
- Wait and see how someone self-identifies
- Generally, transgender people prefer to be identified by the transitioning pronoun

  ○ A male to female transgender would prefer "she" or "her"

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Gender Identity Practical Pointers

- When in doubt, ask the student's name and address them by their preferred name
- Respect people's boundaries and privacy
  - this applies to ALL LGBT students
- Do not ask questions that are unnecessary or otherwise inappropriate
- Treat the person like any other person of that gender

Practical Pointers: Things NOT to Do

- Do not assume that a LGBT student has a choice
- Do not assume that a LGBT student is mentally ill
- Do not assume because someone is Transgender, that they are LGB
- Never use slang or slurs when referring to LGBT persons
- Never ask questions regarding a student's anatomy or personal medical information

Levels of Statutory Oversight

- Federal Discrimination Laws
- Commonwealth Laws
  - School Code and Bullying

Discrimination

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Federal Discrimination Laws

- No Federal Statute explicitly prohibits discrimination on the basis of sexual orientation or gender identity

- Dear Colleague letter does not have the full force and effect of Federal Law or Regulation.

Title IX

- Federal law, specifically prohibiting sexual harassment and discrimination based on gender or sex stereotypes

- Title IX has been successfully used to conclude that discrimination or harassment because a person is transgender or gender non-conforming is illegal sex discrimination.

- G.G. v. Gloucester Cnty. Sch. Bd.

Commonwealth Laws

- Governor Wolf signed two (2) Executive Orders on April 7, 2016 prohibiting discrimination on the basis of sexual orientation and gender identity or expression.

- These Executive Orders apply to the agencies under the Governor's jurisdiction and contractors who are hired by the government or one of its agencies.

- Executive Orders do not extend to School Districts.

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Pending Bills

- Senate Bill 974

- House Bill 1510

Both Bills broaden the Pennsylvania Human Relations Act to prohibit discrimination based upon sexual orientation and gender identity or expression

Protection in the School Setting

- Pennsylvania Code Title 22 § 12.4

  o "Consistent with the Pennsylvania Human Relations Act, a student may not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability

Legal Record Provisions

- Name and Gender Changes:

  o Amended Birth Certificates. 35 P.S. § 450.603

    - Division of Vital Records will reissue a birth certificate upon a court order or submission of letter from treating physician

  o Amended Social Security Cards

    - A transgender individual can change their gender on their social security records by submitting either government issued documentation reflecting the change or a certification from a physician confirming that they had appropriate clinical treatment for gender transition

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*May be able to duplicate student screens
on Sapphire using same id #: 1 for official and
1 for preferred

6/3/2016

Legal Record Provisions cont.

○ Amended Driver's License

- DOT will issue once new gender is verified by a licensed medical physician, psychological caregiver or court order
- Name other than birth or spouses surname must be amended by court order

○ Passports

- The government will issue a full ten (10) year passport with an updated gender marker if the transgender individual submits a certification from a physician confirming that he or she has had appropriate clinical treatment for gender transition – no specific details are required about what type of treatment is appropriate

Educational Record Recommendations

- Gender Change
- Name Change
- Working Papers
- FERPA implications

•Change student IDs.

° Day to day records use name & gender the student identifies
° On official paperwork, keep the name + gender of birth certificate
- Must be kept private + confidential

Practical Considerations

- Information to Parents of Students:
  ○ Information supplied to parents of the district should be based upon the wishes of the transgender student and his/her parents
- Information to Parents of Transgender Students:
  ○ Document exchanges
  ○ Maintain open communication while preserving privacy
  ○ Use the student's preferred name and pronouns when requested
     - Diplomas should be issued in the preferred name
  ○ Inform your solicitor should a parent choose to consult with or allow an advocacy group to speak on their behalf
- Provide Supervision and Support

Utilization of Facilities

- Restrooms and Locker Rooms
  - ○ Case law and guidance has indicated that a district is to permit a student to use the facilities of the gender for which the student identifies
    - • Doe v. Clenchy. 2014 ME 11 (2014)
    - • CA and NJ have passed legislation: NJ Rev. Stat. 10:5-12(f)(1)
    - • CO and DC have passed regulatory guidance
    - • CT, IA, and WA have issued administrative guidance
    - • Federal organizations have issued administrative guidance
      - ○ Department of Education
      - ○ Department of Justice

Other Issues

- Overnight school sponsored events

- Same-sex Classes

Athletic Participation

- Is a transgender student in Pennsylvania permitted to play on an interscholastic or intramural sports team for the gender for which the student identifies?

- How is this different than a student playing in a sport designated for the opposite gender?

  - ○ Female students wrestling on male team

  - ○ Male student playing field hockey on female team

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Athletic Participation cont.

- State interscholastic athletic association's bylaws that girls could not compete or practice against boys in any athletic contest was unconstitutional on its face under the 14th Amendment of the US Constitution

  - Commonwealth v. Pennsylvania Interscholastic Athletic Association (PIAA), 18 Pa. Cmwlth. 45 (1975).

- Decision has led the way for students to play on a sports team of the opposite sex if a school does not offer that sport to both genders

Athletic Participation cont.

- On June 19, 2014, the PIAA unanimously passed a "mixed-gender" participation bylaw that went into effect on July 1, 2014:

  - "Where a student's gender is questioned or uncertain, the PIAA will accept the principal's decision as to the student's gender." PIAA Policy on "mixed-gender participation"

  - This rule still only applies when the school does not sponsor a comparable team for the other gender

DOE Guidance & Athletic Participation

- Consistent with PIAA

- A school district may not adopt or adhere to requirements that rely on an overly-broad generalization or stereotypes about the differences between transgender students and other students of the same-sex (i.e. the same gender identity) or other's discomfort with transgender student.

Bullying and Transgender Students

Statistics

- A 2005 survey of students aged 13-18 found that 65% reported being verbally or physically harassed or assaulted over the past year because of "their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability, or religion."

- In contrast, 90 percent of LGBT teens reported being verbally or physically harassed or assaulted based on one or more of the above characteristics

(Harris Interactive & Gay, Lesbian, and Straight Education Network, 2005)

The Data

- Percentage of LGBT Students Who Avoided Spaces at School Because They Felt Unsafe or Uncomfortable

School Code Requirements:

- Adopt a Bullying Policy

- Report Acts of Bullying to the Office of Safe Schools

- School Code Defines Bullying:

  o "Bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts:
    o Directed at another student or students;
    o Which occurs in a school setting;
    o That is severe, persistent or pervasive; and
    o That has the effect of doing any of the following:
      o Substantially interfering with a student's education;
      o Creating a threatening environment; or
      o Substantially disrupting the orderly operation of the school

  24 PS § 13-1303.1-A(e)

Bullying Policy

- Pennsylvania School Boards Association (PSBA)

  o PSBA Policy No. 249 (Bullying)

  o Important to note, inclusive of Cyber-bullying

If there is suspicion of bullying:

- Complaint procedure
  o Reporting

  o Investigation

  o Document an Investigative Report

  o District Intervention

  o Discipline

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Questions?

Thank You!

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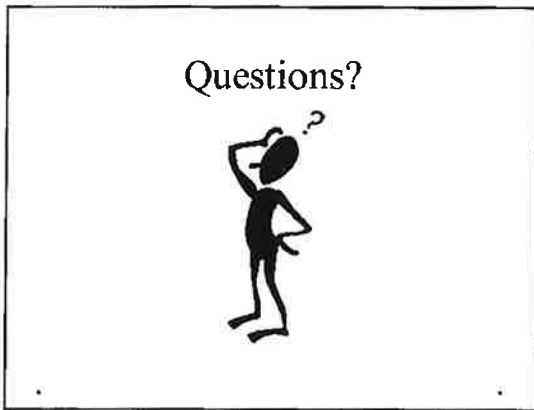
ATTACHMENT 19

**GLSEN Model Location Education Agency
Policy on Transgender and Nonbinary Students
(Revised October 2020)**

MODEL LOCAL EDUCATION AGENCY POLICY ON TRANSGENDER AND NONBINARY STUDENTS

REVISED OCTOBER 2020

Model Language and Commentary

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Introduction

Transgender and nonbinary students have been a part of our schools and education system for decades. However, for many educators and administrators, awareness of the unique needs of these students represents new and sometimes confusing issues to consider. Together through this document, GLSEN and NCTE, are here to assist, to ensure that all students have a safe and welcoming educational environment.

This model local education agency (LEA), often named school districts, policy is intended to serve as a resource to LEAs on how best to meet the needs of transgender and nonbinary students. This set of recommendations was developed by examining LEA policies from around the country. These recommendations were also informed by examining federal and state policy frameworks.

While this document provides a starting place to create policies on the treatment of transgender and nonbinary students, the strongest policies are developed in consultation with communities that can best inform local needs and priorities. Convening a task force of internal and external stakeholders is one strategy that can yield this type of important information that will ultimately make schools safer, affirming, and more inclusive for transgender and nonbinary students, particularly those who are also Black, brown, Latinx, Indigenous, and/or people with disabilities, who should have the same access to a quality education as their peers.

GLSEN is a national education non-profit organization, leading the movement to create safe and inclusive K-12 schools for all since 1990. We work tirelessly to ensure that all children can have a high quality education where they feel safe and affirmed. We envision a world in which every child learns to respect and accept all people, regardless of sexual orientation, gender identity, and/or gender expression, and in turn is respected and accepted themselves.

