



# Robertson County Schools

800 M. S. Coats Boulevard • Springfield, Tennessee 37172 • Phone (615) 384-5588 • Fax (615) 384-9749

*Danny L. Weeks, Director of Schools*

March 1, 2024

Per the open records request received late afternoon on February 23, 2024, the following documents are provided.

1. Curriculum – The district does not have diversity, equity, and inclusion curricula.
2. Tennessee State Board of Education school counseling standards can be found at [https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/5.103\\_School\\_Counseling\\_Model\\_Standards\\_Policy\\_4-21-17.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/5.103_School_Counseling_Model_Standards_Policy_4-21-17.pdf). These standards include: respect diversity in culture, perspectives, values, and experiences, recognize each person is a part of a diverse local and global community, etc. A paper copy of these standards is provided.
3. Due to the time required for various departments to search records, professional development information is still being collected. Copies can be picked up after 2:00 next Wednesday, March 6th.
4. Board documents include the following policies:
  - a. 1.700 – School District Goals
  - b. 4.201 – Basic Program
  - c. 4.202 – Special Education
  - d. 4.4021 – Selection of Other Instructional Materials
  - e. 4.6021 – Honor Roll & Awards
  - f. 5.100 – Goals and Objectives Personnel Goals
  - g. 6.500 – Special Education Students
5. Diversity Coordinator emails, poverty simulation information, and cultural competency events are provided.

The cost for providing the requested documents includes:

Copies requested	– 315+ pages @ \$0.15 per copy	\$ 47.25
Labor in producing copies	– 3 hours (first hour free) @ \$30 per hour	60.00
<b>Total:</b>		<b>\$107.25</b>

DEMETRIA WHITE \* CONNIE HOGAN \* JOSH WHITE \* SCOTT RICE \* STEPHEN AYRES \* JEFF WHITE

The Robertson County School System does not discriminate on the basis of race, color, national origin, sex, disability, age, religion or marital status.

**Cultural Competence  
Self-assessment Checklist**

Central Vancouver Island Multicultural Society



This project is made possible through funding from the Government of Canada and the Province of British Columbia.

NGO

Mission Statement is promoting  
equity, diversity and Inclusion

Army (to get an)  
Campus activity or political  
that classifies or political  
on the basis of individuals  
sex, National origin, color,  
gender identity, or sexual  
orientation of individuals  
or political activities, or sexual  
OF individuals promotes  
basis of such on the  
classification.

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7/20/11

Bultra  
Kids

click

Make About us.  
About CVAIMS.org  
scroll down

615-308-  
3434

There can be vast differences between hearsay about a community and the factual historical reality of the community. Fear should not be the driving emotion when serving a community. Asking questions and searching for answers to help better serve the community should be the prevailing mindset.

**2. Identify Areas for Growth** — Everyone has a past and upbringing that has shaped the way they view the world. Those experiences themselves are not negative, but when these experiences skew the way a person views others, an adjustment may be required.

A few years ago, a teacher entered my office upset about the disposition of a student. As the student stood beside the upset teacher, I began to listen to the teacher explain the incident. What was explained was the reality that the teacher was upset with the student's disrespectful attitude. I asked for more details about the perceived disrespectful nature of the attitude. The teacher described colloquialism, tone, and a lack of eye contact. At that moment I dismissed the student and explained that the student was not being disrespectful, but rather what the teacher was experiencing was the method of communication in which the student interacts with his community.

Educators must have an inner dialogue to determine what experiences have shaped the teacher's views of students. Districts must create space to have a broader discussion and be realistic about how teachers' individual bias encroaches on the rights of students. The space for a macro conversation for the district is necessary and must be accompanied with how cultural awareness is reflected in individual buildings.

**3. Listen and Observe**—What may seem as a simple task is rarely practiced. The beginning of understanding is listening. When one is constantly talking there is no room for listening.

In my early years as an educator, I served as dean of school culture. One responsibility of the job was to oversee school discipline in a predominantly black school. One classroom of 13 students included a white male teacher and one white male student. This particular student was involved in several incidents daily. One of his first comments was always, "no one understands, and no one listens to me." Everything came to climax one day. I had to mediate a situation between the student's parent and the teacher. What was uncovered in the meeting was the student felt no one understood him because he was white, and he did not feel welcomed in the school. As a school, we failed this student by not taking the time to listen to his needs.

Districts and educators fail at cultural awareness because listening has not been initiated. Listen to the parents, listen to the students, listen to your peers, listen to your staff. When what you hear corroborates what you see, act. Far too often districts fail to see because they fail to listen.

**4. Develop Cross-Cultural Skills**—One of the biggest mistakes made across cultures is the attempt to try to fit in. Fitting in leads to offensive words that can cause a strain in relationships.

Just last year I was in the school's main office receiving food from parents for a cultural celebration. One specific dish a parent made was heated to a high temperature. To show my newly acquired Spanish skills I uttered to the parent "mucho caliente." As I watched the front office staff gasp and show visible signs of discomfort, I knew I said something wrong. When the parent left the office I

## Student athlete training

Katie Osborne <Katie.Osborne@rcstn.net>

Tue 11/19/2019 9:11 AM

To: Danielle Frazier <danielle.frazier@rcstn.net>

Good afternoon!

We are ready to go for Nov. 26 from 1:30-3:00.

The coaches are asking for coverage so they can attend as well which I am very happy about!

The only glitch is that our wrestling team has a match in Eagleville and will leave around 2:35. I wanted you to know so you didn't think they were just up and leaving! It may be a good time to take a break so they can head out.

Thank you for working with us! Have a great day!

*Katie Osborne*

*Principal*

*Greenbrier High School*

*126 Cuniff Drive*

*Greenbrier, Tennessee 37073*

*(615) 643-4526*

*(615) 643-8873, fax*

*www.rcstn.net/ghs*

*The mission of Greenbrier High School is to promote a community of productive citizens who value excellence and responsibility while learning the necessary skills for life after high school.*

Moore, a native of Laurel, Miss., earned an undergraduate degree in managerial finance from the business school, while Karen Bell Moore, a native of Springfield, Tenn., received an undergraduate in applied science. Both have given many hours of their time to Ole Miss, including Bruce serving on the UM Foundation Board of Directors and Karen participating in the Ole Miss Women's Council for Philanthropy. Bruce also funded a Women's Council scholarship endowment in Karen's honor.

"To me college should be more than an educational experience," said Bruce Moore. "It should be challenging both academically and socially. It should teach you respect for other people and their differences. Karen and I observe a lot of young people who come to our university and feel they are better for having the opportunities offered at Ole Miss. This university produces well-rounded students who are effective communicators."

Cyree, dean of business, expressed his appreciation for the Moores' gift.

"We are excited and grateful for this endowed faculty position, which provides great leverage to affect hundreds of students each year through interaction with a distinguished professor. The Moore Scholar will have a profound impact on our teaching and scholarship and will help raise the profile of the University of Mississippi School of Business Administration. We are thankful for the Moores' commitment to the school and their partnership to help create a brighter future for our graduates," he said.

When Karen Moore and the couple's son Mitchell attended UM orientation earlier this summer, another parent asked if she is in "sales," due to her enthusiasm about the university.

"I told her it is really easy to sell Ole Miss," she said. "It's a beautiful, friendly campus and everyone loves the Grove. However, Ole Miss is like a cake. The Grove is the icing, but then when you cut into it, you find that it is so much more. There are many schools and programs at the university that are absolutely soaring in national recognition. Young people are looking at state universities for great bargains in higher education. With Ole Miss' strong academic programs, beautiful campus, great size, inclusive community and vibrant town, it just cannot be beat."

The Moores, who met as students on the Oxford campus, are the parents of two Ole Miss graduates: Tyler Moore of Nashville, who has joined Ernst & Young, and Margaret Anne Moore of Washington, D.C. Their younger son, Mitchell Moore, is a freshman this fall.

Tina Hahn

406 University Avenue  
Oxford, MS 38655



Contact Us: Contact Us:

umf@umfoundation.com  
(662) 915-5944

Privacy Policy



Diversity: Who is represented -  
Age, Ethnic, Physical

Diversity: Gender - Men, Women  
& Non-binary people  
Social  
Economic  
Gender  
Identity  
Sexual  
Orientation  
Political  
Preference

Equity - Fair treatment  
For all people  
equality - All people  
treated same -

Equity - taken into  
consideration a person's  
unique circumstances  
Adjusting treatment  
accordingly, so that  
end result is equal  
portion of privilege  
those born white.

DEI - Expert  
Diana  
Ellsworth

McKinsey Talks  
Talent.

Inclusion - Embraces  
all employees; all  
voices heard. Example  
given is LGBTQ+,  
they are underrepresented  
feel unable to  
talk open about personal  
life

Is it Against TENN LAW

2-5-2024

2:45 P.M.

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Diversity,  
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Grants

Equip  
Treat  
the  
same  
OR  
BACKGROUND

Inclusio  
inclus  
survey on



Re: Diversity Training

Grant Bell <Grant.Bell@rcstn.net>

Wed 3/30/2022 2:26 PM

To: Danielle Frazier <danielle.frazier@rcstn.net>; Zachary Saberton <zachary.saberton@rcstn.net>

Cc: Teresa Leavitt <teresa.leavitt@rcstn.net>; Warren Corbin <warren.corbin@rcstn.net>; Charlotte Jones <charlotte.jones@rcstn.net>

Ms. Frazier,

Thank you for the quick response.

