

AGREEMENT FOR CONSULTING SERVICES

This Agreement for Consulting Services ("Agreement") is entered into this 19th day of April, 2019 (the "Effective Date"), by and between **Corwin Press, Inc.**, a SAGE Publications, Inc. company, with offices at 2455 Teller Road, Thousand Oaks, California 91320 ("Corwin") and **Unified School District No. 512** with offices at **8200 W. 71st Street, Shawnee Mission, KS 66204** ("Customer").

1. Services. Customer desires to contract with Corwin for the furnishing of services related to the Customer's professional learning needs (the "Services"); and Corwin desires to provide such Services to the Customer as further described in the Investment and Timeline attached hereto as **Exhibit A**. For dates not scheduled at time of contract, Corwin will establish and agree on final dates with Customer which will be subject to speaker availability. Confirmation of such final dates will be communicated by email to Customer. Customer may request to reschedule the date of a speaking event and if approved by Corwin, Customer will reimburse Corwin for any additional costs or expenses incurred by Corwin and/or the speaker of such event if Customer's request was not timely provided.
2. Term and Termination. The term of this Agreement will commence on July 26, 2019, and will remain in effect for one year. The parties may renew the Agreement for up to two (2) additional one (1) year periods by mutual agreement of the parties exercising their option to renew the Agreement through a written notice or amendment provided to the other at least thirty (30) days prior to the end of the applicable contract year. Either party may terminate this Agreement without cause upon sixty (60) calendar days' advance written notice. In the event of termination by Customer without cause, Corwin will be paid: (a) any fees then due as set forth in Exhibit A; and (b) any expenses incurred as of the effective date of termination including, without limitation, speakers' fees and costs, Corwin's non-refundable travel costs, and non-refundable venue deposits (collectively, "Corwin Expenses"). However, in the event of termination by Customer within thirty (30) calendar days of a scheduled event date, Corwin will be paid thirty percent (30%) of all amounts set forth in Exhibit A and Corwin will be reimbursed for all Corwin Expenses. Said amounts and expenses will be paid by Customer to Corwin within thirty (30) days of the termination date.
3. Compensation. Corwin will be paid at the rates outlined in Exhibit A. Customer will pay Corwin all amount due hereunder within thirty (30) days of receipt of invoice.
4. Warranties. Corwin represents and warrants (i) that it will perform the Services using qualified personnel and in accordance with applicable industry standards; and (ii) that it will comply with any and all applicable rules, laws and regulations, court or administrative orders or decrees of any federal, provincial, local or other governmental unit which has jurisdiction in such circumstance.
5. Force Majeure. Notwithstanding any other provision of this Agreement, in the event that the performance of any obligation under this Agreement by Corwin is prevented due to acts of God or any other cause beyond its reasonable control (including the unavailability of a speaker for an event), and if Corwin gives Customer reasonable written notice of such event, then Corwin shall not be responsible to the Customer for failure or delay in performance of its obligations under this Agreement. Moreover, in the event a speaker becomes unavailable to attend a speaking event, Corwin may, at its sole discretion, substitute the speaker and/or reschedule the speaking event at no additional cost or expense to Customer.
7. Notices. All notices required or permitted hereunder will be in writing and will be sent by registered or certified mail, return receipt requested, to the party to whom such notice is directed, at its address as set forth above, or to such other address as such party will have designated by notice hereunder. Notices will be deemed given on the date received.
8. Ownership/Rights. Corwin will own or hold the necessary rights to any materials or other work product created, developed or distributed by Corwin (or the assigned speakers) under this Agreement including, without limitation, any event handouts or materials (collectively, "Materials"). No rights to any of the Materials shall be conveyed to Customer; provided, however, that Customer shall be permitted to use the Materials solely in connection with the speaking event provided by Corwin hereunder. Moreover, in no event shall Customer be permitted to: (a) alter, reproduce, distribute or otherwise use any Materials provided by Corwin under this Agreement, in whole or in part, in any manner whatsoever; or (b) photograph, audio tape, video tape, or otherwise record or broadcast an event, presentation or any of the Services provided by Corwin under this Agreement, in whole or in part, in any manner whatsoever, unless with prior written consent provided by Corwin.
9. Subcontracting. Corwin may engage subcontractors to perform the Services including, without limitation, speakers to deliver presentations at a speaking event.
10. Additional Services. Customer agrees that any interest for additional Services relating to Customer's professional learning needs will be directed to and contracted with Corwin. For the avoidance of doubt, such Customer interest will not be directed to any Corwin speaker, trainer, or consultant.
11. Confidentiality. Customer agrees that, except with the prior written consent of an authorized representative of Corwin, it may only disclose the terms of this Agreement to a third party who shall agree to maintain said terms as confidential and who has a legitimate business purpose to receive such information. In the event Customer or any of its authorized representatives or agents are required by law or compelled by legal process to disclose the terms of this Agreement to any other third party, it shall provide Corwin with prompt written notice of such requirement prior to the actual disclosure so that Corwin may seek an appropriate protective order.
12. Compliance. Corwin shall adhere to all of Customer's rules, regulations, policies, and procedures when engaged in the Services provided under this Agreement or related activities either at or away from the Customer, including but not limited to Board Policies, the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g) (FERPA), 45 CFR §§ 160 and 164 ("HIPAA Privacy Rule"), Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, and all civil rights laws.