The **National Center for Transgender Equality (NCTE)** is a national social justice organization devoted to ending discrimination and violence against transgender people through education and advocacy on national issues of importance to transgender people. By empowering transgender people and our allies to educate and influence policymakers and others, NCTE facilitates a strong and clear voice for transgender equality in our nation's capital and around the country.

Model LEA School Board Policies

A. Nondiscrimination Policies

POLICY:

CONSIDERATIONS UNDER FEDERAL AND STATE LAWS

<u>FEDERAL LAW</u>

Title IX is the federal education law that protects students from discrimination based on sex. In June 2020, the Supreme Court ruled (in *Bostock v. Clayton County, Georgia*) that discrimination on the basis of sex "inherently" includes discrimination based on sexual orientation or transgender status. Numerous courts have also held that, under this ruling, transgender students are protected from discrimination under Title IX and the Equal Protection Clause of the U.S. Constitution.

Some, though not all, transgender students may have additional rights under Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, based on a diagnosis of gender dysphoria or related conditions such as anxiety or depressive disorders. These students may be entitled to Individualized Education Plans (IEPs) that address their gender-related needs.

As explained in guidance from the U.S. Department of Education, the Equal Access Act "requires public secondary schools to treat all student-initiated groups equally, regardless of the religious, political, philosophical, or other subject matters discussed at their meetings. Its protections apply to groups that address issues relating to LGBT students and matters involving sexual orientation and gender identity, just as they apply to religious and other student groups." Under the Act, schools must treat student groups equally, and may not single out a group such as GSAs (Gay Straight Alliances or Gender and Sexuality Alliances) for limitations not imposed on other student groups.

<u>STATE LAW</u>

Many states, territories, and the District of Columbia have laws that explicitly prohibit discrimination in education on the basis of gender identity and expression. In these states, many elements of this model policy may be explicitly incorporated in policies or regulations implementing these state laws. Consistent with these laws, a number of states have developed guidance documents for school districts pertaining to transgender and nonbinary students. Regardless of whether state laws explicitly address gender identity and expression, transgender and nonbinary students are protected under Title IX and state sex discrimination laws and may also be protected under state laws regarding disability discrimination. School districts should adopt explicit nondiscrimination and anti-bullying policies to help ensure acceptance, respect, and safety for all students and compliance with all federal and state laws. The policy language included here regarding bullying, harassment,

and discrimination is not comprehensive, and districts are encouraged to consult GLSEN's Model District Anti-Bullying and Harassment Policy for more comprehensive recommended policy language.

IMPLEMENTATION AND NOTES:

This landmark *Bostock* decision is a powerful tool for changing education environments, both at K-12 schools and in higher education, for the better by removing those barriers that are impeding LGBTQ+ students and educators from being safe and affirmed in schools and college campuses across the country. Historically, federal, state, and local policies have allowed for or even required discrimination against LGBTQ+ students, educators, faculty, and staff, and created environments where they are not safe to learn or safe to work. When students are not safe at school, they are denied an education; and when educators do not feel safe at school, they cannot do their jobs. Learning environments should be places of liberation, where every educator can teach and every student can thrive and reach their full potential, regardless of their sexual orientation, gender identity, race, sex, religion, language, disability, immigration, or economic status.

B. Privacy and Confidentiality

POLICY:

The Family Education Rights Privacy Act (FERPA) is a federal law which applies to all aspects of a student's identity, including their gender identity and transgender status (20 U.S.C. § 1232g; 34 CFR Part 99). Under FERPA, only those school employees with a "legitimate educational interest, " the student, or their parent or guardian, may have access to a student's records, including the records of transgender and nonbinary students.

[The local education agency] shall ensure that all personally identifiable and medical information relating to transgender and nonbinary students is kept confidential in accordance with applicable state, local, and federal privacy laws. Staff or educators shall not disclose any information that may reveal a student's gender identity to others, including parents or guardians and other staff, unless the student has authorized such disclosure, the information is contained in school records requested by a parent or guardian, or there is another compelling need. This disclosure must be discussed with the student, prior to any action.

Prior to disclosing any such information about a transgender or nonbinary student, educators and staff should work with the student to discuss the manner, time, and message of this disclosure. This should include providing the student with any support services they may need to make the disclosure in a safe and supportive environment.

Transgender and nonbinary students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to use a different name, to transition at school, or to disclose their gender identity to staff, educators, or other students does not authorize school staff to disclose a student's personally identifiable or medical information to anyone.

IMPLEMENTATION AND NOTES:

Whether or not information is in a student's official records, courts have held that students have a constitutional right to privacy concerning their sexual orientation, transgender status, or gender identity. The process of coming out and transitioning is highly personal, and thus, disclosure and privacy are important considerations. For example, a student may come out to only one educator, but ask that they not yet change how they are addressed in the classroom (e.g., name or pronouns). Others may come to an administrator and ask for this information to be shared with teachers and peers. In addition, for some students, this may represent a matter of safety and wellbeing at home. Students may not be ready for their parents or guardians to know about their gender identity or expression, or that they are expressing their affirmed gender in school. Before contacting the parent or guardian of a transgender or nonbinary student, school staff should clarify with the student whether to use their gender affirming name and the pronouns that correspond to their gender identity, or whether to use their legal name when corresponding with a parent/guardian. See Nguon v. Wolf, 517 F.Supp 2d 1177 (C.D. Cal. 2007) (finding that a student has a constitutional right to privacy with regards to a school disclosing information about that student's identity to their parent or guardian). Therefore, disclosure should be driven by the needs and safety of the transgender or nonbinary student, with an emphasis on privacy.

Administrators should consider creating a private and confidential support plan, in collaboration with the transgender or nonbinary student. This teamwork is essential to building trust and clear expectations of needs for the student. Questions to consider when developing this plan:

- Who is the student out to already? Family, guardians, friends, others?

- Does the student feel safe at school? At home?

- What needs does the student have for support?

- With whom does the student feel most comfortable discussing these matters?

- Does the student want to be out to others in the school?

- How and when would the student like to come out to their peers, teachers, and/or family?

The student support plan should address when and how to share information with family members and others, recognizing that students' situations differ and some students may fear negative consequences from being outed before they are ready.

C. Media and Public Communications

POLICY:

Inter-District Communications (staff, students, and families)
When communicating to the media or community about issues related to gender identity or expression, the school or LEA shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other LEA and school staff shall direct parents/guardians and the media to the designated spokesperson. Protecting the privacy of all students, including transgender and nonbinary students, must be a top priority for the spokesperson and all staff, and all personally identifiable and medical information shall be kept strictly confidential, in accordance with state and federal privacy laws that include public records laws.

Outside District Communications (media)
Schools and districts may receive requests for information about transgender students or policies. These types of inquiries can occur when local media learns about a student transitioning or adoption of a policy regarding transgender and nonbinary students. In such cases, it is important that school and district staff respond appropriately in order to avoid undue and potentially harmful attention to individual students.

IMPLEMENTATION AND NOTES:

Organizations such as GLSEN and NCTE can provide assistance to advocates and school staff dealing with this type of media scrutiny. In general, if the school or LEA chooses to respond to press inquiries regarding how the LEA supports transgender and nonbinary students, a designated spokesperson should provide information and talking points regarding the issue for use with the media. Schools and LEAs should not disclose the identity or personal information of individual students publicly. To ensure the privacy of all students, the school or LEA should avoid raising issues relating to specific students through public hearings or communication to the media or community. Schools and LEAs should take care to never make a statement that causes harm, but allow for students and supportive families to drive what the communications plan, if any, should be.

D. Names, Parent/Guardian Notification, School Records, and Pronouns

POLICY:

All students have the right to be addressed by a name, pronouns, and other terms that correspond to their gender identity. This foundational respect should not rely on whether a student has access to a legal name change or gender marker change on official documents. Educators, staff, and peers, should always use the pronoun and name with which a student identifies or requests.

Educators, staff, and peers are expected to respect a student's name and pronouns, once they have been made aware of said student's correct information.

Medical information, recognition, or documentation are not required to change a student's gender marker or name in the student database/information system.

When requested by the student and their parent/guardian, a transgender or nonbinary student's name should be changed in the Student Database/Information System to reflect their affirmed gender.

If a student has not disclosed their gender identity to a parent/guardian, and as a result the database/information system information cannot be changed, their affirmed name shall be noted as a "preferred name" in the system. This affirmed name should be used by staff and peers, according to the transgender or nonbinary student's wishes. Attendance rosters and ID cards should reflect the student's wishes with regards to name and/or gender marker/pronouns, regardless of the database/information system. The legal name should be used only where specifically required. Districts and schools should determine which uses require the legal name, including whether it is required for specific testing or reporting purposes.

Students may, upon request, have a diploma and course records reissued with a name change after graduation.

A student's gender should not be listed on school ID cards, permission forms, program application forms, or other forms, publications, or documents except where necessary due to state or federal law, regulation, or other requirements.

IMPLEMENTATION AND NOTES:

CONSIDERATIONS FOR NAMES

Misgendering (referring to a transgender or nonbinary person using a word, especially a pronoun, that does not correctly reflect their gender identity) and "deadnaming" (using a student's prior name that does not reflect their identity) in school is a major fear and concern for transgender and nonbinary students. Having a policy that clearly affirms a student's right to use the name and pronouns that are consistent with their gender identity is essential for the health and safety of the student. While mistakes happen, it is important for staff, faculty, and peers to make every effort to correct mistakes, ensure they are not repeated, and address any intentional misuse of a student's name or pronouns.