I am not certain I will be available, but we will have a team member ready to meet with you

Respectfully,

*Grant Bell Ed D*

Principal

Springfield Middle School

#1 School in Tennessee in 2025

"Every choice we make today will move us closer to our goal"

*"dare greatly"*

SMS Mission Video

SMS Core Values 2015

Vision

*"Providing a well-lit path in the pursuit of purpose and happiness."*

Mission

*"Every single day, we will strive to ensure that everyone is safe and respected; and that ALL scholars are responsible for working to master ALL standards."*

SMS Core Values: *Show Kindness, Choose Joy, Embrace Diversity, Role Model  
Demonstrate Excellence, Quality Relationships, Be Professional*

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**From:** Danielle Frazier <danielle.frazier@rcstn.net>

**Sent:** Wednesday, March 30, 2022 2:16 PM

**To:** Grant Bell <Grant.Bell@rcstn.net>; Zachary Saberton <zachary.saberton@rcstn.net>

**Cc:** Teresa Leavitt <teresa.leavitt@rcstn.net>

**Subject:** Re: Diversity Training

Dr. Bell,

The inappropriate words are not acceptable at school, social media, and in the world in general. I would hope the scholars know it is not okay. I am available to meet on Monday, April 4 at 9 a.m. Please let me know if this time works for you to discuss a presentation.

*Danielle Frazier, MBA*

Family Resource Center Director/Diversity Coordinator

Robertson County Schools

700 Bransford Drive, Room 300

Springfield, TN 37172

615-382-3104 (voice)

615-382-3105 (fax)

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**From:** Grant Bell <Grant.Bell@rcstn.net>

**Sent:** Wednesday, March 30, 2022 1:43 PM

**To:** Danielle Frazier <danielle.frazier@rcstn.net>; Zachary Saberton <zachary.saberton@rcstn.net>

**Cc:** Teresa Leavitt <teresa.leavitt@rcstn.net>

**Subject:** Diversity Training

Ms. Frazier,

We are experiencing **racially inappropriate words at school and on scholar social media posts**. The majority do not seem to be "hateful" in nature, but no matter the intent, racially insensitive words and actions are by their very nature hurtful and unacceptable.

We would like to meet with you at your earliest convenience and discuss a presentation for our scholars in an assembly-type setting. We can have grade-level groups come to the theatre during related arts time.

Our counselor, Mr. Zach Saberton, will be a resource within our building to coordinate with.

Respectfully,

Dr. Bell

*Grant Bell Ed D*

Principal

Springfield Middle School

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*"dare greatly"*

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Demonstrate Excellence, Quality Relationships, Be Professional*

## "One Robertson County"

CAT

Danielle Frazier <danielle.frazier@rcstn.net>

Wed 1/15/2020 10:44 AM

To:Larry Staggs <larry.staggs@rcstn.net>;Mary Cook <Mary.Cook@rcstn.net>;Katie Osborne <Katie.Osborne@rcstn.net>;Kim Hass <kim.hass@rcstn.net>;Jeff Haines <jeff.haines@rcstn.net>  
Cc:Stephanie Mason <stephanie.mason@rcstn.net>;Teresa Leavitt <teresa.leavitt@rcstn.net>

Good Morning Administrators:

As the Diversity Coordinator, empowering students to succeed in a culturally diverse society is the **top priority**. I provide trainings and workshops to both teachers, staff, and students regarding diversity and cultural sensitivity. I would like to provide the "One Robertson County" presentation to all high school student athletes.

This proactive training will address the following:

1. social segregation
2. bridge social, racial, cultural barriers at each high school
3. hazing and bullying

Your respective athletic directors are sending me the rosters of all student athletes in addition to your "burn time". They will be coordinating with you on dates of availability in January/February. The training is 1.5 hours in length. I will also need access to a projector for the presentation.

If you have any questions please feel free to contact me. Thanks for all you do!

Thanks!

*Danielle Frazier, MBA*

Family Resource Center Director/Diversity Coordinator

Robertson County Schools

700 Bransford Drive, Room 300

Springfield, TN 37172

615-382-3104 (voice)

615-382-3105 (fax)

# How Schools and Teachers Can Get Better at Cultural Competence

The valuable lesson of a “mucho caliente” mistake

George Farmer

The murder of George Floyd has led to a movement to hold police departments and officers accountable. It's also an opportunity for educators to work on becoming culturally competent in a

diverse society.

The National Education Association describes cultural competence as “having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.” The differences that make individuals unique are essential ingredients of America, part of our country’s strength.

When educators fail to acknowledge their own biases and assumptions, the hindrance of a student’s developmental process is inevitable. Having good intentions is not sufficient; the actions are what will be seen and felt by students. What one individual may perceive as innocent can have detrimental ramifications. Districts need to feel the urgency and race to end exclusionary practices by practicing the following:

**R** Recognize your own biases, ideas, and stereotypes of cultures that are different from your own.

**A** Admit/Acknowledge that there are differences in the treatment of people based on their appearance.

**C** Commit to being a part of the change that is needed in seeing that people are treated fairly.

**E** Educate yourself and others on cultural differences to gain more understanding.

✓  
Political Framing of Cultural Competence

“The beginning of understanding is listening.”

A Cypriot limestone votive ear, 4th-3rd century B.C. from the collection of the Metropolitan Museum of Art.

## Cultural Competence Self-assessment Checklist

This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment.

The term 'culture' includes not only culture related to race, ethnicity and ancestry, but also the culture (e.g. beliefs, common experiences and ways of being in the world) shared by people with characteristics in common, such as people with disabilities, people who are Lesbian Bisexual, Gay and Transgender (LGBT), people who are deaf, members of faith and spiritual communities, people of various socio-economic classes, etc.) In this tool, we are focusing on race, ethnicity and ancestry. However, remember that much of the awareness, knowledge and skills which you have gained from past relationships with people who are different from you are transferable and can help you in your future relationships across difference.

Read each entry in the Awareness, Knowledge and Skills sections Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that column. Multiple the number of times you have checked "Never" by 1, "Sometimes/Occasionally" by 2, "Fairly Often/Pretty well" by 3 and "Always/Very Well" by 4. The more points you have, the more culturally competent you are becoming.

This is simply a tool. This is not a test. The rating scale is there to help you identify areas of strength and areas that need further development in order to help you reach your goal of cultural competence. Remember that cultural competence is a process, and that learning occurs on a continuum and over a life time. You will not be asked to show anyone your answers unless you choose to do so.

While you complete this assessment, stay in touch with your emotions and remind yourself that learning is a journey.

CRT about Achieving  
umbrella  
so  
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CRT  
Functions

immediately asked, "Did I say something wrong?" I learned using the term "mucho caliente" to the opposite sex is offensive even though I was talking about food and not the parent. I learned a valuable lesson that day. Cross-cultural skills take time and an intentional effort rooted in understanding.



Cultural awareness is not only being aware of black students. Cultural competency is recognizing the differences in *everyone* represented in the school regardless of race, ethnicity, and socioeconomic status. Now is the time to lean into cultural competency to strengthen the relationships between the school and the community. Districts cannot assume staff understand cultural competence. Leaders must take the initiative to provide adequate space to discuss cultural differences and reestablish norms built on cultural competency. Talking about change is over. Now is the time for words to become actions.

*George Farmer is an administrator at an elementary school in Camden, New Jersey, and a doctoral candidate in educational leadership at Capella University.*

Last updated August 6, 2020

CCC Meeting 1/11/2023

**Members Present**

Luke Selby  
Virginia Eidson  
Anna Perry  
Ashton Hite  
Mary Kline  
Tyler Ogg  
Emily Robirds

**Agenda:**

African American History month  
New Business

**Minutes:**

- Websites were shown by Mrs. Eidson to use as resources for the teachers to use in their rooms. This will be placed in teacher's mailboxes.
- Ashton Hite discussed the banner that we did last year for teachers favorite African American Leader. Mrs. Axley's was retrieved to show as an example to the new teachers on the team. Each teacher will be responsible for sending Ashton Hite the name of their person for the banners.
- Ashton Hite also discussed having students do pre recorded messages to play on announcements in the morning, telling about a famous African American Leader.
- Mr. Selby discussed that in band he can pull together some Jazz band information for the visual ppt that Mr. Cumberbatch puts out in the mornings.
- Mrs. Eidson discussed that we could also put up our favorite quotes in the announcements from African American Leaders.
- Old business was hat day. Mrs. Hite has discussed that we could have one next Friday.
- Mrs. Hite spoke about a test for teachers that we will discuss as she brings more information on it to the February meeting
- 

February's meeting will be about creating a plan for faculty meetings  
February, and March's meetings will be about Organizing the Cultural day for the end of the year.

**Action Items:**

Mrs. Eidson will get the website with explanations to teacher's mailboxes  
Mrs. Eidson will compile a list of favorite quotes and get them to Mr. Cumberbatch  
Mrs. Hite will get Hat day together for next Friday  
Mrs. Eidson will get stickers for Mrs. Hite for hat day  
Mr. Selby will get Jazz History to Mr. Cumberbatch by Jan. 25<sup>th</sup> for February announcements  
All members will get 3 quotes to Mrs. Eidson for compilation to be sent to Mr. Cumberbatch by the 25<sup>th</sup> of January.



Minutes for Cultural Competency 08/16/23

Attendance:

Virginia Eidson

Trisa Shin

Silas Broden

Emily Robirds

Anna Perry

Josie Leathers

Topic- Hispanic Heritage month

Mrs. Eidson opened up the meeting and welcomed everyone.