13. Sovereign Immunity. Nothing in this Agreement shall constitute any waiver of the Customer's sovereign immunity pursuant to Kansas law including, but not limited to, under K.S.A. § 75-6104, *et seq.*

14. Contractual Provisions Attachment. The provisions found in the "Contractual Provisions Attachment" (From DA-146a, Rev. 06-12) are hereby incorporated by reference in the Agreement and made a part thereof. The parties agree that terms of each and every provision in the Contractual Provisions Attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the Agreement, and that any terms that conflict or could be interpreted to conflict with the Contractual Provisions Attachment are nullified.

15. Headings. The paragraph headings or captions are for identification purposes only and do not limit or construe the contents of the paragraphs.

16. Successors and Assigns / No Assignment. Neither party to this Agreement shall have the right to assign or transfer its rights and obligations to any third-party without prior approval of the other party.

17. Miscellaneous. This Agreement constitutes the entire agreement between Corwin and Customer, and supersedes all prior agreements, representations and understandings of the parties whether written or oral. No amendment, supplement, or modification of this Agreement will be effective unless executed in writing by both Corwin and Customer. In the event of a conflict between a term of this Agreement and a term of Exhibit A, the term of this Agreement will control. Additionally, in the event of a conflict between a term of this Agreement and any ancillary Customer document, form or agreement (even if executed by the parties subsequent to the execution of this Agreement), the term of this Agreement will control, other than those terms found in the Contractual Provisions Attachment as provided in paragraph 14 of this Agreement. The invalidity or unenforceability of any particular provision of this Agreement will not affect the other provisions, and this Agreement will be construed in all respects as if any invalid or unenforceable provision were omitted. This Agreement may be executed in counterparts, each of which will be deemed the original, all of which together will constitute one and the same instrument. A faxed copy or other electronic copy will be deemed as an original.

Accepted and agreed to by:

Customer

Corwin

Name:

Dave West

Title:

Vice President, Sales

Date: _____

Date: _____

Exhibit A: See attached Investment and Timeline

Please provide the following information to insure proper billing:

Billing Contact Name: _____ Title: _____

Billing Contact email address: _____ Phone: _____

As you sign and return this document, please also forward a Purchase Order and if purchasing Books, a copy of your Tax ID Certificate. Thank you!

Investment and Timeline**KS - Unified School District No. 512 - McKinney - Deep Equity - Year 1**

Resources	Author	Unit Price	Quantity	Discount	Resources Price	Total Price
Equity Leadership for Administrators Workshop July 26, 2019 Gary Howard - \$8,500.00						\$8,500.00
School Leadership Team Training: Day 1 September 11, 2019 (Four onsite consultants)						\$20,000.00
School Leadership Team Training: Day 2 September 12, 2019 (Four onsite consultants)						\$20,000.00
School Leadership Team Training: Day 3 November 14, 2019 (Four onsite consultants)						\$20,000.00
School Leadership Team Training: Day 4 January 3, 2020 (Four onsite consultants)						\$20,000.00
School Leadership Team Training: Day 5 DATE TBD (Four onsite consultants)						\$20,000.00
Equity Leadership for Administrators Workshop – Summer 2020 Date TBD Gary Howard - \$8,500.00						\$8,500.00
The Deep Equity Process	Howard	\$25.00	150.00		\$3,750.00	\$3,750.00
We Can't Lead Where We Won't Go	Howard	\$299.99	46.00		\$13,799.54	\$13,799.54
Estimated Shipping						\$400.11
TOTAL						<u>\$135,449.65</u>

- *Pricing for Consulting Service Days are inclusive of all travel expenses.*
- *Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.*
- *Copying and distribution of any handouts is the Client's responsibility.*
- *Consultant will hold above date(s) on his/her calendar for 30 days, at which time he/she may need to release the hold for another Client. Corwin recommends moving to contract within 30 days, if possible, so as to secure this date on his/her calendar.*
- *All payments indicated above are exclusive of all federal, state, local and foreign taxes, levies and assessments. The Client will be responsible for the payment of all such taxes, levies and assessments imposed by any taxing authority, and taxes will be included at the time of invoice; tax exempt form should be included with PO and signed contract, if applicable.*
- *This proposal for services is intended to be a working document and is subject to change based on client needs.*

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

"The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 06-12), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 19th day of April, 2019.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

Contractor agrees to comply with all applicable state and federal anti-discrimination laws.

The provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting State agency cumulatively total \$5,000 or less during the fiscal year of such agency.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority To Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility For Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

TO: Dr. Michael Fulton, Superintendent

FROM: Dr. Christy Ziegler, Chief of Student Services
Dr. John McKinney – Director of Student and Family Services
Dr. Tyrone Bates – Coordinator of Diversity, Equity and Inclusion

SUBJECT: Approval of Corwin Deep Equity Contract for Professional Development

DATE: June 28, 2021

Executive Summary

The Student Services Team recommends the approval of the year 3 proposed contract to complete *Corwin Deep Equity* training for the 2021-22 school year. The total amount for the year 3 proposal is \$129,729.95. This contract will be funded through federal program funds – Comprehensive Coordinated Early Intervening Services (CCEIS).

This request for Board of Education consideration provides for continued support activities and growth opportunities with respect to Strategic Plan Strategy 2: “We will relentlessly create a fully unified, equitable, and inclusive culture,” and specifically Action Step 2.3.1, “Implement Deep Equity for all staff; ongoing professional development centering around inclusion and diversity.”

The *Corwin Deep Equity* model provides a customizable approach for providing tools for educators to better meet the needs of our students. This contract has provisions written for flexibility given any unforeseen scheduling issues related to the COVID-19 pandemic. In each of the two prior years that the district has partnered with Corwin Press for professional development services, adjustments to the approved and planned expenditures were made as we had to postpone trainings in each year due to the pandemic. This proposal provides for the final planned staff trainings (Days 5, 6, and 7) which were intended to be funded and completed in the original schedule for year 1 and 2 implementation. Additionally, this proposal includes implementation for the Youth Equity Stewardship (YES!) program which will provide facilitation of the YES! arts-based learning experiences for 100 high school youth leaders representing each of the high school learning communities.

Additional supporting information:

Overview

Why:

Provide the ability to complete the Deep Equity staff development program for all school-based equity teams and administrators in support of the district’s Strategic Plan, Strategy 2, Action Step 2.3.1. Begin implementing a student equity leadership program.

What:

Year 3 training will include school-based team training for Days 5, 6, and 7 of the content. Additionally, the start of the Youth Equity Stewardship (YES!) facilitation days 1-5 for high school student leaders.

Who:

Facilitators from Corwin Press will provide the continued building team training and coaching support for equity practitioners, administrators, and student leaders.

When:

Training dates are identified on September 8, 2021 November 4, 2021 and January 20, 2022 for staff. YES! dates would be scheduled for the spring semester and first week of June to minimize out of class learning disruption for students.

Where:

District-wide staff training for building equity teams will be hosted in a central district location (face-to-face whenever possible).

How:

Enter into a year 3 service agreement with Corwin Press.

Objectives

The main objective of this request is to support the completion of the *Deep Equity* work that began in 2019-20 and has become an integral part in our district Strategic Plan work.

Expected Outcomes

1. All schools will continue to receive building equity team training and support with respect to the 5 key areas of *Deep Equity*.
2. Staff equity teams will encounter greater depth of knowledge with respect to classroom support and applications related to culturally responsive teaching.
3. Staff equity teams will learn about systemic school improvement, assessing outcomes, and sustainability related to the equity professional development process.
4. Begin implementing an equity support program for student leaders.

Timelines

Day 5 and 6 Training for building equity teams– First Semester

Day 7 Training for building equity teams – Second Semester

YES! Student Leadership – Starting Second Semester and concluding in June. Dates TBD.

Quote

The proposed contract is for a one year term of service. The total anticipated cost of the proposed service agreement for the 2021-22 school year would not exceed \$129,729.95. The full contract is attached for review.

Shawnee Mission

Payables by Vendor

[illegible]

Anti-Racist Conversations with Families

Suzy Green, LMSW



Agreements

Stay Engaged

Experience Discomfort

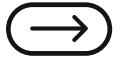
Speak Your Truth

Isolate Race

Expect & Accept Non-Closure

Glenn Singleton, Courageous Conversations.

Land Acknowledgement



Created by Native American Students Services of USD 497

As a precursor to this presentation, let's acknowledge the precursors of the land we inhabit.

The traditional Nations that called this area home at the time of Kansas statehood include the Pawnee, the Kaw, and the Osage. As the state formed and colonized, these tribes were moved from their homelands in Kansas to Oklahoma and elsewhere.

A second group of Nations have given our region many place names that bear their legacies today, these include the Ottawa/Odawa, the Shawnee, the Munsee, the Wyandotte, and more.

Currently there are four Nations that reside in this state, all of which were removed from elsewhere. These are the Prairie Band Potawatomi, the Kickapoo, the Sac & Fox of Missouri in Kansas and Nebraska, and the Iowa Tribe of Kansas and Nebraska

Additionally, because of Haskell Indian Nations University, Lawrence, Kansas is known for its inter-tribal community, which represents around one hundred Nations.