The process and cost by which a student changes their legal name and the gender on official documents marker varies by state. Some states have fees and processes which make it difficult, if not impossible, to change these documents. Thus, requiring such documentation creates an unnecessary and prohibitive barrier for transgender and nonbinary students. Schools and LEAs should make affirming changes to names and gender markers when requested, regardless of documentation.

CONSIDERATIONS FOR PARENT/GUARDIAN NOTIFICATION

Some transgender and nonbinary students may not yet be out to their parents or guardians. As previously stated, it is essential to have open communication and plans established with the student to go over potential circumstances. For instance, mail may be sent home with a student's prior and/or legal name, which may not be their affirmed name. If a student is not yet out to their parent(s)/guardian(s), using their prior name in

correspondence may be the desirable course of action, although they use a different name amongst peers and educators in school. Educators and staff should work closely with the student to determine what changes are necessary, and where, to ensure their safety and well being.

CONSIDERATIONS FOR SCHOOL RECORDS

In some circumstances, school administrators may be specifically required by law to record a student's name or gender as it appears on documents such as a birth certificate. In those instances, school staff and administrators should record this information in a separate, confidential file to avoid the inadvertent disclosure of the information.

All records that are not specifically required by law to match government-issued documents should be updated when requested by the student. Where there is no state law governing specific types of records, schools should work alongside the student and parent/guardian to ensure documentation is correct and affirming.

School administrators should also assess which records, forms, or documents are and are not required to list gender, and avoid listing gender in cases where it is not needed. For example, some state laws require gender be listed on student transcripts, while others do not. Commercial vendors of student information systems, career and college readiness tools, or other software systems may also require gender to be listed on a few key forms. Confidential and voluntary questions about gender and other demographics may be critical for student surveys, such as school climate surveys. Other forms and documents, such as student ID cards, permission or consent forms (such as for field trips, counseling, medication, or release of records), free or reduced lunch application forms, application or wait list forms for various school programs, medical or counseling consent forms, typically need not and should not list a student's gender.

CONSIDERATIONS FOR PRONOUNS

Pronouns should never be assumed for any student. Educators and staff should ask all students what pronouns they use, and have a place to document that information in class rosters, databases, etc.

Educators and administrators should be aware of gendered language utilized in schools. Phrases like "ladies and gentlemen," "boys and girls," or circumstances where classes are divided by binary genders are all places that can cause unnecessary stress and anxiety for transgender and nonbinary students. Consider other ways to address or group students including (but not limited to):

- Everyone, folks, friends, or colleagues to address groups of students.

- Grouping students based on their birthdate, their favorite colors, or random numbering, rather than by binary genders.

E. School Facilities

POLICY:

With respect to all restrooms, locker rooms, or changing facilities, students shall have access to facilities that correspond to their gender identity. Schools may maintain separate restrooms, locker rooms or changing facilities for male and female students, provided that they allow all students equal access to facilities that are consistent with their gender identity. Transgender and nonbinary students should determine which facilities they feel safest and most comfortable using.

Any student who is uncomfortable using a shared gender-segregated facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, such alternatives shall only be provided to a student upon that student's request. Requiring a transgender or nonbinary student to use a separate space against their wishes threatens to stigmatize the student and disclose their transgender status to others. Under no circumstances may students be required to use gender segregated facilities that are inconsistent with their gender identity.

Schools shall designate any existing facilities that are designed to be used by only one person at a time as accessible to all students regardless of gender. However, under no circumstances shall a student be required to use a single-user facility because they are transgender or nonbinary. Schools are encouraged to assess ways to increase privacy for all students in existing facilities, and to incorporate universal-design approaches for all-gender facilities with enhanced privacy in new construction or renovation.

IMPLEMENTATION AND NOTES:

CONSIDERATIONS FOR RESTROOMS, LOCKER ROOMS, OR CHANGING FACILITIES

The model policy ensures equal access to all school facilities by making clear that all students have the right to be treated according to their gender identity. At the same time, the model policy also acknowledges that some students, for a variety of reasons, may feel uncomfortable using shared facilities. This may include transgender students, students with disabilities or physical differences, students who are reluctant to use facilities alongside a transgender student, or other students. The model policy provides for accommodating students upon request by providing a safe and non-stigmatizing alternative.

The model policy also encourages schools to consider universal-design approaches to provide all-gender facilities with increased privacy in new construction or renovations. These approaches, which may include an open restroom plan with fully enclosed stalls, have been recognized for their potential to improve flow, maximize privacy and use of space, and improve accessibility for people with disabilities, transgender and nonbinary individuals, and others.

F. Physical Education, Sports, and Extracurricular Activities

POLICY:

Students shall be permitted to participate in all physical education, athletics, and other extracurricular activities according to their gender identity. Participation shall not be conditioned by requiring legal or medical documentation.

Participation in interscholastic sports is governed by the [State Student Athletic Association]. If the Association has policies regarding transgender and nonbinary athletic participation, the school will implement and utilize those policies accordingly.

[If there is no state athletic association policy, see GLSEN's recommendations for athletic policies.]

For overnight school trips: Students shall be allowed use of an overnight facility that corresponds with their gender identity. Transgender and nonbinary students will be consulted in the planning process, to address any potential concerns and needs for privacy. If applicable, a student's parent/guardian should also be consulted, unless there are privacy concerns in doing so.

Under no circumstances should a transgender or nonbinary student be denied the opportunity to participate in any overnight trips or or other opportunities based on overnight accommodations. No student should be required to be housed separately or in a manner that does not reflect their gender during any school sponsored trip or event. The school shall make all efforts to accommodate any student who desires greater privacy in overnight trips.

IMPLEMENTATION AND NOTES:

Generally, athletics participation at the interscholastic level is governed by state athletic associations. In states where there is no state-wide policy, schools and LEAs should reference GLSEN's athletic-specific guidance document.

Overnight trips can be awkward and difficult for many youth, not just transgender and nonbinary youth. Schools and LEAs should be prepared to offer reasonable accommodations for all youth with privacy concerns. Educators and/or staff should have open conversations with youth about overnight accommodations well in advance of the trip, and provide all students with the opportunity to make reasonable requests. Preparation should include upfront communication about rooming, facilities, and expectations for the event.

G. Dress Code

POLICY:

Schools may enforce dress codes, but any dress code must be gender-neutral. Students must have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. School staff must not enforce a school's dress code more strictly against any group of students, including transgender and gender-nonconforming students.

IMPLEMENTATION AND NOTES:

LEAs are more often adopting dress codes that do not have separate rules based on gender. Under these policies, all students have access to the same clothing options regardless of gender, and students cannot be disciplined for wearing clothes associated with a particular gender if those clothes otherwise comply with the dress codes. For example, a school's dress code might say, "Skirts or shorts may not end more than two inches above the knee" rather than "Girls may not wear skirts that end more than two inches above the knee." This approach minimizes the risk of liability under the First Amendment and laws prohibiting discrimination based on actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity, class, or religion.

H. Training and Professional Development

POLICY:

As an institution built on the foundation of knowledge and education, [school/LEA] is dedicated to ensuring all educators, staff, and administrators are prepared with the information necessary to create a safe, welcoming, and inclusive learning environment. To foster this environment of learning and inclusively, all staff and educators will participate in annual professional development and training specific to the needs of transgender and nonbinary students and colleagues. The material covered in this training shall include, but not be limited to:

- Terms, definitions, concepts, and understandings relevant to gender identity and gender expression in youth;

- Using appropriate names, pronouns, and other terms for students;

- Strategies for communication with students and parents/guardians about issues related to gender identity and gender expression;

- Classroom management practices, curriculum, and resources that educators can integrate into their classrooms to help build a more gender-inclusive environment for all students;

- Current policies related to gender identity, gender expression, privacy, and bullying prevention in the school/district;

- Provide a space to listen, provide feedback, and help address any questions or concerns staff and educators may have related to transgender and nonbinary student inclusion.

This professional development and training will be held annually, to ensure that newly hired staff and educators are equally informed and any changes are clearly communicated in a timely manner. If applicable, this training may coincide with other previously scheduled training, onboarding, or professional development days, so long as the relevant information is conveyed.

IMPLEMENTATION AND NOTES:

In order to ensure this policy is implemented and utilized correctly, it is critical for schools and LEAs to provide annual mandatory training and professional development on the material. Schools and agencies may consider bringing in an outside facilitator to convey the information. Ideally, schools and/or agencies should hire a facilitator with lived experience, such as a transgender or nonbinary educator, young person, or health expert.

Training and professional development concerning transgender or nonbinary students should not wait until a student comes out in school. Schools and LEAs should be proactive in providing this information, rather than react when a student comes out. This proactive approach will help LEAs and schools avoid missteps, mistakes, and potentially emotionally, physically, or even legally damaging circumstances for everyone involved.

I. Notify and Engage K-12 Learning Communities on Policies to Support Transgender and Nonbinary Students

POLICY:

Students, parents/guardians, and families will be notified at least annually of nondiscrimination policies, including each student's right to be treated in accordance with their gender identity.