Mrs. Shin asked what our committee was about? Mrs. Eidson explained to create a culturally aware school. Where everyone culture is mixed in and valued. This committee is overseen by the county. Lawsuits in the past shown that diversity and equity were something we were lacking as a county, so our committee was formed.

Mrs. Eidson asked about any issue in the school that have come up with being respectful and valuing every culture. Mrs. Shin said a 7<sup>th</sup> grader was saying some disparaging remarks trying to be funny and playful. We discussed how to talk to the individual student and will discuss more about them on the next meeting if it continues.

Mrs. Shin suggested that we just throw Ideas out. We brainstormed Ideas and decided on which ones to use.

Mrs. Shin came up with the idea to start the school morning announcements with during that month with Hola or Buenos Dias. Everyone loved that Idea. Mrs. Eidson said we could also add it to the afternoon announcements with Buenos Tardes.

Mrs. Perry mentioned the inspiration stories that we did for Black History month. She mentioned we could do them around a Hispanic person. Mrs. Shin suggested we involve subject areas. She stated that ELA teachers could do favorite author, Science could do their favorite Scientist and so on. This was agreed upon by all. Mrs. Perry is coming up with a template to get to everyone.

Mr. Broden showed a video about Hispanic Heritage. Mrs. Eidson stated that it would be good to make one with our Hispanic students. We could ask them their favorite foods and What Hispanic Heritage month is about. Mr. Broden can do this.

Mrs. Eidson asked Mrs. Shin if she would speak with Mary Kline about a Hispanic project that they do every year. The committee needs to know if they are still going to do it and if so that we would as a team help with putting it up again.

When we discussed art projects, Mrs. Hollis had a volleyball game and was unable to attend. Mrs. Eidson will find out more information.

# Cultural Competency

August 17, 2023

## Roles

- Note Taker – Deanna Anderson
- Creates Slides on Hub – Cheyenne Plank
- Submit Documentation to Danielle Frazier – Marie Resha

## Binder Requirements

- When you do things that involve culture in your classroom, send pictures to Resha in an email along with a paragraph telling about the activity.

## Cultural Competency Activities on Dojo

- 1<sup>st</sup> Quarter – Mrs. Choate
- 2<sup>nd</sup> Quarter – Mrs. Goins

## Faculty Potlucks

- We will have these once a month on the last Thursday of every month starting in September.
- September's potluck theme will be Mexican.

## Attendance

- We will continue to do the "Attendance" reward from last year.
- Each teacher will hang the green "Attendance" sign outside their classroom. They will put a check under each letter in the word "Attendance" for each day that no one in their class is absent. Once a check is under every letter, the teacher can reward the class.

# Krisle Elementary School

6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## Cultural Competency August 17, 2023

Marie Resha Marie C Resha

Cheyenne Plank Cheyenne Plank

Amissa Green Amissa Green

Holly Weimelt Holly Weimelt

Charley Jo Vaughn Charley Jo Vaughn

Deanna Anderson Deanna Anderson

John Mark Hendricks John Mark Hendricks

	membership in groups which are different from myself				
Know my own family history	I know my family's story of immigration and assimilation into Canada				
Know my limitations	I continue to develop my capacity for assessing areas where there are gaps my knowledge				
		1 pt x	2 pt x	3 pt x	4 pt x

## Cultural Competency meeting notes 8/16/23

Virginia Eidson <virginia.eidson@rcstn.net>

Wed 8/16/2023 5:36 PM

To: Danielle Frazier <danielle.frazier@rcstn.net>; Amy West <Amy.West@rcstn.net>

Cc: Trisa Shin <trisa.shin@rcstn.net>; Anna Perry <anna.perry@rcstn.net>; Emily Robirds <emily.robirds@rcstn.net>; Silas Broden <silas.broden@rcstn.net>; Josie Leathers <josie.leathers@rcstn.net>; Angelica Hollis <angelica.hollis@rcstn.net>

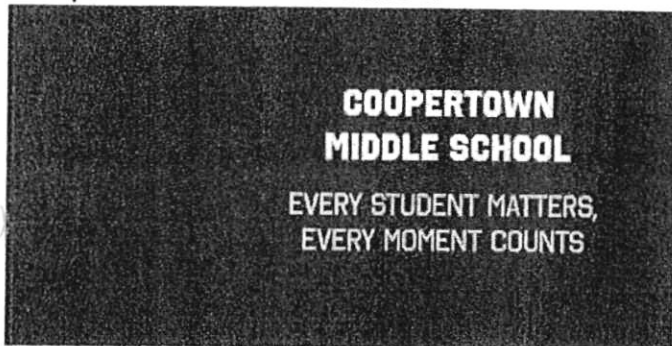
Hello Mrs. Frazier,


Attached you will find our committee notes for the month. I hope you are enjoying the start of the school year. The attachment is showing at the bottom of this document. I am not sure why.

Virginia Eidson

Academic Coach

Coopertown Middle School



 [Minutes for Cultural Competency 08.docx](#)

During ETS Mrs. Shin suggested door decorations and we decided this would be a good idea for student involvement. An email will be sent with the template about the door and the template.

Mrs. Shin also suggested a Pinatas but the idea was great but decided unattainable due to behavior management.

Mrs. Eidson brought up what Mrs. Hite had been working on last year with a food from around the world. She stated that we could use the funds collected during previous Hat days to buy Hispanic candies and pass them out. Mrs. Shin stated it may be easier to prepackage and pass out to teachers and they can do them during ETS one day with the students. This was a great decision that was agreed upon by the committee.

Mrs. Eidson asked if we would like to extend this to even more cultures and it was agreed on to do a Hat day every 9 weeks. The people in charge of that 9 week would be responsible for passing out envelopes and stickers, collecting the money and filling out the collection logs. The Team divided the responsibilities with the group as follows:

1<sup>st</sup> 9 week will be Virginia Eidson and Angelica Hollis

2<sup>nd</sup> 9 week will be Anna Perry and Josie Leathers

3<sup>rd</sup> 9 week will be Silas Brodan and Emily Robirds

4<sup>th</sup> 9 week will be Trisa Shin and Virginia Eidson

Action Items:

Creating the template and sending information to the teachers- Anna Perry

Morning and Afternoon Announcement language change - Mrs. Eidson will contact Admin

Talk to Mary Kline about EL student project- Mrs. Shin

Find Candy products- All members

Create small videos of students- Mrs. Eidson

Put together video- Mr. Broden

Get with Mrs. West to schedule all activities- Mrs. Eidson

Skills					
Adapt to different situations	I am developing ways to interact respectfully and effectively with individuals and groups				
Challenge discriminatory and/or racist behaviour	I can effectively intervene when I observe others behaving in racist and/or discriminatory manner.				
Communicate across cultures	I am able to adapt my communication style to effectively communicate with people who communicate in ways that are different from my own.			— How to Accommodate main culture - instead of then Assimilating to our culture	
Seek out situations to expand my skills	I seek out people who challenge me to maintain and increase the cross-cultural skills I have.				
Become engaged	I am actively involved in initiatives, small or big, that promote understanding among members of diverse groups.				
Act respectfully in cross-cultural situations	I can act in ways that demonstrate respect for the culture and beliefs of others.				
Practice cultural protocols	I am learning about and put into practice the specific cultural protocols and practices which necessary for my work.				
Act as an ally	My colleagues who are Aboriginal, immigrants or People of Colour consider me an ally and know that I will support them with culturally appropriate ways.				
Be flexible	I work hard to understand the perspectives of others and consult with my diverse colleagues				

Awareness		Never	Sometimes/ occasionally	Fairly Often/Pretty Well	Always/very well
Value Diversity	I view human difference as positive and a cause for celebration				
Know myself	I have a clear sense of my own ethnic, cultural and racial identity				
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture				
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.				
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.				
Challenge my stereotypes	I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.				
Reflect on how my culture informs my judgement	I am aware of how my cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles.				
Accept ambiguity	I accept that in cross cultural situations there can be uncertainty and that uncertainty can make me anxious. It can also mean that I do not respond quickly and take the time needed to get more information.				
Be curious	I take any opportunity				



No longer can administrators and staff steer away from cultural conversations. Cultural competence is more than just learning about the music students enjoy or understanding their slang. For individuals to become competent in another culture, they must first understand their own biases and stereotypical ideas. This recognition allows people to become more aware of their thoughts and actions towards others who do not look like them.

The opportunity is now for districts to address the reality of bias, stereotypes, and cultural differences for cultural competency. While Covid-19 and preparing for another school closure is necessary, so is the importance of cultural competency. If districts forfeit the opportunity to address injustice, the damage could be catastrophic.

### Cultural Competence in Schools

Many classrooms are diverse as a result of either the differences within the student population or the differences between the teaching population and the student body. If cultural competency is to become an essential component of schools, training must be more than a single day. Checking off back-to-school professional-development boxes is insufficient to identify, address, and begin to resolve bias, stereotypes, and discrimination.

To begin, schools must shift away from the notion of culture as a celebration or event. Instead, schools should move to a view of culture as experiences, knowledge, beliefs, and values that affect the lives of everyone in the school building.

*What cultures do you become competent in?*

Gaining cultural competency will require a plan. Tight schedules and the need for pandemic-related preparations do not leave an abundance of time for cultural competency training. However, the time does allow for foundational discussions. School districts should provide training throughout the entire year.

### Understanding Cultural Awareness

1. **Know the Community You Serve** — Teachers sometimes work in communities where they do not live. The biggest mistake with this practice is when educators fail to educate themselves about the community in which they serve.