We also acknowledge those that have gone before us and those that will continue their journeys after ours has ended.

What is your role?

Parent Educator/Home Visitor

Coordinator/Supervisor

Administrator

How often do you talk about anti-racism with your team?

1
Never

10
Frequently

How often do you talk about anti-racism with a family?

1
Never

10
Frequently

"Agenda"

September 23

Foundation Building

Cultural Humility, Anti-Racism, & Whiteness

Equity Literacy Principles & Examples

Anti-Racist Responses & Inquiry

Joint Planning

September 30

Embedding Anti-Racism into PAT

Practice

Action Plan & Accountability

How can we approach and navigate anti-racist conversations with families?

This two-part training will help you feel better equipped to support families in ways that are culturally responsive and sustaining.



Do you feel equipped?

Why not?



What is Cultural Humility?

"Recognizing diversity & power imbalances among individuals, groups, or communities, by being open, self aware, egoless, flexible, exuding respect and supportive interactions."

Dr. Newton & Dr. Williams @teachingisintellectual

What is Anti-Racism?

Anti-Racism is the "active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably."

National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity

Joy & Liberation

"It is not our differences that divide us.
It is our inability to recognize, accept,
and celebrate those differences."

Audre Lorde





Whiteness

"Whiteness and white racialized identity refers to the way that white people, their customs, culture, and beliefs operate as the standard by which all other groups are compared.

This white-dominant culture also operates as a social mechanism that grants advantages to white people, since they can navigate society both by feeling normal and being viewed as normal. Persons who identify as white rarely have to think about their racial identity because they live within a culture where whiteness has been normalized."

The Smithsonian National Museum of African American History & Culture



Equity Literacy Principles



Direct Confrontation Principle: The path to equity requires direct confrontations with inequity.

So out of 100 kids in your program, my daughter is one of only 5 other Black children?

Equity Literacy Principles



Equity Ideology Principle: Equity is more than a list of practical strategies. It is a lens and an ideological commitment.

I don't believe in white privilege.

Equity Literacy Principles



Prioritization Principle: In order to achieve equity, we must prioritize the interests of the children and families whose interests historically have not been prioritized.

Who is benefiting?
Who is marginalized?
What can we do to increase benefit and
decrease marginalization?

Equity Literacy Principles



Fix Injustice, Not Kids Principle: Disparities are not the result of deficiencies in marginalized communities' cultures, mindsets, or grittiness. Disparities are the result of inequities.

I can't believe you're asking me to do this.

Equity Literacy Principles



One Size Fits Few Principle: No individual identity group shares a single mindset, value system, learning style, or communication style.

That family speaks Spanish, so
they're probably from Mexico.

Anti-Racist Responses & Inquiry

Mindful Inquiry:

- What I heard you say was...
- Tell me more about that...
- Help me understand what you mean by...
- How does this impact your parenting?
- It sounds like...
- What was that experience like for you?
- How did your child respond?
- I wonder how your child sees this...



Anti-Racist Responses & Inquiry

Anti-Racist Reflections:

- How did race play a role in that experience?
- Has your child ever asked questions about race? How did you respond?
- Child development research shows that it's natural to notice race and recognize differences. How does this fit with what you believe?
- How did your childhood family talk about race and racism?
- How do you want to talk to your child about race and racism?
- What are your experiences with racism in our town?
- What does your child understand about race and racism?
- What do you need to learn/know to feel equipped to talk to your child about race and racism?



Joint Planning

What would you like to cover next week?

What will you work on between now and next week?

What support or resources do you need?

Contact

Suzy Green, LMSW
sgreen@usd497.org
785-331-8864 (voice/text)