- Schools shall include this information in student handbooks, back-to-school messages, and other appropriate materials.

- Schools shall publish their policies on their websites.

IMPLEMENTATION AND NOTES:

All students and their families should be aware of students' rights and LEA policies and commitment to create supportive learning communities for all students, including transgender and nonbinary students. Schools should not wait for questions or issues to arise, but should proactively inform students and families.

Terms and Definitions

Transgender and nonbinary students may use different terms to describe their lives and experiences of gender. Terminology and language differ and evolve based on region, language, race or ethnicity, age, culture, and many other factors. Some examples of terms used by some youth include: trans, trans girl, trans boy, nonbinary, genderqueer, gender fluid, demi girl, demi boy, Two Spirit (amongst Native American, American Indian/Alaska Native, First Nation, or Indigenous communities only), and many more. Some trans youth prefer simply to be referred to as boys or girls except when their trans status is specifically relevant. These terms often mean different things or refer to different experiences of gender. Staff and educators should reflect and use the terms that students use to describe themselves, and avoid terms that make these students uncomfortable.

These definitions are provided not for the purpose of imposing labels, but rather to assist in understanding this policy and the obligations of school and agency personnel. Students may or may not use these terms to describe themselves or their experiences.

GENDER IDENTITY: A person's deeply held knowledge of their own gender, which can include being a man, woman, another gender, or no gender. Gender identity is an innate part of a person's identity. One's gender identity may or may not align with society's expectations with the sex they were assigned at birth (male, female, or intersex).

GENDER EXPRESSION: Expression of gender, whether through hair styles, makeup, or personal fashion, changes over the course of a person's lifetime.

TRANSGENDER/TRANS: An adjective describing a person whose gender identity differs from the sex they were assigned at birth. A trans woman is a woman whose sex was assigned male when she was born. A trans man is a man whose sex was assigned female when he was born. Some transgender people are not male or female, and may use terms like nonbinary to describe their gender (see below).

GENDER NONCONFORMING: A term sometimes used to describe people whose gender expression differs from social expectations, such as "feminine boys," "masculine girls," and people who are perceived as androgynous in some way. Being gender nonconforming is distinct from being transgender, though some trans people may consider themselves to be gender nonconforming. For example, a cisgender woman who has short hair and likes sports might consider herself gender nonconforming, but may not identify as transgender.

NONBINARY: A term used to refer to people whose gender identity is not exclusively male or female, including those who identify with a different gender, a combination or genders, or no gender. Nonbinary may be considered a subset of transgender or a distinct identity. Other similar or more specific terms may include genderqueer, gender fluid, agender, or Two-Spirit (for Native American students).

CISGENDER: An adjective describing a person whose gender identity corresponds with the gender society typically associates with the sex they were assigned at birth. The majority of people are cisgender, while a minority are transgender. For example, a cisgender woman was assigned female at birth and identifies as female her gender as a woman.

SEXUAL ORIENTATION: A person's romantic and/or sexual attraction to other people. This includes being straight, gay, bisexual, queer, asexual, or many other terms used to describe sexual orientation. This is different and distinct from gender identity. Transgender and nonbinary people may be straight, gay, lesbian, asexual, or any other sexual orientation.

TRANSITION: The process in which a person begins to live according to their gender identity. Transition is a process that is different for everyone, and it may or may not involve specific medical treatments or changes to official documents. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

QTBIPOC: This is an acronym for Queer/Trans, Black, Indigenous, and People of Color.

For additional information and resources on this model policy contact GLSEN's Public Policy Office at policy@glsen.org and the National Center for Transgender Equality at ncte@transequality.org.

ATTACHMENT 20

**Presentation from Children's Hospital
of Philadelphia titled "Supporting Transgender
and Gender Expansive Youth," presented by
Samantha King, Family Support and Education
Specialist at CHOP's gender clinic, and Anson Goo,
HRC Youth Ambassador (undated)**

SUPPORTING TRANSGENDER AND GENDER EXPANSIVE YOUTH

Samantha King, MSW, M.Ed

Family Support and Education Specialist

Anson Goo

HRC Youth Ambassador

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BREAKING IT ALL DOWN

- Sex – biologically defined
- Gender & Gender roles– socially constructed

- Gender identity – how an individual sees oneself as a gendered being

- Sexual orientation – how an individual defines oneself based on their attraction to others

Gender Identity ≠ Sexual Orientation

2

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SOGIE

UNDERSTANDING
SOGIE
SEXUAL ORIENTATION, GENDER IDENTITY AND EXPRESSION

SOGIE Principles

Sexual Orientation

Gender Identity

Expression

5 principles:

1. Distinct and Separate
2. Exists on Spectrums
3. Intersectional
4. Universal
5. Self-defined

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TERMINOLOGY

- Transgender
  - Umbrella term
  - Often refers to individuals whose gender identity does not align with their sex assigned at birth
  - *Note that transgender does not have an "ed" at the end*

- Gender Expansive/Variant/Non-Binary
  - Goal of having fluidity of gender and/or blending of gender identities and expression

- Pronouns
  - She/her, He/him, They/theirs

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CREATING GENDER INCLUSIVE AND AFFIRMING EDUCATIONAL ENVIRONMENTS

FOCUSING ON GENDER

Consider your language

- Use students versus boys & girls

- Reduce gendering of skills & abilities

- See how often you use a pronoun instead of someone's name

Consider your classroom

- Un-gendering activities or grouping

- Representations of all genders succeeding

- Examples of LGBTQ people in lessons

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ELEMENTARY LEVEL SUPPORT

- Emphasize and protect rights of all children to be themselves
    - Tie gender into values of kindness and respect

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MIDDLE/HIGH SCHOOL CLASSROOM SUPPORT

- Critically examine gender roles and messages (now and throughout history)
- Build allies and advocacy

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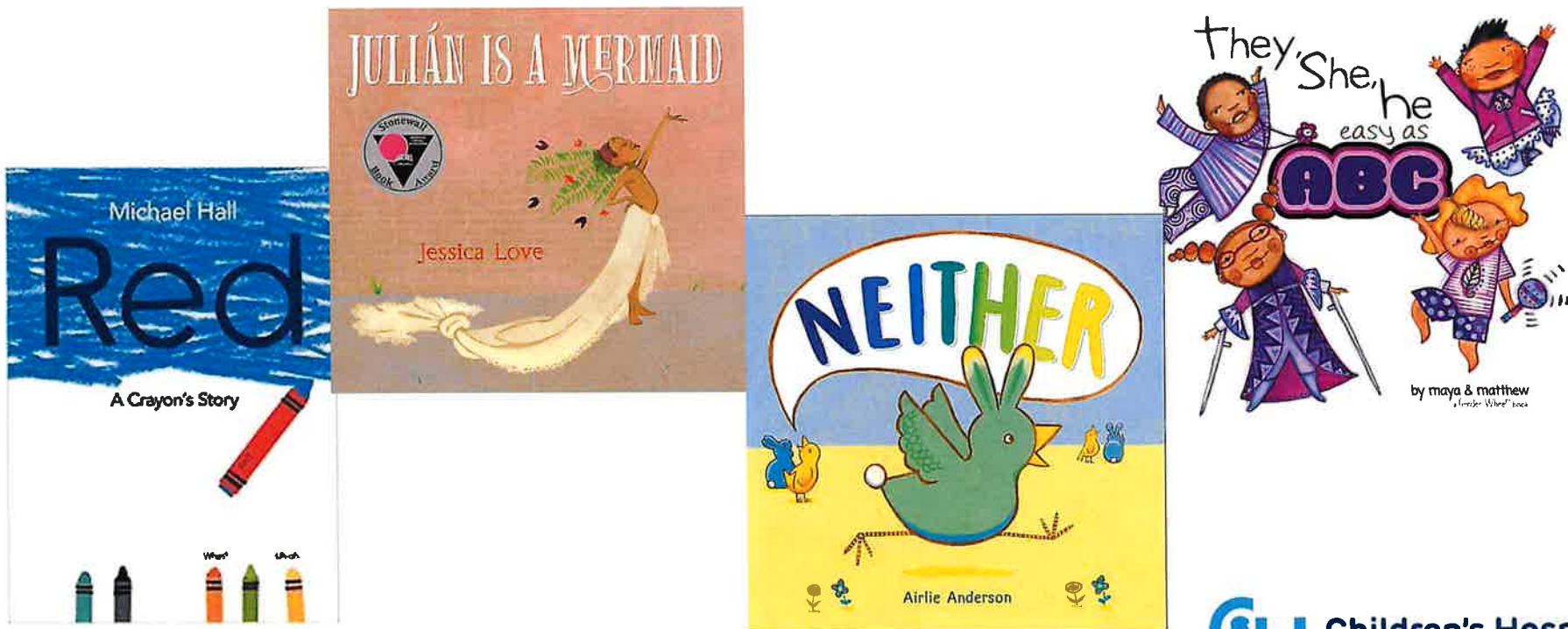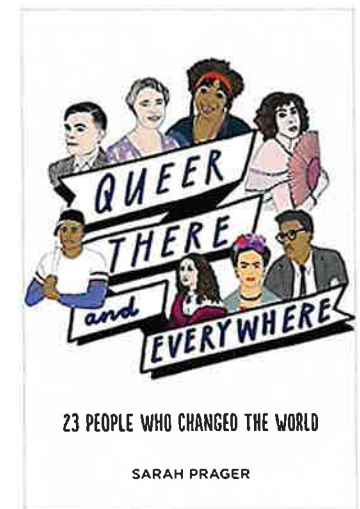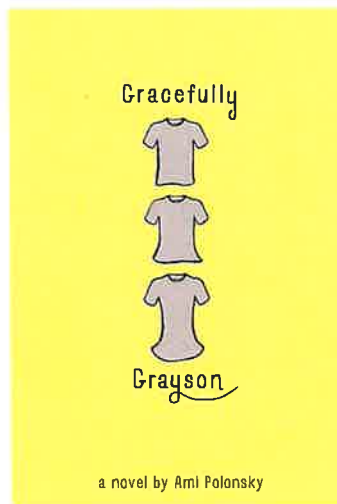
SUPPORTING GENDER EXPRESSION/EXPLORATION