I can recall a specific day when the main road into school was shut down. A teacher had difficulty navigating into work and asked for help getting home. As I led the teacher in my car through the parts of the city where our students lived, the teacher called my phone to make sure the route we were on was safe. I reassured the teacher the route was safe and continued to navigate through the city. Once we exited the city and the teacher was familiar with the area, I received a call thanking me for my help. I asked the teacher if this route was a route she would take in the future. The response was an emphatic no. In essence, the teacher was unwilling and afraid to navigate the same city streets as the population we serve.

CRT  
Original  
Rosa  
Troy  
Award  
Implicit Bias  
Testing  
Something  
in you  
that is  
formed

	to put myself in places where I can learn about difference and create relationships				
Aware of my privilege if I am White	If I am a White person working with an Aboriginal person or Person of Colour, I understand that I will likely be perceived as a person with power and racial privilege, and that I may not be seen as <b>unbiased</b> or as an ally.		if white oppression if m. most of oppression		
		1 pt x	2 pt x	3 pt x	4 pt x

<b>Knowledge</b>					
Gain from my mistakes	I will make mistakes and will learn from them				
Assess the limits of my knowledge	I will recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more				
Ask questions	I will really listen to the answers before asking another question				
Acknowledge the importance of difference	I know that differences in colour, culture, ethnicity etc. are important parts of an individual's identity which they value and so do I. I will not hide behind the claim of "colour blindness".			MLK Content of Character	
Know the historical experiences of non-European Canadians	I am knowledgeable about historical incidents in Canada's past that demonstrate racism and exclusion towards Canadians of non-European heritage (e.g. the Chinese Head Tax, the Komagata Maru, Indian Act and Japanese internment).				
Understand the influence culture can have	I recognize that cultures change over time and can vary from person to person, as does attachment to culture				
Commit to life-long learning	I recognize that achieving cultural competence involves a commitment to learning over a life-time				
Understand the impact of racism, sexism, homophobia . . .	I recognize that stereotypical attitudes and discriminatory actions can dehumanize, even encourage violence against individuals because of their				

	about culturally respectful and appropriate courses of action.				
Be adaptive	I know and use a variety of relationship building skills to create connections with people who are different from me.				
		1 pt x	2 pt x	3 pt x	4 pt x

# Robertson County Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>School District Goals</b>	Descriptor Code: <b>1.700</b>	Issued Date: <b>04/12/21</b>
		Rescinds: <b>1.700</b>	Revised: <b>04/04/16</b>

1 The Board is charged with the responsibility of determining the educational goals of the school system.  
2 In discharging that responsibility, the Board has adopted the following goals in four primary areas:  
3 Instruction, personnel, students and operations.

4 The Board shall develop policies to implement the goals within each area and shall annually review  
5 these goals and revise them as necessary so that each program will at all times support the stated goals.

6 The director of schools is responsible for developing procedures and strategies to implement the goals  
7 of the Board.

## 8 **INSTRUCTION**

- 9 1. To promote a plan for the organized improvement of school curriculum, including the  
10 articulation between elementary and secondary schools;
- 11 2. To provide offerings which explore a wide range of career and service opportunities;
- 12 3. To promote an integration of academic, physical, social and emotional growth experiences for  
13 each student; and
- 14 4. To promote the recognition of achievement in all endeavors (example, academic, athletic).

## 15 **STUDENTS**

- 16 1. To structure the overall instructional program to provide sufficient alternatives to meet a  
17 variety of individual needs and aspirations;
- 18 2. To ensure that each student's interests, capacities and objectives are considered in his/her  
19 learning program;
- 20 3. To develop a comprehensive program for disabled students providing the least restrictive  
21 programs; and
- 22 4. To help students gain understanding of themselves, as well as skills and techniques in living  
23 and working with others and being responsible citizens.

## 24 **PERSONNEL**

- 25 1. To set goals for educator diversity that take into consideration the diversity of the student  
26 population;<sup>1</sup>

- 1 2. To provide high quality performance by the staff, including both professional and support  
2 personnel;
- 3 3. To establish acceptable performance standards for all personnel;
- 4 4. To provide in-service training and professional growth experiences for teachers and  
5 administrators; and
- 6 5. To maintain an evaluation system for the improvement of the instructional system.

## 7 **OPERATIONS**

- 8 1. To make every effort to secure adequate funding for the educational program in support of the  
9 stated goals;
- 10 2. To maintain an adequate system of fiscal and business management;
- 11 3. To develop plans for the efficient use of school facilities; and
- 12 4. To ensure appropriate communication between the director of schools and the Board.  
13

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### Legal References

1. State Board of Education Policy 5.700; TCA 49-1-302(g)

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### Cross References

Fiscal Management Goals 2.100  
Business Management Goals 3.100  
Instructional Goals 4.100  
Personnel Goals 5.100  
Student Goals 6.100  
Role of the Board of Education 1.101  
Board Member Development Opportunities 1.204  
Evaluations of Instructional Programs 4.702

# Robertson County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Basic Program</b>	Descriptor Code: <b>4.201</b>	Issued Date: <b>01/10/22</b>
		Rescinds: <b>4.201</b>	Issued: <b>02/10/20</b>

1 The Board shall not discriminate on the basis of sex, race, national origin, creed, age, or marital status  
2 in its educational programs or activities.

3 Pupil-teacher ratios shall not exceed the averages outlined in state law. Further, class sizes shall not  
4 exceed the maximum allowed by state law.<sup>1</sup>

5 Curriculum material utilized shall reflect the cultural and racial diversity present in the United States and  
6 the variety of careers, roles and life-styles which reflect the diversity of our society. One of the  
7 objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias  
8 on the basis of sex, race, ethnicity, religion and disability. The curriculum shall foster respect and  
9 appreciation of the cultural diversity found in our country and an awareness of the rights duties and  
10 responsibilities of each individual as a member of a pluralistic society.<sup>2</sup>

11 The course of study shall include those subjects and topics required by state and federal laws and  
12 regulations.<sup>3</sup>

13 Instruction in grades K-12 in issues of current concern such as character education, environmental  
14 education, economic education, career education, family life education, substance use and abuse, AIDS  
15 education, sexual abuse prevention, cardiopulmonary resuscitation, and safety shall be incorporated in  
16 appropriate subject areas and grade levels.

17 The Board reserves the right to add additional courses and to amend the content of prescribed courses as  
18 needed.

## 19 **STUDENT LOAD**

20 Efforts will be made to enroll all students in grades 9 through 12 each semester in subjects that will  
21 produce a minimum of five (5) units of credit for graduation per year. Requests for partial student  
22 status shall be filed in accordance with guidelines established by the Board.

23 The student will earn one-half (1/2) credit for successful completion of each nine-week/semester.  
24 Credit maximums are outlined in the state course code book.

- 25 1. Journalism: 4 credits
- 26 2. Creative Writing: 4 credits
- 27 3. Voluntary Experience Programs: 2 credits
- 28 4. Career and Technical Work-Based Learning: 4 credits
- 29 5. Academic Work-Based Learning: 4 credits

- 1        6. Physical Education I: 4 credits
- 2        7. Physical Education II: 4 credits
  
- 3        No more than 8 credits in combination of the following:
  
- 4        1. Theory and Harmony
- 5        2. Instrumental Music
- 6        3. Vocal Music
- 7        4. Band/Orchestra
  
- 8        Exceptions to this list are:
  
- 9        • Students with an IEP: credits will be determined by the IEP team
- 10       • Non-traditional courses: (See policy 4.720) 3 credits

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Legal References

1. TCA 49-1-104; TRR/MS 0520-01-03-.03(3)
2. 34 CFR § 106.34
3. TCA 49-6-1001 to 1034, 1201-1203, 1205, 1301

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Cross References

Student Goals 6.100  
Complaints and Grievances 6.305



# Robertson County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Special Education</b>	Descriptor Code: <b>4.202</b>	Revised: <b>09/12/22</b>
		Rescinds: <b>4.202</b>	Revised: <b>11/09/20</b>

1 The Board shall provide access to a free appropriate public education to all children with disabilities  
2 ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation  
3 of appropriate instruction and special education services shall be in accordance with the current *Rules,*  
4 *Regulations, and Minimum Standards* of the State Board of Education,<sup>1</sup> and state<sup>2</sup> and federal<sup>3</sup> law.

5 The Board shall develop and periodically update a local plan for providing special education services  
6 for students with disabilities. Specifically, the Board shall ensure the following:

- 7 1. All children with disabilities living within the school system receive a free and appropriate public  
8 education and the services to meet their unique needs; and
- 9 2. The rights of children with disabilities and their parents are protected.

10 The plan shall seek to accomplish the following objectives:

- 11 1. To carry out a comprehensive screening and assessment plan emphasizing the early  
12 identification and evaluation of students with disabilities;
- 13 2. To use the Individual Education Program Team (IEP-Team) for assessment review, program  
14 formulation, and placement decisions for every student with disabilities, including review of  
15 proposed suspensions when appropriate, in accordance with the State Board of Education  
16 *Rules, Regulations, and Minimum Standards*;
- 17 3. To ensure that placements are made to educate children with disabilities with age-appropriate  
18 children without disabilities to the extent appropriate;
- 19 4. To provide each child with a disability with an individual educational program (IEP)  
20 specifically designed to meet his/her unique needs;
- 21 5. To provide continuing evaluation of the progress of each student with a disability including at  
22 least an annual review of each IEP and a complete re-evaluation at least every three (3) years;
- 23 6. To ensure that procedural safeguards required by state and federal laws are adhered to; and
- 24 7. To involve parents of children with disabilities in a meaningful dialogue with school personnel,  
25 which will begin with an initial referral and continue throughout the student's educational  
26 career. When the district is unable to make contact with the parent of a student with a disability  
27 who is served under an Individualized Education Plan, the district shall be responsible for  
28 appointing a surrogate parent. Students who may need a surrogate parent may fall in one of the  
29 following categories:
  - 30 1. The student's parent(s)/guardian(s) cannot be identified;
  - 31 2. The district, after reasonable efforts, cannot discover the whereabouts of a parent;
  - 32 3. The child is a ward of the state; or
  - 33 4. The child is an unaccompanied homeless youth.