From Social Dominance to Social Justice

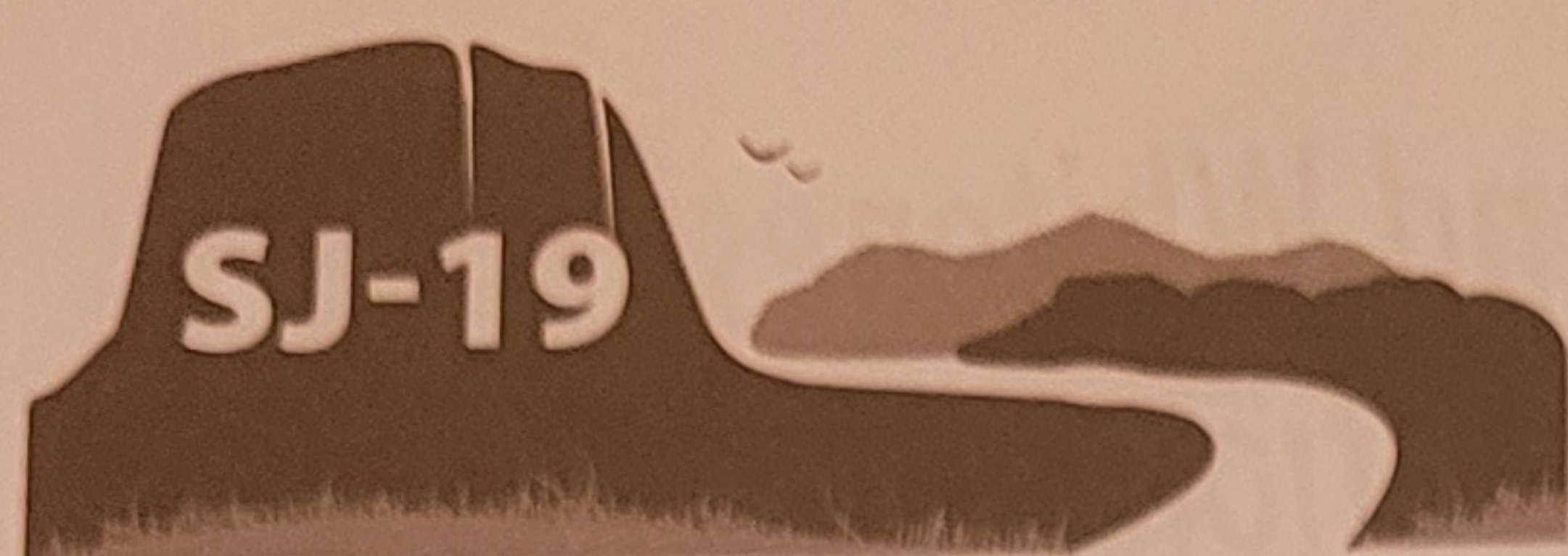
TOWARD A NEW PARADIGM FOR HUMAN COMMUNITY

SOCIAL DOMINANCE PARADIGM

- Human Beings Over Nature
- Male Over Female
- Whites Over Other Races
- Christianity Over Other Religions
- Heterosexual Over Other Gender/Sexual Identities
- Abled Over "Disabled"
- Haves Over "Have-nots"
- Youth Over Old Age
- "Superiors" Over "Subordinates"
- English Only
- Diversity as a Problem

SOCIAL JUSTICE PARADIGM

- Harmony and Sustainability
- Gender Equity
- Racial Understanding and Justice
- Religious/Spiritual Pluralism
- Affectional/Sexual Pluralism and Equal Rights
- Equitable Access and Opportunity
- Distributive Justice
- Honoring All Stages of Life
- Respecting and Including Everyone
- Language Preservation and Respect
- Diversity as an Opportunity



White Identity Orientations

Fundamentalist White Identity

Thinking:	Ignorance	Supremacy	Denial
Feeling:	Fear	Anger	Hostility
Acting:	Assimilation	Judgmental	Racist

Integrationist White Identity

Thinking:	Awareness	Curiosity	Dissonance
Feeling:	Defensive	Guilty	Missionary Zeal
Acting:	Paternalistic	Colorblind	Compliance

Transformationist White Identity

Thinking:	Questioning	Self-Reflective	Affirming
Feeling:	Humility	Courage	Respect
Acting:	Advocacy	Anti-racist	Shifting Power

Note: For more detail and discussion related to these White Identity Orientations, please see Chapter 6 in Gary Howard's book, *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (2006).

CONTENTS

INTRODUCTION.....	IX
-------------------	----

SECTION 1: 1415-1728

1. The Story of the World's First Racist	1
2. Puritan Power.....	11
3. A Different Adam.....	21
4. A Racist Wunderkind	29

SECTION 2: 1743-1826

5. Proof in the Poetry.....	41
6. Time Out	49
7. Time In	53
8. Jefferson's Notes	55
9. Uplift Suasion.....	65
10. The Great Contradictor	69

SECTION 3: 1826-1879

11. Mass Communication for Mass Emancipation.....	83
12. Uncle Tom.....	91
13. Complicated Abe	99
14. Garrison's Last Stand.....	107

BLACK POWER

and their own assimilationist parents and grandparents, who would rather be called "nigger" than "Black."

Carmichael was the kind of guy who'd rather be called dead than afraid. He was the new chairman of the SNCC. And a year after the uprising in Watts, he and the SNCC found themselves at a rally in Greenwood, Mississippi, called the March Against Fear. It was at this rally that Carmichael would exclaim a culture-shifting phrase. "What we gonna start saying now is Black Power!"

Black Power. And when Black people—especially the disenfranchised but also antiracist ones—caught wind of this phrase and married it to Malcolm X's autobiography (Black Power basically sums up the book), Black Power became a red fire burning in the Black community and burning down the White one. Well, maybe not burning it down, but definitely heating its butt.