- Start a conversation
  - How do they understand gender? Others and their own?
- Explore own thoughts/feelings about gender
- Review resources
- Follow child's lead
  - Allow room for exploration
- Reach out to supports
- Love = the best medicine

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RESOURCES

- Websites
  - www.mypronouns.org
  - www.genderspectrum.org
  - http://www.lgbtsocialwork.com/lgbt-basics.html
  - https://www.glaad.org/transgender
- Books
  - Gender Born, Gender Made
  - The Transgender Child / The Transgender Teen
  - https://pflag.org/resource/transgender-reading-list-adults

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RESOURCES

- Set up Google Alerts (ie: transgender schools)
- Schools in Transition Guide: https://www.aclu.org/report/schools-transition
- GLSEN: http://www.glsen.org/
- Gender Spectrum: https://www.genderspectrum.org/
- HRC Welcoming Schools: http://www.welcomingschools.org/
- Trans Educators Network: https://www.transeducators.com

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USING RESOURCES

- Set up Google Alerts
- Trevor Project
- Gender Spectrum
- MyPronouns.org
- GSAs/Community Groups
- PFLAG
- Centre LGBTQA Support Network: http://centrelgbtqa.squarespace.com/

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CONTACT INFORMATION

Gender & Sexuality Development Clinic at
The Children's Hospital of Philadelphia
3550 Market Street, 5th Floor

267-426-5980
genderclinic@chop.edu

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SUPPORTING TRANSGENDER AND GENDER EXPANSIVE STUDENTS

Samantha King, MSW, M.Ed

Family Support and Education Specialist

She/her/hers

GOALS FOR OUR TIME

- Review language and terminology
- Discuss factors influencing gender development for K-12 grade students
- Discuss current research related to LGBTQ experiences in school settings
- Review professional and practical skills for creating gender inclusive school environments

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BREAKING IT ALL DOWN

- Sex – biologically defined
- Gender & Gender roles– socially constructed

- Gender identity – how an individual sees oneself as a gendered being

- Sexual orientation – how an individual defines oneself based on who they partner with

Gender Identity ≠ Sexual Orientation

SOGIE

SOGIE Principles

Sexual Orientation

Gender Identity

Expression

5 principles:

1. Distinct and Separate
2. Exists on Spectrums
3. Intersectional
4. Universal
5. Self-defined

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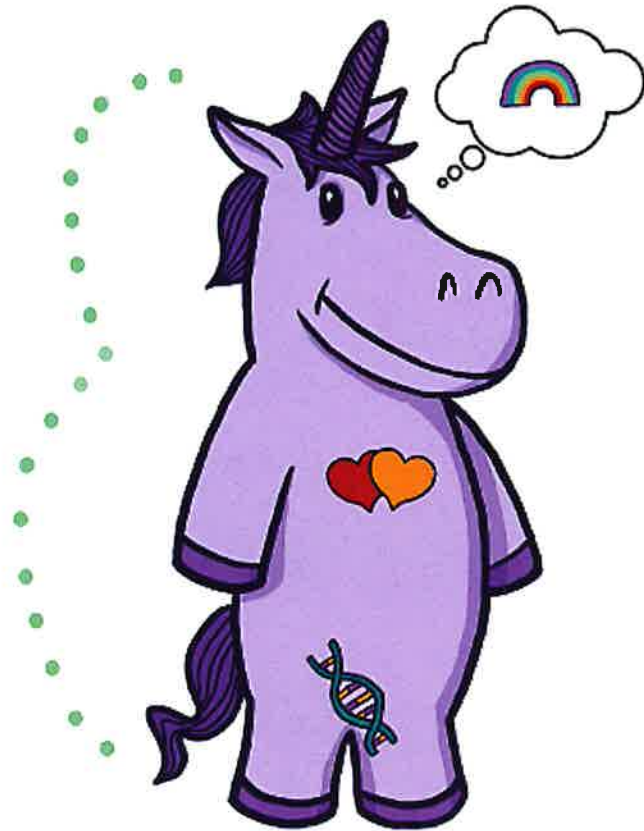
TRADITIONAL BINARY IDENTITY MODEL

Biological sex	Male	Female
Gender Identity	Man	Woman

Cisgender

Sexual Orientation	Attracted to Women	Attracted to Men

Heterosexual

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TERMINOLOGY

- Transgender
  - Umbrella term
  - Often refers to individuals whose gender identity does not align with their sex assigned at birth
  - *Note that transgender does not have an "ed" at the end*

- Gender Expansive/Variant/Non-Binary
  - Goal of having fluidity of gender and/or blending of gender identities and expression

- Pronouns
  - She/her, He/him, They/theirs
  - www.mypronouns.org

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INCLUSIVE IDENTITY MODEL

Biological Sex   Male   Intersex   Female

Gender Identity   Man   Non-Binary   Woman

Gender Expression   Masculine   Fluid/Creative   Feminine

Sexual Orientation   Women   Men   Both   Neither   Other

8

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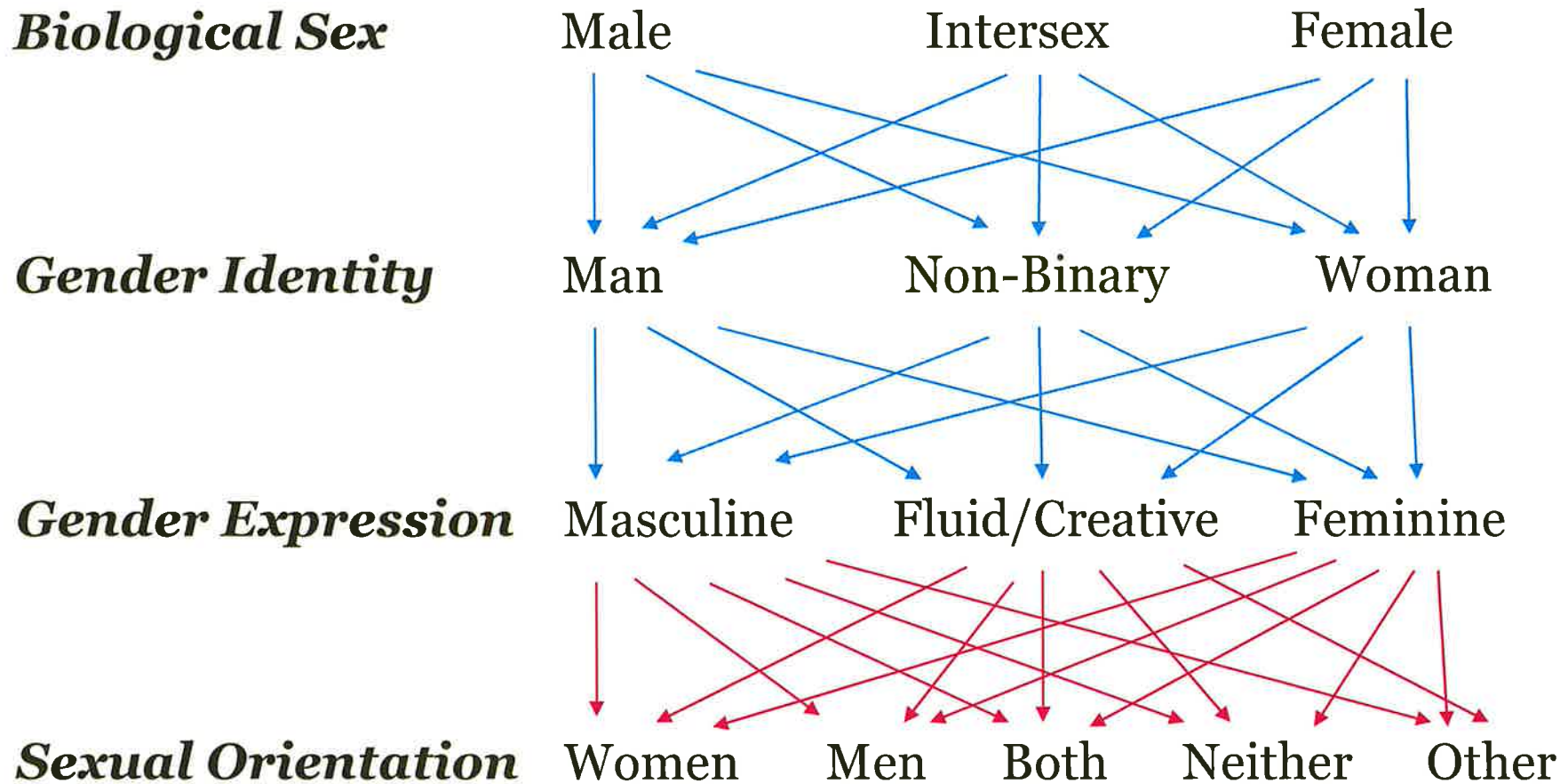
HONORING THE MOMENT OF SHARING

Thank you for sharing that with me!