- 1 When appointing a surrogate parent to a student, the Robertson County Special Education Department
- 2 shall ensure the volunteer has all relative information to make informed decisions regarding the
- 3 student's Individualized Education Plan.

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#### Legal References

1. TRR/MS 0520-01-09
2. TCA 49-10-101 *et seq.*
3. 20 USCA §§ 1400-1485; 29 USCA § 794; 34 CFR § 300.504

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#### Cross References

Compulsory Attendance Ages 6.201  
Alternative Education 6.319  
Student Communicable Diseases 6.403  
Acquired Immune Deficiency Syndrome 6.404  
Special Education Students 6.500

## Robertson County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Selection of Other Instructional Material</b>	Descriptor Code: <b>4.4021</b>	Issued Date: <b>05/02/16</b>
		Rescinds: <b>4.311</b>	Issued: <b>08/12/96</b>

1 The Board will seek to provide a wide range of instructional materials on all levels of difficulty,  
2 with diversity of appeal, and the presentation of different points of view and will provide  
3 procedures for review and reconsideration of allegedly inappropriate instructional materials.

4 In order to assure that instructional materials are an integral part of the educational program, the  
5 following selection objectives are adopted:

- 6 1. To provide materials that will enrich and support the curriculum and personal needs of  
7 the students, taking into consideration their varied interests, abilities and learning styles;  
8
- 9 2. To provide materials that will stimulate growth in factual knowledge, literary  
10 appreciation, aesthetic values and ethical standards;  
11
- 12 3. To provide a background of information which will enable students to make intelligent  
13 judgments in their daily lives;  
14
- 15 4. To provide materials on opposing sides of controversial issues so that the students may  
16 develop under guidance the practice of critical analysis;  
17
- 18 5. To provide materials which realistically represent our pluralistic society and reflect the  
19 contributions made by these groups and individuals to our American heritage;  
20
- 21 6. To place principles above personal opinion and reason above prejudice in the selection of  
22 materials of the highest quality in order to ensure a comprehensive media collection  
23 appropriate for all students.

## Robertson County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Honor Roll &amp; Awards</b>	Descriptor Code: <b>4.6021</b>	Issued Date: <b>05/02/16</b>
		Rescinds: <b>4.420</b>	Issued: <b>08/12/96</b>

### 1 HONOR ROLL

2 Honor rolls may be published for students in grades 4-12 according to the following criteria:

- 3 • Honor/awards programs and recognitions shall not discriminate against any student on  
4 the basis of disability, race, culture, sex or economic factors. Requirements which  
5 automatically exclude students on the basis of these factors are prohibited.
- 6 • In order to qualify for the A honor roll, a student must receive an A in each subject  
7 attempted during the grading period.
- 8 • In order to qualify for the B honor roll, a student must receive at least a B in each subject  
9 attempted during the grading period.
- 10 • An incomplete or failure to receive a grade during the grading period due to attendance or  
11 other legitimate cause shall render the student ineligible for inclusion on the honor roll.
- 12 • Students whose programs have been modified to fit their individual needs will in no way  
be distinguished in the publication of honor rolls. Schools are encouraged to develop  
programs which recognize and reward improvement and which encourage students to  
perform at their optimum potential.

13 Students who meet the above standards for recognition, and who do not request otherwise, may  
14 have their names released for public recognition, including but not limited to, release to the news  
15 media.

### 17 AWARDS AND CONTESTS

18 Prior to a school department or club presenting honors or awards or conducting contests, the  
19 school's principal shall approve such honor, award, or contest. Following approval, the principal  
20 shall keep on file the name of the honor, award or contest; the basis for selection of the award or  
21 honor; the method of participation; and the reason for the contest. The principal shall assure that  
22 such programs are consistent with board policy and support the purpose of fostering and  
23 rewarding achievement.

## Robertson County Board of Education

Monitoring:  <b>Review: Annually, in February</b>	Descriptor Term:  <b>Goals and Objectives Personnel Goals</b>	Descriptor Code:  <b>5.100</b>	Issued Date:  <b>04/12/21</b>
		Rescinds:  <b>5.100</b>	Revised:  <b>06/06/16</b>

1 The Board's goals are:

- 2       1. To ensure that the best qualified personnel are recruited and employed to staff the school  
3            system;
- 4
- 5       2. To provide staff compensation, benefits and working environment sufficient to attract and  
6            retain qualified employees;
- 7
- 8       3. To provide an in-service training program for all employees to improve their  
9            performance;
- 10
- 11       4. To conduct an evaluation program that will contribute to the continuous improvement of  
12            staff performance; and
- 13
- 14       5. To ensure that personnel are assigned so that they are utilized as effectively as possible.
- 15
- 16       6. To set goals for educator diversity that take into consideration the diversity of the student  
          population.<sup>1</sup>

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Legal References

1. State Board of Education Policy 5.700;  
TCA 49-1-302(g)

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Cross References

School District Goals 1.700

# Robertson County Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term: <b>Special Education Students</b>	Descriptor Code: <b>6.500</b>	Revised: <b>09/12/22</b>
		Rescinds: <b>6.500</b>	Revised: <b>11/09/20</b>

1 Students with disabilities between the ages of three (3) and twenty-one (21), inclusive, shall receive the  
2 benefit of a free appropriate public education. These students shall be educated with the general student  
3 population to the maximum extent appropriate and should be placed in separate or special classes only  
4 when the severity of the disability is such that education in regular classes, even with the use of  
5 supplementary aids and services, cannot be accomplished satisfactorily.<sup>1</sup>

6 Eligibility standards and options of service for special education services shall be based upon the criteria  
7 specified in state regulations.<sup>2</sup>

8 Students receiving special education services shall not be restrained, except as permitted by state law  
9 and regulations.<sup>3,4</sup> The Director of Schools shall develop administrative procedures to govern the  
10 following:

- 11 1. Personnel authorized to use isolation and restraint;
- 12 2. Training requirements for personnel working with students with disabilities;
- 13 3. When an Individualized Education Program provides for the use of isolation or a physical holding  
14 restraint for certain behaviors, a data-driven functional behavior assessment and a plan for  
15 modification of the behavior by a qualified team of professionals will be developed; and
- 16 4. Incident reporting procedures.<sup>4</sup>

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#### Legal References

1. TCA 49-10-103(e)
2. TRR/MS 0520-01-09-.01
3. TCA 49-10-1301 *et seq.*
4. TRR/MS 0520-01-09-.23(2)

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#### Cross References

Special Education 4.202  
Compulsory Attendance Ages 6.201  
Alternative Education 6.319  
Safe Relocation of Students 6.4081

substack

Smalltownnewsnikki

## How the Poverty Simulation Works

The Community Action Poverty Simulation breaks down stereotypes by allowing participants to step into the real life situations of others.

Poverty is often portrayed as a stand alone issue - but this simulation allows individuals to walk a month in the shoes of someone who is facing poverty and realize how complex and interconnected issues of poverty really are.

- A single parent with limited resources and no transportation must find a way to get to work and get their child to daycare.
- An elderly person must find a way to pay for both utilities and medication.
- A young adult must care for siblings while their parent is incarcerated.
- An elderly couple must raise their grandchildren and deal with their own health and employment issues.

After the experience, individuals then have the opportunity to discuss what they've learned with their peers.

The Community Action Poverty Simulation is a tool that helps participants rethink the challenges that millions of low income individuals must face each and every day. More importantly, this tool helps people identify areas of change that can directly impact the effects of poverty on individuals, families and communities.



Missouri Community Action Network  
2014 William St.  
Jefferson City, MO 65109

Phone: (573) 634-2969

[www.povertysimulation.org](http://www.povertysimulation.org)

The Community Action Poverty Simulation is a profoundly moving experience. It moves people to think about the harsh realities of poverty and to talk about how communities can address the problem. Most importantly, it moves people to make a difference.

The Community Action Poverty Simulation is the first step to get people and communities moving.

Some examples of groups who have used the Community Action Poverty Simulation experience include:

- Customer Service Groups
- Health Care Professionals
- Educators
- Clergy and Congregations
- Social Service Providers
- Elected Officials
- Management Staff
- College Students
- Community Organizations
- Corporations



*The Community Action*

## POVERTY SIMULATION<sup>®</sup>




**RETHINK POVERTY.**



**"I had no idea how under-  
educated I was on this subject."**

MISSOURI'S  
Community Action  
Poverty Simulation





"I really felt the stress of being poor and overwhelmed."



"It makes me want to learn more about helping the community."



## Living a Month in Poverty...

The simulation involves participants who take on the roles of members of up to 26 families, all facing a variety of challenging, but typical, circumstances.

To start the simulation exercise, each family is given a card explaining its unique circumstances. It is then the families' task to provide food, shelter, and other basic necessities by accessing various community resources during the course of four 15-minute "weeks."

In addition, about 20 volunteers - preferably people who have experienced poverty - play the roles of resource providers in the community. This allows individuals who have first hand knowledge of poverty bring their perceptions to the exercise.