What Stokely Carmichael meant by Black Power:

**BLACK PEOPLE OWNING
AND CONTROLLING THEIR
OWN NEIGHBORHOODS
AND FUTURES, FREE OF
WHITE SUPREMACY.**

Systemic Gaps

The dynamics of dominance show up in our day-to-day lives, in our relationships, at home, in our neighborhoods, on the bus, in classrooms, streets and hallways. We can learn how to identify bullying, oppressive language, and insensitive jokes. We can put a name to these behaviors using the dynamics and we can learn how to respond in the moment we are oppressed in ways that might promote healing. But what about the forms of oppression and social dominance that are harder to see? Some forms of oppression are harder to see because we've gotten used to them. Many of us play out the roles of oppressor and victim without being fully conscious because the oppression itself is ingrained in the systems of our society. Our legal systems, our school systems, economic system, health care system etc. have deep historic and ongoing biases that serve certain people very well and others very poorly.

Making the Gaps Visible

We are going to share some data that represent symptoms of some of the systemic inequalities.

What comes to mind for you after seeing the data?

Did anything stand out or surprise you?

If the data are symptoms of deeper issues, what do you believe are the deeper issues that impact the data?

Which of these issues are most relevant to you?

Part by Part

1	Getting Started	9
2	The Sexes	15
3	Gender	18
4	Gender Identity	21
5	Love & Attraction	28
6	Having Kids	40
7	Discrimination	45
8	Privilege	55
9	Intersectionality	62
10	Being an Ally	65
11	You Be You!	72
	Who Made This Book Possible?	74
	Meet the Author	75
	Meet the Illustrator	76

Equity Literacy for Educators: Definition and Abilities

Equity literacy is a comprehensive approach for creating and sustaining equitable schools. The foundations of equity literacy are (1) a commitment to deepening individual and institutional understandings of how equity and inequity operate in organizations and societies, and (2) the individual and institutional knowledge, skills, and will to vigilantly identify inequities, eliminate inequities, and actively cultivating equity. At the individual level, when we embrace equity literacy we learn to become a ***threat to the existence of inequity*** and an active ***cultivator of equity*** in our spheres of influence.

More than cultural competence or diversity awareness, equity literacy prepares us to recognize even the subtlest forms of bias, inequity, and oppression related to race, class, gender identity and expression, sexual orientation, (dis)ability, language, religion, immigration status, and other factors. Through equity literacy we prepare ourselves to understand how *experience* disparities, not just quantitatively measured outcome disparities, affect student access to equitable educational opportunity free of bias, inequity, and discrimination.

According to the equity literacy framework, equity is not merely about *giving every student what they need to succeed* in an individual sense. This way of imagining equity obscures our responsibility to address institutional bias and inequity. Instead, equity is a process through which we ensure that policies, practices, institutional cultures, and ideologies are *actively* equitable, *purposefully* attending to the interests of the students and families to whose interests we have attended inequitably. By *recognizing* and deeply understanding these sorts of disparities, we prepare ourselves to *respond* effectively to inequity in the immediate term. We also strengthen our abilities to foster long-term change by *redressing* institutional and societal conditions that create everyday manifestations of inequity.

We constructed the core of equity literacy around the following five critical abilities. We believe that professional learning related to equity, diversity, and inclusion should focus first on cultivating these abilities in all educators.

Abilities	Examples of Knowledge, Skills, and Actions
1. Ability to <i>recognize</i> even the subtlest biases, inequities, and oppressive ideologies	<p><u>Equity literate educators:</u></p> <ul style="list-style-type: none"> • notice subtle bias in learning materials and classroom interactions; • are curious about ways school policies and practices disadvantage some students in unintentional (or intentional) ways; and • reject deficit ideology, or the view that outcome disparities (in test scores or graduation rates, for example) are caused by the cultures or mindsets of students of color, students experiencing poverty, or other students from marginalized communities.

Basic Principles for Equity Literacy

An important aspect of equity literacy is its insistence on maximizing the integrity of transformative equity practice. We must avoid being lulled by popular “diversity” approaches and frameworks that pose no threat to inequity—that sometimes are popular *because they are no real threat to inequity*. The basic principles of equity literacy help us ensure we keep a commitment to equity at the center of our equity work and the broader equity conversation.