Can you tell me what that means for you?

How can I incorporate this into our work together?

AWARENESS OF GENDER IDENTITY

Between ages 1 and 2:
- Children become conscious of physical differences between genders

At 3 years old:
- Can label themselves
- "I'm a girl" "I'm a boy"

By age 4:
- Children's gender identity is stable
- Recognition that gender is constant

10

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TIMES OF GENDER EMERGENCE

- ## Childhood
    - Often open and comfortable
    - Dependent on environment
    - Psychosomatic signs of distress

- ## Mid-zone Childhood
    - Puberty emergence
    - When it fits into the support network

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ADDITIONAL DEVELOPMENTAL TIMES OF IDENTITY EMERGENCE

Adolescence

- Post puberty
- Increased access to language and resources
- Period of identity formation

Late high school/Early Adulthood

- Neuro-diverse youth
- Financial independence

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WHY IS THIS IMPORTANT?

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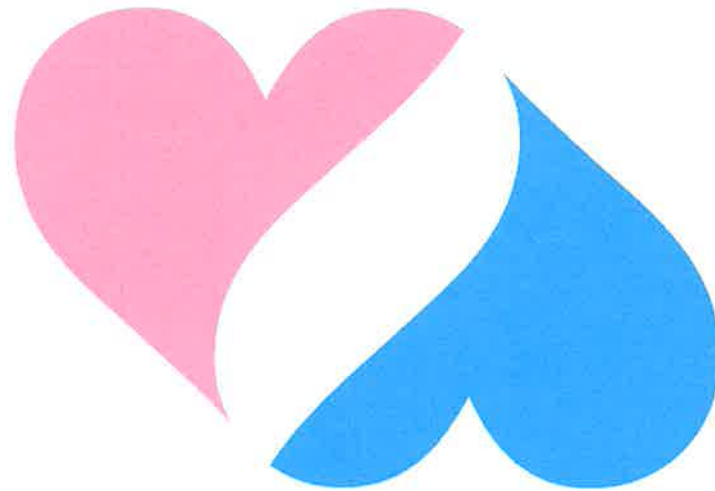
LGBT SCHOOL HARASSMENT

Figure 1. Hearing Anti-LGBTQ Remarks from Students in Pennsylvania Schools
(percentage of LGBTQ students hearing remarks regularly)
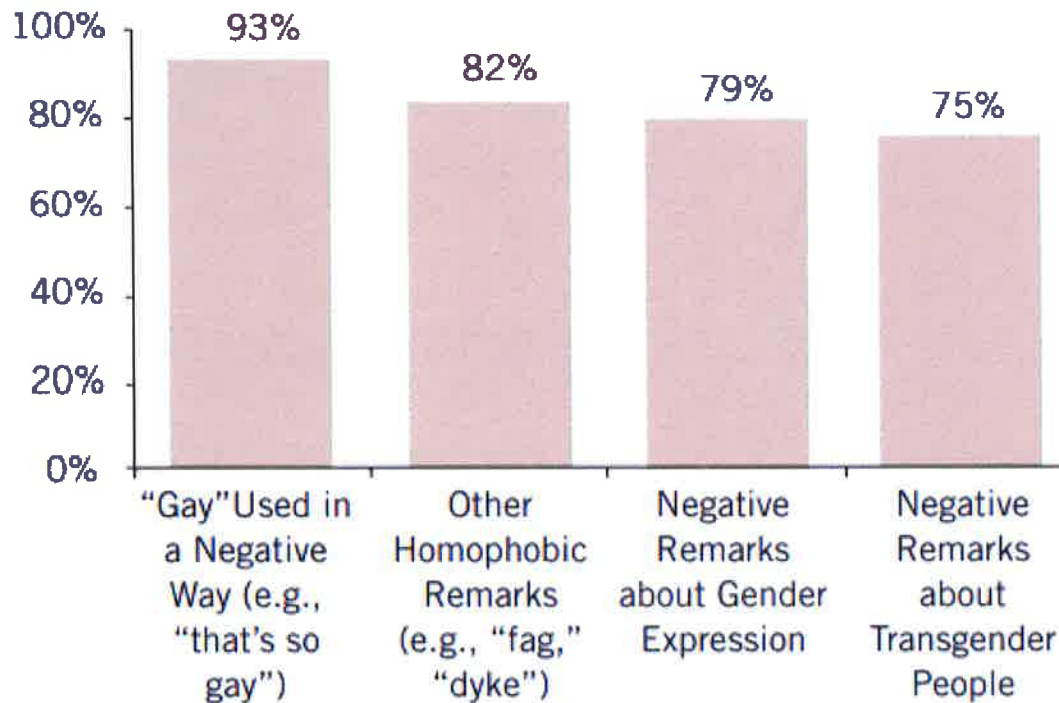
51% did not report incident to staff

Of those who did report, only 22% said it resulted in effective staff intervention

815 respondents

GLSEN. (2019). *School Climate in Pennsylvania (State Snapshot)*. New York: GLSEN

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DISCRIMINATION AND IMPACT ON MENTAL HEALTH

- **86%** experienced harassment at school (vs **27%** straight and cisgender)
- **43%** of trans students fear for physical safety
  - **63%** conceal their identities as a result
- **36%** have seriously considered leaving their school
- **40%** of transgender adults have attempted suicide
  - Of those individuals, **92%** reported one attempt **before the age of 25**

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IMPACT OF SUPPORT

- **Mental Health: when supported, trans youth have developmentally normative levels of depression**
  - Psychopathology is NOT inevitable within this group (Olson, 2015)
- **Chosen name and pronouns associated with lower depression, SI, and SB (Russel, 2017)**

Youth who attempted suicide, comparison of number of people who respected their pronouns:

None	A few	Some	A lot	All or most
28%	25%	24%	19%	12%
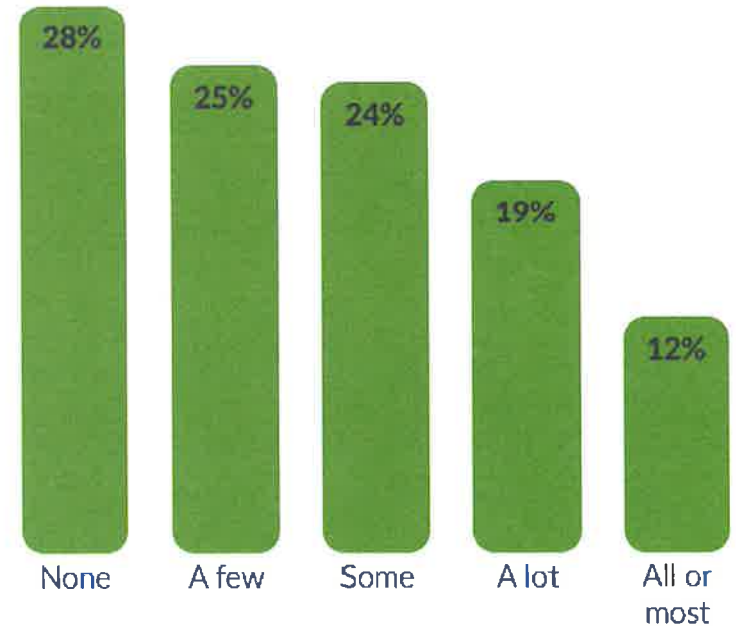
Trevor Project, National Survey, 2020

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CREATING GENDER INCLUSIVE AND AFFIRMING EDUCATIONAL ENVIRONMENTS

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CREATING GENDER AFFIRMING ENVIRONMENTS

Consider your language

- Use students versus boys & girls

- Reduce gendering of skills & abilities

- Un-gendering activities or grouping

- Representations of all genders succeeding

- Examples of LGBTQ people in lessons

18

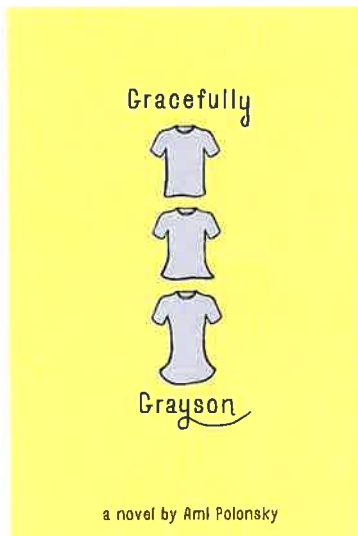**Children's Hospital of Philadelphia®**

ELEMENTARY LEVEL SUPPORT

- Emphasize and protect rights of all children to be themselves
  - Tie gender into values of kindness and respect

MIDDLE/HIGH SCHOOL CLASSROOM SUPPORT

- Critically examine gender roles and messages (now and throughout history)
- Build allies and advocacy