The Community Action Poverty Simulation is conducted in a large room. Participants are seated in family groups and community resources are located at tables around the perimeter of the room. The facilitator opens the simulation with an orientation to the activity, goes over ground rules, and answers participant questions during the exercise.

The activity lasts about three hours. This time frame includes an introduction and briefing by the facilitator, the simulation exercise, and a guided debriefing in which participants and volunteers share their observations and insights from the activity.

## What is Included in a Community Action Poverty Simulation Kit?

Community Action Poverty Simulation kits can be purchased from Missouri Community Action Network, a nonprofit statewide association which owns the copyright. Each kit is all-inclusive and reusable.

### *Each kit contains:*

**A Director's Manual** containing instructions for the facilitator on how to run a simulation, a sample invitation letter and news release, a script for the opening of the simulation and an outline for the debriefing exercise. The director's manual contains everything you need to know about running a simulation.

**Family Packets** for 26 separate families which will accommodate up to 88 participants. The Family Packets include items such as money, transportation passes, identification cards, and a scenario which explains the family's situation. Examples include:

- Grandparents Raising Grandchildren
- Working Parents
- Single Parent Households
- Elderly Adults
- Young Adult Caring for Underage Siblings

**Resource Packets** containing instructions and materials for each community resource.



### 15 Community Resources include:

- U Trust Us National Bank
- Quik Cash
- Community Action Agency
- Interfaith Services
- Food-A-Rama
- Sweaney's Mortgage and Realty Company
- Big Dave's Pawnshop
- Realville Police Department
- Friendly Utility Company
- Illegal Activities Person
- Department of Social Services
- Realville School
- Building Blocks Daycare
- General Employer
- Community Healthcare

**Accessories** such as printed signage, calculators, badges, dolls to represent young children in the simulation, cards, clipboards, and more.

**A Compact Disc** which contains pdf files of all the materials so that any which are lost can be reprinted with ease. In addition, there is a kit rebuild list to make it faster to put your kit back together once it's been used.

## RETHINK POVERTY.



"I didn't realize how hard it was just to do everyday things."



# TENNESSEE STATE BOARD OF EDUCATION

## SCHOOL COUNSELING MODEL & STANDARDS POLICY

5.103

### The Tennessee Comprehensive School Counseling Model of Practice

The *Tennessee Comprehensive School Counseling Model of Practice* represents what components a school counseling program should contain and serves as an organizational tool to identify and prioritize the elements necessary for program implementation. Such programs are vital to the school improvement process. School counselors work strategically as part of an instructional team to promote student success. They are specially trained educators in a position to call attention to situations within our schools that impact student learning. Serving as leaders and advocates, school counselors work collaboratively to provide services in a comprehensive, developmental, and preventative manner.

School systems and local schools across Tennessee are expected to use this model as a framework for developing their own school counseling programs based on the assessed needs of their communities. The model is aligned to state strategic goals and national standards. It incorporates standards of achievement in the areas of academic development, social and emotional development, and college and career readiness. It is to be delivered by a licensed school counselor using appropriate materials and resources. The program must incorporate a team approach, academic development, social and emotional development, college and career readiness competency development, deficiency remediation, and systemic implementation. Additionally, it must be continuously refined through quality evaluation, addressing the changing needs of the students and the school. This model should serve as a catalyst of change, empowering and uniting Tennessee school counselors as they fulfill their mission of preparing Tennessee students to live and work in the 21st century.

This comprehensive model and student standards were originally adopted in 2005 and were revised in October 2016. Schools and districts have until the 2018-19 school year to fully comply with the revised model and standards, with the 2017-18 school year serving as a planning and transition year between the previous standards and the ones outlined in this revised policy.

#### POLICY SECTIONS

1. Program Components
2. Program Expectations
3. Tennessee School Counseling Standards

#### 1. PROGRAM COMPONENTS

- a. A comprehensive school counseling program shall support the mastery of the school counseling standards throughout the students' educational experience. Additionally, the comprehensive school counseling program shall adhere to the state laws and State Board of Education rules and policies for school counseling as well as the ASCA Ethical Standards for School Counselors.
- b. To create a strong program foundation the school counselor shall:
  - i. Identify and develop program beliefs, vision, and mission statements aligned to their specific school, district, and state goals;
  - ii. Utilize school and student data to set specific and measurable goals for the counseling program annually;

# TENNESSEE STATE BOARD OF EDUCATION

## SCHOOL COUNSELING MODEL & STANDARDS POLICY

5.103

- iii. Use school counseling standards to assess student growth and development and guide the development of strategies, activities, and services that help students achieve their highest potential; and
  - iv. Consult the school counselor competencies and ethical standards to guide decision making, professional growth, and ensure students have access to a high quality school counseling program.
- c. To ensure that the comprehensive school counseling program is effectively managed, the school counselor shall:
- i. Conduct an annual counseling program assessment to identify strengths and opportunities for program growth and effectiveness;
  - ii. Assess professional skills to determine a professional growth plan; and
  - iii. Utilize advisory councils, program management agreements, school data, use of time assessments, and action plans to assess student and school needs, deliver counseling services, and measure the impact of the counseling program.
- d. The school counselor shall include the following activities in the delivery component:
- i. Deliver large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level;
  - ii. Utilize individual student appraisal and advisement to help all students plan, monitor, and manage their own learning as well as to achieve in academics, social and emotional development, and college and career readiness;
  - iii. Provide individual and group counseling to address students' immediate needs and concerns and resolve academic, social and emotional, or college and career issues that are interrupting learning;
  - iv. Provide support and assistance to students and school community to navigate critical and emergency situations;
  - v. Make students and families aware of school and community resources that can provide additional information or assistance to help students be successful;
  - vi. Share strategies that support student achievement with parents, teachers, other educators, or community organizations through consultation; and
  - vii. Collaborate with other educators, parents, and the community to support student achievement and advocate for access and equity for all students through teaming, partnering, participating on school/district committees, and facilitating parent or staff workshops.
- e. To ensure that the comprehensive school counseling program is accountable and effective, the school counselor shall:
- i. Analyze school achievement, attendance, and discipline data to identify impact of the counseling program on student development and growth;
  - ii. Examine program results data and stakeholder feedback to determine the extent of change in student learning and behavior and mastery of counseling standards;

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>SCHOOL COUNSELING MODEL &amp; STANDARDS POLICY</b>	<b>5.103</b>

- iii. Evaluate school counseling program for areas of strength and opportunities for program improvement, including a yearly review of annual program goals;
- iv. Communicate accountability results with stakeholders.

## 2. PROGRAM EXPECTATIONS

### a. Budget:

- i. An adequate school counseling budget should be established to reflect program needs.
- ii. The counseling staff shall be included in the budget planning. Counselors should provide information regarding funds needed and knowledge of other funding sources that may be available.
- iii. Such information should be included in the program management agreement between administration and counseling department.

### b. Facilities:

- i. A counseling office should be established in each school to implement a comprehensive school counseling program. The office should be accessible to all students, including those with disabilities.
- ii. The counselor shall have access to a private office designed to protect students' right to privacy and confidentiality.

### c. Materials:

- i. School counselors should have access to research-based materials and resources to implement developmentally appropriate activities for each grade level. This includes both curricula and relevant assessments and inventories.

### d. Supplies/Equipment/Technology:

- i. School counseling supplies and equipment should be relevant to the program and appropriate for the community it serves. These should be easily accessible and of sufficient quantity to support the program.

### e. Staffing:

- i. The school counselor shall be licensed by the Tennessee Department of Education and shall have the training needed for fulfilling the responsibilities and specialized job assignments.
- ii. It is strongly recommended that the length of a counselor's contract be extended to ensure adequate time to plan and implement a quality program.
- iii. Clerical support staff and other system support should be provided to ensure the effective management and delivery of quality comprehensive school counseling programs.
- iv. Appropriate counselor/student ratios are critical for program success and increased student achievement and development. The current student to counselor ratios, as calculated in the Basic Education Program (BEP) Formula, are:

# TENNESSEE STATE BOARD OF EDUCATION

## SCHOOL COUNSELING MODEL & STANDARDS POLICY

**5.103**

- Elementary School Counselors - Grades K-6: **1:500**
- Secondary School Counselors - Grades 7-12: **1:350**

- f. Use of Time:
- i. In order to deliver an effective comprehensive school counseling program, school counselors shall spend the majority of their time in direct and student support services to students.
  - ii. The ASCA National Model recommends that school counselors spend 80 percent of their time providing direct services to students or working on behalf of students. The remaining 20 percent of a counselor’s time should be spent working on the foundation, management, and accountability components of the counseling program. A small percentage of this time can also be spent in fair share responsibilities. The 80/20 time breakdown reflects the program delivery over the course of the entire school year.
  - iii. While the amount of time counselors should spend delivering services in each component area remains relative to the individualized needs of each school, the guidelines below represent best practice in school counselors’ use of time:

Counselor Responsibilities	Recommended Time
<p>Direct Student Services: services and programs delivered directly to students</p> <ul style="list-style-type: none"> <li>• School Counseling Curriculum: prevention and intervention programs delivered to all students to help them achieve mastery of school counseling standards.                             <ul style="list-style-type: none"> <li>○ Instruction</li> <li>○ Group Activities</li> </ul> </li> <li>• Individual Student Planning: activities designed to help all students plan, monitor, and manage their own learning                             <ul style="list-style-type: none"> <li>○ Appraisal</li> <li>○ Advisement</li> </ul> </li> <li>• Responsive Services: individual and group counseling and support to address students’ immediate needs that are interrupting learning                             <ul style="list-style-type: none"> <li>○ Counseling</li> <li>○ Crisis Response</li> </ul> </li> </ul>	<p>At least 80% that includes all services</p>
<p>Student Support Services: services and programs delivered on behalf of students</p> <ul style="list-style-type: none"> <li>• Referrals: connect students and families to school and community resources</li> <li>• Consultation: share strategies that support student achievement</li> <li>• Collaboration: work with stakeholders to support student achievement and advocate for access and equity for all students</li> </ul>	