1. The **Direct Confrontation** Principle: The path to equity requires direct confrontations with inequity—with interpersonal, institutional, cultural and structural racism and other forms of oppression. “Equity” approaches that fail to directly identify and confront inequity play a significant role in sustaining inequity.
2. The **Equity Ideology** Principle: Equity is more than a list of practical strategies. It is a lens and an ideological commitment. There are no practical strategies that will help us develop equitable institutions if we are unwilling to deepen our understandings of equity and inequity and reject ideologies that are not compatible with equity.
3. The **Prioritization** Principle: In order to achieve equity we must prioritize the interests of the students and families whose interests historically have not been prioritized. Every policy, practice, and program decision should be considered through the question, “What impact is this going to have on the most marginalized students and families? How are we prioritizing their interests?”
4. The **Redistribution** Principle: Equity requires the redistribution of material, cultural, and social access and opportunity. We do this by changing inequitable policies, eliminating oppressive aspects of institutional culture, and examining how practices and programs might advantage some students over others. If we cannot explain how our equity initiatives redistribute access and opportunity, we should reconsider them.
5. The **“Fix Injustice, Not Kids”** Principle: Educational outcome disparities are not the result of deficiencies in marginalized communities’ cultures, mindsets, or grittiness, but rather of inequities. Equity initiatives focus, not on “fixing” students and families who are marginalized, but on transforming the conditions that marginalize students and families.
6. The **One Size Fits Few** Principle: No individual identity group shares a single mindset, value system, learning style, or communication style. Identity-specific equity frameworks (like group-level “learning styles”) almost always are based on simplicity and stereotypes, not equity.
7. The **Evidence-Informed Equity** Principle: Equity approaches should be based on evidence for what works rather than trendiness. “Evidence” can mean quantitative research, but it can also mean the stories and experiences of people who are marginalized in your institution.

Equity Literacy for Educators: Definition and Abilities

Equity literacy is a comprehensive approach for creating and sustaining equitable schools. The foundations of equity literacy are (1) a commitment to deepening individual and institutional understandings of how equity and inequity operate in organizations and societies, and (2) the individual and institutional knowledge, skills, and will to vigilantly identify inequities, eliminate inequities, and actively cultivating equity. At the individual level, when we embrace equity literacy we learn to become a ***threat to the existence of inequity*** and an active ***cultivator of equity*** in our spheres of influence.

More than cultural competence or diversity awareness, equity literacy prepares us to recognize even the subtlest forms of bias, inequity, and oppression related to race, class, gender identity and expression, sexual orientation, (dis)ability, language, religion, immigration status, and other factors. Through equity literacy we prepare ourselves to understand how *experience* disparities, not just quantitatively measured outcome disparities, affect student access to equitable educational opportunity free of bias, inequity, and discrimination.

According to the equity literacy framework, equity is not merely about *giving every student what they need to succeed* in an individual sense. This way of imagining equity obscures our responsibility to address institutional bias and inequity. Instead, equity is a process through which we ensure that policies, practices, institutional cultures, and ideologies are *actively* equitable, *purposefully* attending to the interests of the students and families to whose interests we have attended inequitably. By *recognizing* and deeply understanding these sorts of disparities, we prepare ourselves to *respond* effectively to inequity in the immediate term. We also strengthen our abilities to foster long-term change by *redressing* institutional and societal conditions that create everyday manifestations of inequity.

We constructed the core of equity literacy around the following five critical abilities. We believe that professional learning related to equity, diversity, and inclusion should focus first on cultivating these abilities in all educators.

Abilities	Examples of Knowledge, Skills, and Actions
1. Ability to <i>recognize</i> even the subtlest biases, inequities, and oppressive ideologies	<p><u>Equity literate educators:</u></p> <ul style="list-style-type: none"> • notice subtle bias in learning materials and classroom interactions; • are curious about ways school policies and practices disadvantage some students in unintentional (or intentional) ways; and • reject deficit ideology, or the view that outcome disparities (in test scores or graduation rates, for example) are caused by the cultures or mindsets of students of color, students experiencing poverty, or other students from marginalized communities.

<p>2. Ability to respond to biases, inequities, and oppressive ideologies in the immediate term</p>	<p><u>Equity literate educators:</u></p> <ul style="list-style-type: none"> • develop the facilitation skills and content knowledge needed to intervene effectively when biases or inequities arise in a classroom or school; • cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies and practices; and • foster conversations with colleagues about equity concerns in their schools.
<p>3. Ability to redress biases, inequities, and oppressive ideologies in the long term by addressing their root causes</p>	<p><u>Equity literate educators:</u></p> <ul style="list-style-type: none"> • proactively advocate against inequitable practices and policies and advocate for equitable practices and policies, rather than responding only when individual instances of bias or inequity arise; • recognize and address the root causes of educational outcome and experiences disparities rather than addressing only the symptoms of these disparities; and • understand how biases and inequities operating in classrooms, schools, and other organizations are connected to larger societal conditions.
<p>4. Ability to actively cultivate equitable, anti-oppressive ideologies and institutional cultures</p>	<p><u>Equity literate educators:</u></p> <ul style="list-style-type: none"> • instinctively apply an equity lens to every policy, pedagogy, practice, program, and process decision; • prioritize the interests and needs of the students and families whose interests and needs historically have not been prioritized; and • understand that equity is a baseline commitment that should inform everything, not a program, strategy, or event to layer on top of all of the other programs, strategies, or events.
<p>5. Ability to sustain bias-free, equitable, and anti-oppressive classrooms, schools, ideologies, and institutional cultures</p>	<p><u>Equity literate educators:</u></p> <ul style="list-style-type: none"> • understand that equity progress often elicits concerns and complaints from people who are accustomed to a disproportionate share of access and opportunity, and are able to recognize these concerns and complaints as an indication of progress, not as a reason to roll back progress; • know how to communicate with certainty and confidence a commitment to equity even in the face of these concerns and complaints; and • are cautious of the constant barrage of popular programs and strategies that often pose as “equity” but have little to do with equity and stay committed to embracing a long-term transformative approach based on evidence for what makes an institution like theirs more equitable and just.