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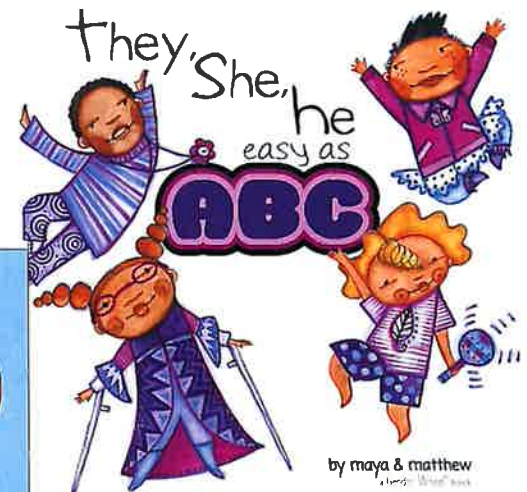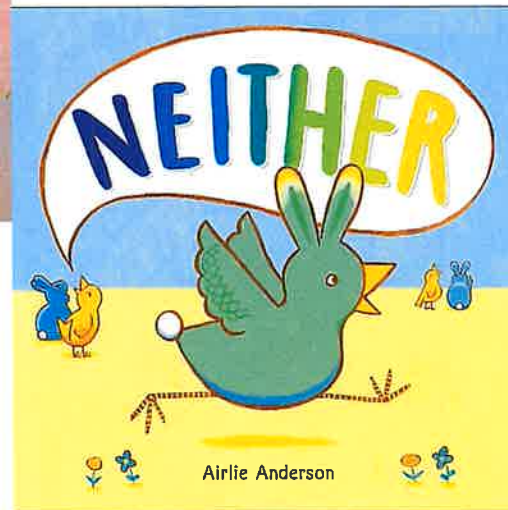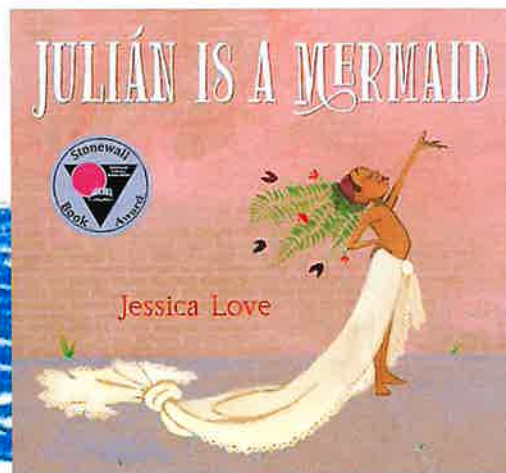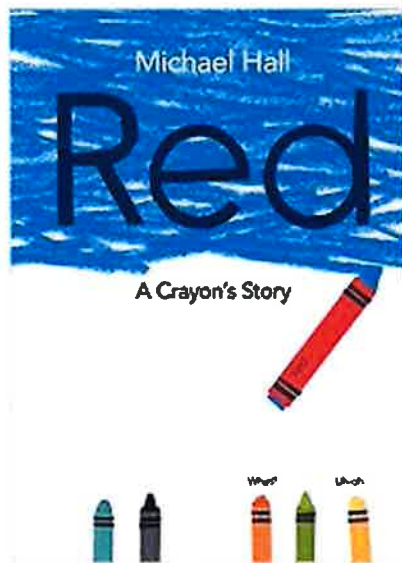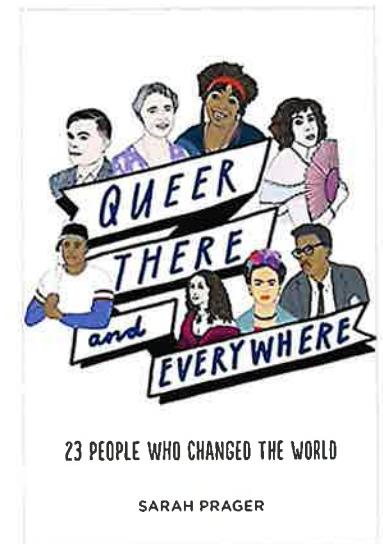
CREATING GENDER SUPPORT PLANS

- What
  - Individualized plan
  - Living document

- Who
  - Student only? Adult/guardian involved?
  - Staff included: Guidance Counselor, Administrator, Key Teachers/Support Staff

- When
  - At any point!
  - Recommend first meeting be with just parent/guardian (if involved)

- How
  - Let student/guardian complete prior to the meeting
  - Collaborate on content – do your homework!

https://genderspectrum.org/articles/using-the-gsp

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TIPS AND STRATEGIES

- If creating plan over a break:
  - Complete a walk through with the student
  - Locate facility options
  - Where might name need to be updated visually?

- Non-verbal check-in system
  - Stickers, bracelets, token to notify teacher
  - Pass to see guidance counselor

- Action Items
  - Advocate for entire staff training
  - Providing updates to parents/guardians
  - Next time to review/update plan

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NAVIGATING FAMILY SYSTEMS

- Have resources prepared
  - PFLAG
  - Gender Program @ CHOP
  - Websites/Books

- Split Support
  - Activate "pretzel brain"
  - Offer transparency to student
  - Utilize neutral terms - "your child"

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BUILDING AFFIRMATION

- Practice with colleagues
- Share and collaborate things that work well/moments of joy
- Mistakes happen!
  - If you catch yourself – offer the correction and move forward
  - If someone catches you – thank them, make the correction, move forward
  - Avoid over-apologizing

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RESOURCES

- Websites
  - www.mypronouns.org
  - www.genderspectrum.org
  - http://www.lgbtsocialwork.com/lgbt-basics.html
  - https://www.glaad.org/transgender

- Books
  - Gender Born, Gender Made
  - The Transgender Child / The Transgender Teen
  - https://pflag.org/resource/transgender-reading-list-adults

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RESOURCES

- Set up Google Alerts (ie: transgender schools)
- Schools in Transition Guide: https://www.aclu.org/report/schools-transition
- GLSEN: http://www.glsen.org/
- Gender Spectrum: https://www.genderspectrum.org/
- HRC Welcoming Schools: http://www.welcomingschools.org/
- Trans Educators Network: https://www.transeducators.com

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CONTACT INFORMATION

Gender & Sexuality Development Clinic at
The Children's Hospital of Philadelphia
3550 Market Street, 5th Floor

267-426-5980
genderclinic@chop.edu

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ATTACHMENT 21

Email Thread regarding "SOGIE"
and related matters, November 3, 2021

From:	Christina Harris <charris@lmtsd.org>
Sent:	Wednesday, November 03, 2021 6:28 PM
To:	amanda.chang@dvfriends.org; NFLANAGANKELLY@cbsd.org; staylor@widener.edu; Melissa DeStefano; eelizardi@agnesirwin.org; christina.danielle.harris@gmail.com; jennifer.mcnally@freirecharterschool.org; Leigh Serra; Samantha Shipeck; Kristen Stepanczuk; Sinead Doherty; angelahendershot@icloud.com; kmcginniss@nhsd.org; katie.motyka@freirecharterschool.org; shannon.sweitzer@germantownacademy.org; jtoby@soudertonsd.org; Barbara Coale; AMY; mollywitherbee@gmail.com; Cassandra Jordan; akircher@soudertonsd.org; CHRISTINE; Stephanie Graziosi
Subject:	Re: Infinite Campus Question
Attachments:	SOGIE Activity.pdf

Hi Everyone,

Hope you're all doing well!

Amanda - Attached is the SOGIE worksheet from our class. Hope it's helpful for you!

Nancy - We don't use Infinite Campus in my district. Sorry!

Thanks,
Christina

Christina D. Harris, M.S., NCC, CT

She/Her/Hers

School Counselor

Pine Road Elementary School

3737 Pine Road, Huntingdon Valley, PA 19006

P: 215-938-0290 x 6095

PR School Counseling

Community Counseling & Crisis Services

Pine
R**ad [x]

Hi everyone, jumping on this thread with a question you may be able to help with...

Do any of your schools/districts use Infinite Campus for your student information management system? If so, do you have a nonbinary gender option available? I know this was discussed briefly in our latest office hours, but I was driving and listening, and the audio was cutting in and out, so I didn't hear everything. Thanks a million if any of you have any info on this...

Nancy Flanagan Kelly, MS Ed

she | her | hers

School Counselor | Class of 2024 | Last Names A-Le

Central Bucks High School East

267-893-2310

Visit the CB East School Counseling Website

be kind

From: Amanda Chang <amanda.chang@dvfriends.org>
Sent: Monday, November 1, 2021 7:19 AM
To: Samantha Taylor <staylor@widener.edu>
Cc: amanda.chang@dvfs.org; Melissa DeStefano <meld68@verizon.net>; eelizardi@agnesirwin.org; FLANAGAN KELLY, NANCY <NFLANAGANKELLY@CBSD.ORG>; christina.danielle.harris@gmail.com; jennifer.mcnally@freirecharterschool.org; Leigh Serra <leigh.serra@germantownacademy.org>; Samantha Shipeck <sshipeck@wssd.org>; Kristen Stepanczuk <stepanczukk@slsd.org>; Sinead Doherty <dohertysinead16@gmail.com>; angelahendershot@icloud.com; kmcginniss@nhsd.org; katie.motyka@freirecharterschool.org; shannon.sweitzer@germantownacademy.org; jtoby@soudertonsd.org; Barbara Coale <bcoale@soudertonsd.org>; BROWN, AMY <AMBROWN@CBSD.ORG>; mollywitherbee@gmail.com; Cassandra Jordan <cshipman@philasd.org>; akircher@soudertonsd.org; SCOTT, CHRISTINE <CSCOTT@CBSD.ORG>; Stephanie Graziosi <stephanie.graziosi@gmail.com>
Subject: Re: Meeting Notes (9/23)

WARNING: This message originated from **OUTSIDE** the Central Bucks School District.