# TENNESSEE STATE BOARD OF EDUCATION

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**5.103**

<p>Program Management and School Support</p> <ul style="list-style-type: none"> <li>• Program Foundation: planning of the counseling program</li> <li>• Management: assessments, tools, and systems used to efficiently and effectively deliver the counseling program</li> <li>• Accountability: analysis of program to determine effectiveness</li> <li>• Fair-share responsibility: responsibilities all school staff share to ensure the smooth operation of the school</li> </ul>	<p>No more than 20%</p>
--	-----------------------------

iv. To ensure that the school operates effectively, school counselors are expected to participate in “fair share” responsibilities at the same level as all members of the school staff.

g. Appropriate School Counseling Activities:

- i. Responsibilities shall align to the school counselor’s training and expertise so that all students will benefit from the counseling program as well as master the school counseling standards.
- ii. A school counselor shall not be used as the teacher of record for content courses or for the delivery of academic interventions.
- iii. School counselors may assist with the actual implementation of a school wide standardized testing program; however, school counselors shall not be responsible for the management or overall administration of said testing program.
- iv. A list of activities that are appropriate for school counselors, as well as examples of activities that should be reassigned to other school staff, is included in the *Tennessee Comprehensive School Counseling Implementation Guide* developed by the Tennessee Department of Education.

### 3. TENNESSEE SCHOOL COUNSELING STANDARDS

The Tennessee School Counseling Student Standards describe the attitudes, knowledge, skills, and experiences that students need to achieve academic success, social and emotional development, and college and career readiness.

The standards are organized in three broad domains: academic development, social and emotional development, and college and career readiness. These domains promote the attitudes, knowledge, skills, and experiences that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Social and Emotional Development: Standards guiding school counseling programs to help students manage emotions and learn and apply appropriate interpersonal skills.

# TENNESSEE STATE BOARD OF EDUCATION

## SCHOOL COUNSELING MODEL & STANDARDS POLICY

**5.103**

College and Career Readiness: Standards guiding school counseling programs to help students understand the connection between school and the world of work and to plan for and make a successful transition from school to postsecondary education and the work force.

### Academic Standards

*Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.*

<b>Academic Standards</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Attitudes:</b>				
AA1. <i>Improve academic self-concept</i>	✓	✓	✓	✓
AA2. <i>Display positive attitude toward work and learning</i>	✓	✓	✓	✓
AA3. <i>Develop high expectations for achievement</i>	✓	✓	✓	✓
AA4. <i>Apply self-motivation and self-direction to learning</i>	✓	✓	✓	✓
AA5. <i>Model a sense of belonging in the school environment</i>	✓	✓	✓	✓
AA6. <i>Build aspirations for postsecondary education and training</i>	✓	✓	✓	✓
<b>Knowledge:</b>				
AK1. <i>Specify high school graduation requirements, including pathway of study</i>			✓	✓
AK2. <i>Describe the benefits of education for career, life management, and personal and professional satisfaction</i>	✓	✓	✓	✓
AK3. <i>Articulate belief that postsecondary education and life-long learning are necessary for long-term career success</i>	✓	✓	✓	✓
<b>Skills:</b>				
AS1. <i>Use test-taking, time management, organizational, and study skills to improve academic achievement</i>	✓	✓	✓	✓
AS2. <i>Work independently</i>	✓	✓	✓	✓
AS3. <i>Develop and practice effective technology skills</i>	✓	✓	✓	✓
AS4. <i>Utilize resources to overcome barriers to learning</i>	✓	✓	✓	✓
AS5. <i>Exhibit creativity</i>	✓	✓	✓	✓
AS6. <i>Set, evaluate progress toward, and achieve long and short term goals</i>	✓	✓	✓	✓
AS7. <i>Demonstrate critical thinking and decision making skills to make informed decisions</i>	✓	✓	✓	✓
<b>Experiences:</b>				
AE1. <i>Experience academic growth and success</i>	✓	✓	✓	✓
AE2. <i>Engage and persevere in challenging coursework</i>		✓	✓	✓
AE3. <i>Create a secondary educational plan that includes transition to postsecondary education and the workforce</i>			✓	✓
AE4. <i>Participate in enrichment or extracurricular activities</i>			✓	✓

# TENNESSEE STATE BOARD OF EDUCATION

## SCHOOL COUNSELING MODEL & STANDARDS POLICY

5.103

### Social and Emotional Development Standards

Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

#### Social and Emotional Standards

	K-2	3-5	6-8	9-12
<b>Attitudes:</b>				
SA1. Develop positive attitudes toward self as a unique and worthy person	✓	✓	✓	✓
SA2. Develop positive attitudes toward others as unique and worthy people	✓	✓	✓	✓
SA3. Respect diversity in culture, perspectives, values, and experiences	✓	✓	✓	✓
SA4. Recognize each person is a part of a diverse local and global community	✓	✓	✓	✓
<b>Knowledge:</b>				
SK1. Develop and articulate personal values, attitudes, and beliefs		✓	✓	✓
SK2. Compare and contrast healthy and unhealthy behaviors	✓	✓	✓	✓
SK3. Distinguish appropriate behaviors for a variety of settings and situations	✓	✓	✓	✓
<b>Skills:</b>				
SS1. Make ethical decisions and practice social responsibility		✓	✓	✓
SS2. Advocate for self in multiple settings using assertiveness skills	✓	✓	✓	✓
SS3. Demonstrate empathy toward others	✓	✓	✓	✓
SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations	✓	✓	✓	✓
SS5. Exercise personal safety skills, including refusal skills	✓	✓	✓	✓
SS6. Assume responsibility for choices and consequences	✓	✓	✓	✓
SS7. Positively manage behavior and choices by applying self-discipline and self-control	✓	✓	✓	✓
SS8. Persevere through challenges to achieve goals	✓	✓	✓	✓
SS9. Select and utilize appropriate coping skills in the face of a specific challenge	✓	✓	✓	✓
SS10. Appropriately utilize social media to enhance learning, develop positive relationships, communicate, and engage in age appropriate entertainment		✓	✓	✓
<b>Experiences:</b>				
SE1. Participate in service projects, service learning, and/or philanthropic activities	✓	✓	✓	✓
SE2. Work effectively in diverse groups by developing and employing leadership and teamwork skills	✓	✓	✓	✓
SE3. Explore cultural, ethnic, philosophical, or demographical differences in a safe, positive, and nurturing environment	✓	✓	✓	✓
SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success	✓	✓	✓	✓



# TENNESSEE STATE BOARD OF EDUCATION

## SCHOOL COUNSELING MODEL & STANDARDS POLICY

5.103

### College and Career Readiness Standards

*Standards guiding school counseling programs to help students understand the connection between school and work as well as plan for and make a successful transition to postsecondary education, training, or the workforce.*

#### College and Career Readiness Standards

**K-2    3-5    6-8    9-12**

#### Attitudes:

CA1. Develop and articulate postsecondary education and career aspirations	✓	✓	✓	✓
CA2. Articulate that career development occurs across the lifespan	✓	✓	✓	✓
CA3. Reflect on progress toward goals, display a growth mindset, and accept feedback to improve knowledge, skills, and abilities in order to meet goals	✓	✓	✓	✓

#### Knowledge:

CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations	✓	✓	✓	✓
CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans	✓	✓	✓	✓
CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	✓	✓	✓	✓
CK4. Research and summarize the education and training needed to achieve specified career goals		✓	✓	✓
CK5. Examine and utilize resources for college affordability planning			✓	✓
CK6. Research, select, and participate in postsecondary admissions and scholarship applications processes				✓

#### Skills:

CS1. Develop skills to locate, evaluate and interpret career information	✓	✓	✓	✓
CS2. Balance school, home, and community activities effectively			✓	✓
CS3. Utilize internal and external resources to manage transitions and adapt to changing situations/responsibilities	✓	✓	✓	✓
CS4. Communicate effectively using oral, written, and listening communications skills	✓	✓	✓	✓
CS5. Set clear, ambitious, and obtainable postsecondary goals			✓	✓

#### Experiences:

CE1. Participate in career and postsecondary institution exploration activities	✓	✓	✓	✓
CE2. Assess and modify educational plan to support changes in educational and career goals			✓	✓
CE3. Pursue and develop competency in areas of career interest				✓
CE4. Participate in college and career assessments	✓	✓	✓	✓
CE5. Complete the FAFSA				✓
CE6. Submit at least one postsecondary education, training, or workplace application; participate in TNPromise program, if applicable				✓

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>SCHOOL COUNSELING MODEL &amp; STANDARDS POLICY</b>	<b>5.103</b>

# ONE ROBERTSON COUNTY

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ONE FOR ALL, ALL FOR ONE



A photograph of Simon Sinek, a man with glasses and a blue patterned shirt, speaking on a stage. He is gesturing with his right hand raised. The background is dark with a faint grid pattern.