Basic Principles for Equity Literacy

An important aspect of equity literacy is its insistence on maximizing the integrity of transformative equity practice. We must avoid being lulled by popular “diversity” approaches and frameworks that pose no threat to inequity—that sometimes are popular *because they are no real threat to inequity*. The basic principles of equity literacy help us ensure we keep a commitment to equity at the center of our equity work and the broader equity conversation.

1. The **Direct Confrontation** Principle: The path to equity requires direct confrontations with inequity—with interpersonal, institutional, cultural and structural racism and other forms of oppression. “Equity” approaches that fail to directly identify and confront inequity play a significant role in sustaining inequity.
2. The **Equity Ideology** Principle: Equity is more than a list of practical strategies. It is a lens and an ideological commitment. There are no practical strategies that will help us develop equitable institutions if we are unwilling to deepen our understandings of equity and inequity and reject ideologies that are not compatible with equity.
3. The **Prioritization** Principle: In order to achieve equity we must prioritize the interests of the students and families whose interests historically have not been prioritized. Every policy, practice, and program decision should be considered through the question, “What impact is this going to have on the most marginalized students and families? How are we prioritizing their interests?”
4. The **Redistribution** Principle: Equity requires the redistribution of material, cultural, and social access and opportunity. We do this by changing inequitable policies, eliminating oppressive aspects of institutional culture, and examining how practices and programs might advantage some students over others. If we cannot explain how our equity initiatives redistribute access and opportunity, we should reconsider them.
5. The **“Fix Injustice, Not Kids”** Principle: Educational outcome disparities are not the result of deficiencies in marginalized communities’ cultures, mindsets, or grittiness, but rather of inequities. Equity initiatives focus, not on “fixing” students and families who are marginalized, but on transforming the conditions that marginalize students and families.
6. The **One Size Fits Few** Principle: No individual identity group shares a single mindset, value system, learning style, or communication style. Identity-specific equity frameworks (like group-level “learning styles”) almost always are based on simplicity and stereotypes, not equity.
7. The **Evidence-Informed Equity** Principle: Equity approaches should be based on evidence for what works rather than trendiness. “Evidence” can mean quantitative research, but it can also mean the stories and experiences of people who are marginalized in your institution.

2. Workshop Two: Social Dominance to Social Justice

This session highlights the students' journey toward understanding how oppression and social dominance show up in our personal experiences, our relationships, and in our schools and institutions. Through sharing their personal stories, students gain a deeper understanding of how their peers experience oppression. They also come to see how they - consciously or unconsciously - oppress others. Once they are able to recognize oppression and name it, they are more prepared to act as leaders working against oppression and social dominance.

Core Concepts

- **Oppression:** The act of exerting power over others. Most of us have been victims and perpetrators of oppression or bullying. Oppression must be understood through an awareness of who has power over whom in our society.
- **Social dominance:** There are 3 Dynamics of Dominance, or ways in which oppression shows up in our relationships and in our social systems
 - **Luxury of Ignorance** – Unawareness of injustice because you are not affected by it.
 - **Assumption of Rightness** – The belief that a person's or group's truth is the truth.
 - **Legacy of Privilege** – The historical and ongoing giving of opportunities, resources and privileges to one group of people and not to another.

Intended Outcomes

At the end of this session, students have come away with practical tools to identify and name socially dominant behavior and oppression when it shows up in their relationships and in society. They have an awareness of how people experience oppression differently based on their race, religion, language, ability, sexual orientation etc. They have a foundation of knowledge to begin growing their leadership as change agents in their community.

Supporting Website Links

Lawrence, KS Parents as Teachers - <https://www.youtube.com/watch?v=TPnIAGWuKAU>

SMSD YES Program

<https://www.youtube.com/watch?v=cFq3iLfClxE>

<https://www.youtube.com/watch?v=EetFMDf2tA8>

<https://www.youtube.com/watch?v=IKmIPhRlta8>

<https://www.youtube.com/watch?v=z9rBCY0kZAM>

https://www.youtube.com/watch?v=BX_m9RB5