Hi everyone,

I was wondering if anyone had the document we looked at with situations and how we could react using SOGIE? I'm putting together some slides and I'd like to give people some situations to respond to.

Thanks!

Amanda

On Fri, Sep 24, 2021 at 8:27 AM Samantha Taylor <staylor@widener.edu> wrote:

Hello and Happy Friday

3

I hope you are all doing well! I wanted to pass along some notes of joy that were shared at last night's meeting:

- Cassandra created two lines for students and placed students in alphabetical order based on last name. Cassandra shared that the students responded positively, and the lines are working out great!
- Katie shared the excitement students are experiencing over having access to the All Gender Bathroom's available in the building.
- Congrats to Samantha for having 37 students show up to the first GSA meeting!!!

I also want to highlight the care and love Chris is holding for her student who is struggling. I often get overwhelmed by how much passion and support you all are bringing to your work and even when we feel stuck, know that you all are making an incredible difference for these youth. I feel so blessed to have you all as the first cohort to this program.

For those who were unable to attend last night, please feel free to share any moments of joy you've had with the start of the school year, or any moments of sadness that you are finding hard to release.

I appreciate you all. Have a relaxing weekend. Be sure to take time for restorative breath.

Best
Sam

Samantha King, MSW, MEd

Program Director

Affirming Schools for Transgender Students

she/her/hers

Why Pronouns Matter

--

Amanda Chang
She / Her / Hers

Chemistry, Forensics, Health
610.640.4150 x 1060
amanda.chang@dvfriends.org

Delaware Valley Friends School
19 E. Central Ave., Paoli, PA 19301 | 610.640.4150
www.dvfriends.org

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ATTACHMENT 22

Pronoun Master List

Pronoun Master List

e/h/h*s/h*self

ae/aer/aers/aerself

ce/cir/cirs/cirself

co/cos/cos/coself

e/em/eir/emself

ey/eim/eir/eirself

ey/em/eir/emself

fey/fer/fers/ferself

fey/feys/feyself

fey/feyr/feyself

fir/firs/firself

he/him/his/himself

hir/hir/hirs/hirself

hu/hu/hume/humeself

it/it/its/itself (only if you are explicitly told it's okay)

jee/jem/jeir/jemself

jam/jam/jams/jamself

jhey/jhem/jheir/jheirself

kye/kyr/kyne/kyrself

kir/kir/kirs/kirself

lee/lim/lis/limself

mae/mair/maes/maeself

ne/nem/neir/neirself

ne/nem/nir/nemself

ne/nis/nimself

ne/nym/nis/nymself

per/per/pers/perself

she/her/hers/herself

she/sheer/sheers/sheerself

sie/sier/siers/sierself

sie/hir/hirself

ou/ou/ous/ouself

tey/tem/ter/temself

they/them/their/themself

thae/thaer/thaers/thaerself

this one/ that one

thon/thon/thons/thonself

ve/vir/virs/virself

ve/vis/vir/verself

xe/hir/hirs/hirself

xe/xim/xis/ximself

xe/xir/xirs/xirself

xie/xem/xyr/xemself

xe/xem/xyr/xyrself

yre/yres/yreself

zay/zir/zirs/zirself

ze(or zie)/zir/zirs/zirself

ze/hir/hirs/hirself

ze/zir/zirs/zirself

ze/zan/zan/zanself

zed/zed/zeds/zedself

zed/zed/zeir/zedself

zhe/zhim/zhir/zhirself

zhe/zhir/zhirs/zhirself

ATTACHMENT 23

Black Lives Matter Document from Harris Solokoff at PennGSE

How can I help with the Black Lives Matter movement as someone who is not African-American?

This is a question that I've witnessed a lot of people asking. I understand that you are probably feeling the struggle that many people feel, where they want to help but don't want to overstep their boundaries or they feel frustrated that what they do may not make much of a difference. I'm here to tell you that you CAN make a difference, and that you have a responsibility to make a difference as someone with privilege. I've put together a couple of things that one can do to support this movement. The privileged, especially white people, need to be among the first to step up in order to make change, so I hope that you try at least a few of these steps, and hopefully all of them. We are in the midst of a historical movement. In the words of Beyonce, "we can no longer look away." It's time to start caring, and start taking action.

Reach out to your Black friends and family.

This is a really hard time for the Black community, and we are dealing with frustrations and anger that have been felt for a long time and fear that it could be one of us next. After a tragedy like the murder of George Floyd, something that is really easy to do but means a lot is to extend a hand to any Black people that you are acquainted with. Whether it's simply a text or a call to check in, or bringing over a meal, it will be a touching act that shows you care.

Say their names.

It can be uncomfortable. It can be hard. But sometimes stating it out loud allows things to sink in more than just seeing it on the news can. Just yesterday, David McAtee was killed by the police, after he fed them and the homeless for free every day. They left his body in the street for 12 hours. George Floyd was killed by the police. Breonna Taylor was killed by the police in her own home. Ahmad Arbery was shot for jogging while Black. Trayvon Martin. Eric Garner. Michael Brown. Freddie Gray. Sandra Bland. Tamir Rice. Countless more, whose deaths are highlighted for a couple of weeks and then, oftentimes, forgotten. These were real people, with real families and real lives that were snatched away from them because of racism. Keep them in your memory. Mourn for them. And then be inspired to make change so that this does not have to be a continual occurrence.

Stay informed.

Know the facts. According to the *Washington Post,* since January 1st, 2015, 1,252 Black people have been shot and killed by the police. That is a staggering amount, which does not even include those who died in police custody or who were killed by other means. About 1 in 1000 Black men and boys can expect to be murdered by the police, which is *2.5 times* more likely than white men and boys. According to the *LA Times,* Black men have a better chance of getting shot by the police than at winning the lottery. Yes, these are terrible facts. But knowing them can help one to be inspired to change these terrible circumstances. I also encourage you to either talk to a Black person or read something by a Black person about how it feels to be stopped by the police, or even how it feels to live in the racist society that America is. This can be very eye-opening to some people.

Here's an article from 2013, but that still sadly applies today.

https://slate.com/human-interest/2013/01/what-is-it-like-to-be-black-in-america.html

This is another article written after Ahmaud Arbery got shot.
https://www.jacksonfreepress.com/news/2020/may/12/opinion-sick-and-tired-what-it-feels-be-black-amer/

Two books that I would also recommend reading, if you haven't already, are *The Hate U Give* and *All American Boys.* If you end up reading them, I would love to talk about them with you.

Hold the government accountable.

The website www.colorofchange.org has a lot of resources to demand justice or you can just text ENOUGH to 55156 for a link that will take you straight to a petition. Sign as many of them as you can, and share them with your friends, especially the ones who you think would not typically find this type of thing on their own. Something else that you can do is call or email your legislator, demanding that they are held accountable. Even better, write to your representative. It's been shown that the more personalized a letter is (aka handwritten), the more that your opinion will be taken into account.

Vote out the bigots.

Namely, Donald Trump. I feel unsafe as a person of color, knowing that he is my president. As leader of our country, he should be comforting the masses, listening to change, and acknowledging that we are in a crisis. Instead, he is fanning the flames, calling protesting citizens "thugs," and encouraging the National Guard to use deadly force against them and had the audacity to speak about the situation, while right outside the White House the police were spraying peaceful protestors with tear gas. He spreads lies and hate to his Twitter followers, and is tearing down a lot of the progress that America made by electing their first African-American president. He needs to get out of any leadership position before he runs our country to ruins, and it is your responsibility to vote him out of office.

Stand in Solidarity.

What does this look like? It is different for everyone. It may mean going out to a protest. It may be putting up a Black Lives Matter sign in your yard, to show that you are an ally. It may be continuing the conversation, even (and especially) with people who don't want to have it. Finally, notice that subtle racism does exist, so speak up when you notice it - from others or from yourself. An interesting test that I encourage you to take and to share with your friends is the Harvard Implicit Bias Test, which shows that many people have an automatic preference for European Americans over African-Americans. Click the link and then click the Race Test. https://implicit.harvard.edu/implicit/takeatest.html Once you've found out your results, figure out how to make a change in your own life. Remember that no lives matter until...

BLACK LIVES MATTER

What does it mean to stand in solidarity?

Say their names.
Mourn for them.
Get angry.
Never stop caring
or give yourself a break.
'Cause we never get
a break.

Reach out to your Black friends;
go beyond reposting-
take action
and that starts with having a conversation with
both your Black friends
and your blue lives matter friends.

Recognize that our country has
a history of racism,
was built on racism.
African-Americans
do not have the same rights
that others do in our country.
Use your privilege to help others
not just yourself.
Realize that the blood on the ground
wouldn't be there
if George Floyd were white.

Vote out the bigots,
the ones who call Black people
thugs,
who hide behind
Twitter and "Christianity."
Who sits in their house
that was built by slaves,
moving this country
as many steps back
as he can.

Whatever you do, do not say all lives matter.
No lives matter until
Black Lives Matter
It's so frustrating. I'm upset. But we will stand together.
And bring hope.