## WCSD Supplementary Instructional Resource Flow Chart Adapted from: the Sun Prairie Area School District and In accordance with WCSD Policies <u>361</u>, <u>362</u>, <u>362.1</u>, <u>381</u>, <u>871</u>. The Great Lakes Equity Center Resource is suitable for use with a diverse Information is accurate, population and reflects sensitivity with Resources focus on the current and regard to gender, race/ethnicity, religion, concepts and disciplinary YES YES research-based. Discipline **YES** socio-economic status, social and/or practices that reinforce specific vocabulary is geographic environment, intellectual and the grade level standard. prevalent throughout the physical abilities. resource. NO NO NO Seek a different resource Seek a different resource Seek a different resource to meet your need. Refer to meet your need. Refer to meet your need. Refer back to the district back to the district back to the district adopted materials or adopted materials or adopted materials or collaborate with your collaborate with your collaborate with your team, coach, or admin for team, coach, or admin for team, coach, or admin for support. support. support. Does this resource include sensitive and controversial topics such as... Slavery Genocide Rape/Sexual Abuse **Economic Hardships** Violence and Physical Abuse NO Oppressive Power Structures Gender Expression **Sexual Orientation** Abortion Death Penalty **Immigration Policy** Racial Slurs and Trigger Speech Political Affiliation Religious Affiliation Legalization of Controlled Substances YES That is okay! (WCSD Policy381) The right to know: Students deserve a true and accurate history. Honor feelings: Allow students to feel what they feel. Incremental: We have to ease students into these conversations and not reserve for certain grades/subjects. The next steps of the flow chart will help guide you through beginning to choose appropriate materials. Can you answer the WCSD Guiding Questions: Whose voices, perspectives, or experiences are **heard and centered** in this resource? What **identities** are included in this resource? Consider all facets of identity: race, religion, gender, gender identity, ability, socio-economic status, ethnicity, sexual orientation, family structure, language, citizenship, age, etc. Are hierarchies and power structures shown through this resource? Who is benefitting from the hierarchies and structures? Who is shown to be **harmed** from these hierarchies and power structures? What consequences or forms of oppression are shown/explained? YES Have you analyzed the **Readiness Indicators** for Sensitive Topics YES Are those who are shown Are students participating Are you asking students to being harmed from in or learning in a way that act out a simulation where systems of power also a marginalized group is NO NO one group has power over being shown as resisting or stereotyped? another? including personal agency? YES YES YES Are those who are shown This resource contains being harmed from This resource includes histories that images or activities that stereotypes also being include groups of people faced with could be harmful to a shown examples of how trauma, pain or death. Why? How can you student. Do not use. these stereotypes are include stories of resistance and agency. harmful and aid in racist/ bigoted thinking? Talking points need to be planned out with your PLC, Instructional Coach, and/or administrator. **YES** This resource includes hard history and trauma informed talking points need to be planned out with your PLC, Instructional Coach, and/or administrator. Careful planning and attention to sensitive topics is paramount in our efforts to create inclusive teaching and learning environments. Even with thoughtful consideration, we may cause harm without intending to do so. Should a concern be raised related to a topic/lesson that may be causing trauma, curriculum endorsed prejudice, or any aspect of harm, staff should immediately do the following.

Apologize for the harm you caused.

Empathetically listen to the person(s) who was/were harmed.

Alert your supervisor to the incident that transpired.

Ask the person what is needed to repair the harm, and take action to follow through on their response.

Seek advice and support from administrators, instructional coaches, and peers as needed.

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