A team is not a group  
of people that work together  
A **team** is a group of people  
that **trust each other.**

*Simon Sinek*

## OBJECTIVES

---

- Hazing & bullying
- Bridge social, racial, cultural barriers on campus
- Address social segregation

## GROUND RULES

- Listen actively—respect others when they are talking
- Participate to the fullest of your ability
- Speak from your own experience instead of generalizing (“I” instead of “they”, “you”)
- Agree to disagree
- Do not be afraid to respectfully challenge one another by asking questions; no personal attacks

# TN DEPT. OF EDUCATION

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- Bullying, Harassment, Intimidation, and Hazing: Legal Requirements Training

A civil and respectful learning environment is an essential foundation for teaching and learning. To achieve that end, state law (T.C.A. 49-6-4501 § et al.) requires schools to take specific action regarding bullying, harassment, and intimidation.

# WHAT IS HAZING?

---

## WHAT IS HAZING?

- Bullying – verbal, emotional and physical
- Rough housing
- "good ole fun" - tradition, rite of passage
- Mean Girls – exclusion, group messages
- Cyber Bullying
- Body Shaming
- Social Media
- Cell Phones - pictures



# WHAT IS CIVIL DISCOURSE?

---





# DEFINITION ACTIVITY

---

- Please share your definition for the following terms:
  - Discrimination
  - Prejudice
  - Racism

## STUDENTS' FEARS

---

- People will be left out
- Bullying will get worse=school shootings
- Discrimination and prejudice will not get better
- More segregation with school rezoning
- Stereotypes
- Deportation

## STUDENTS' HOPES...

---

- People will become open-minded and more accepting others
- Stand up for people who are different
- Everyone has the same opportunities including sports
- Feeling equal & everybody has an opportunity to succeed
- Racist remarks are not used
- More accepting and open about religion
- More diversity in schools & no social hierarchy
- Everyone's beliefs observed

# ONE ROBERTSON COUNTY

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# ONE ROBERTSON COUNTY

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ONE FOR ALL, ALL FOR ONE

ifferent  
ndividuals  
alving  
ach other  
egardless of  
kin  
ntellect  
alents or  
ears.

**DIVERSITY**

## OBJECTIVES

- Bridge social, racial, cultural barriers on campus
- Address social segregation
- Body shaming

## GROUND RULES

- Listen actively—respect others when they are talking
- Participate to the fullest of your ability
- Speak from your own experience instead of generalizing (“I” instead of “they”, “you”)
- Agree to disagree
- Do not be afraid to respectfully challenge one another by asking questions; no personal attacks

# DEFINITION ACTIVITY

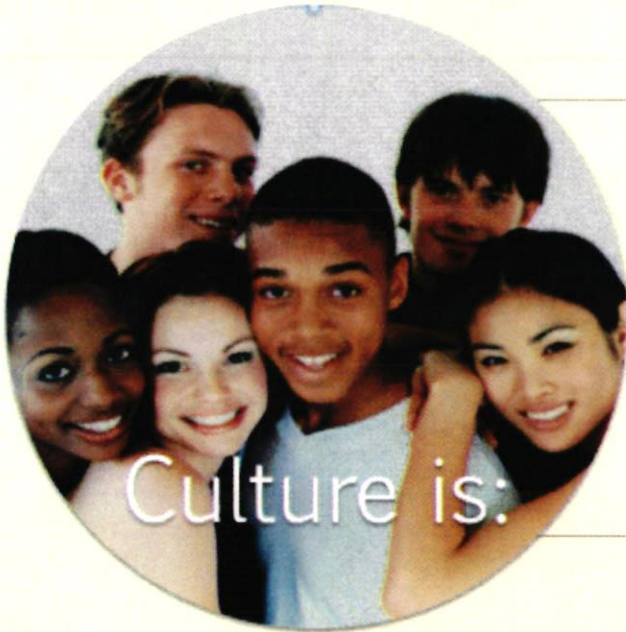
---

- Please share your definition for the following terms:
  - Discrimination
  - Prejudice
  - Racism



# What is Culture?

---



Learned



Social



Dynamic

# WHAT DOES DIVERSITY MEAN TO YOU?

---

If we were posting on SMS Instagram (140 characters  
or less)...

- 1. Who are you?
- 2. What does appreciating diversity mean to you at SMS?



# STUDENTS' FEARS

---

- People will be left out
- Bullying will get worse=school shootings
- Discrimination and prejudice will not get better
- More segregation with school rezoning
- Stereotypes
- Deportation

## STUDENTS' HOPES...

---

- People will become open-minded and more accepting others
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- Everyone has the same opportunities including sports
- Feeling equal & everybody has an opportunity to succeed
- Racist remarks are not used
- More accepting and open about religion
- More diversity in schools & no social hierarchy
- Everyone's beliefs observed

# ONE ROBERTSON COUNTY

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Bransford Elementary Leadership Team

Meeting Date: 10-23-23

Team Members Present:

Samantha Hedrick      Kelly Baldwin  
Ava Hing              Dorisha West  
Danielle Frazier  
Olivia Tate

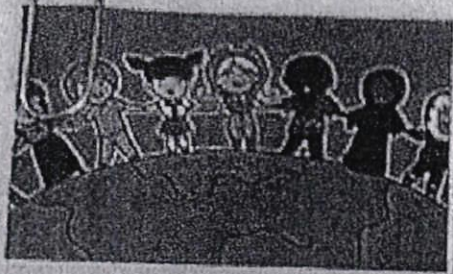
Items of business and summary of discussion:

The goal of the meeting was to get a schedule made for our November/Thanksgiving Reader guest. We also discussed plans for a cultural night in March and plans for Miss Bransford to visit the school in Feb. Black History month. What efforts will be made to make this work inclusive of all students, families, staff members, those with disabilities, etc.?

Teachers will be given a schedule when to go to the library with 1 other class for the Thanksgiving Reader Nov 20th

Task:	Person(s) Responsible:	Timeline:	Resources Needed:
November Thanksgiving readers	Sam	NOV. 20th 8am-11am	Sam will make schedule for classes to go to library
Cultural night	whole group	March	
Black History Month	Dorisha whole group (still looking into it)	February	Mrs. Bransford will sing to us.

\*Please give a copy of these notes to Mrs. Reeves within 48 hours of the meeting.



### Cultural Competency Team

### Meeting # 1

Date: September 14, 2022

decorations (bags - due next wednesday)  
bags due Agenda September 30th

o September

- Hispanic Heritage Month
- Discussion/Ideas:

\* 10 Hispanic traditions

Sep 15 - Oct 15th

- teacher pay teacher

tea lights

\* Bingo Cards \* winner \* large bingo cards

buy colorful ones

\* Hispanic decorations - where the teachers lounge is - white paper sacks

write bags

o Additional Celebrations for September

- Friday, September 23rd - national sign language day

- Lindsey has decorations

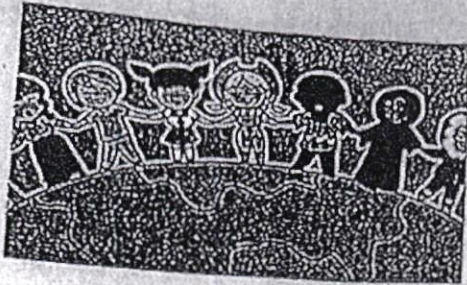
o Email - for ↓

o Looking Ahead - Suggestions from last year:

\* National Stop Bullying Day - October 12th, 2022

\* National Make a Difference Day - October 22nd - Friday the 21st

\* Halloween Celebration - Monday the 31st of October



Cultural Competency Team

Facilitator: Elixus Hensley  
 Date/Time: 9-14-22  
 Location: Conference Room

Attendees:

1. Yvonne
2. Amaholled
3. Mwaleu
4. Ken Capati

5. Emily Forrester
  6. Jurri Zilbot
  7. Ashley Cattinani
  8. Michelle Bogue
- Elixus Hensley

Meeting Summary:

Overall Purpose/Discuss:

1. Hispanic Heritage Celebration - decorate hall?  
 luminaries per homeroom - maybe one front family  
 La Loteria - homeroom posters night
2. National Sign Lang. Day - maybe hang a poster
3. Looking ahead - next month focus October Buzzing  
month

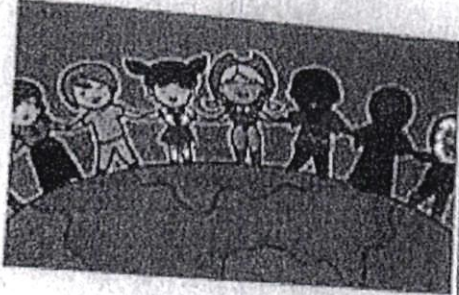
4.

\*\*NEXT MEETING SCHEDULED FOR: Oct. 5, 2022

Material to Review:

ACTION ITEMS	PERSON RESPONSIBLE	DUE DATE
1. Luminaries - white bags	- Classroom teachers (23)	Sept. 30 in ELIXUS box
2. Decorations	Mrs. Elixus Lindsey has	ASAP
3. La Loteria	Yvonne + ELIXUS	ASAP
4.		





Cultural Competency Team  
 Meeting # 2  
 Date: October 5th, 2022

Agenda

o September

o Recap

- Hispanic Heritage Month
- Discussion/Ideas:

Bingo - one week after  
 fall break  
 4 in a row \*

o October

- Nov 4th - TO (of staff)  
 - have veteran pics submitted to Elexus

- National Make a Difference Day - October 22<sup>nd</sup> - Friday the 21<sup>st</sup>
- Halloween Celebration - Monday the 31<sup>st</sup> of October

- Red Ribbon

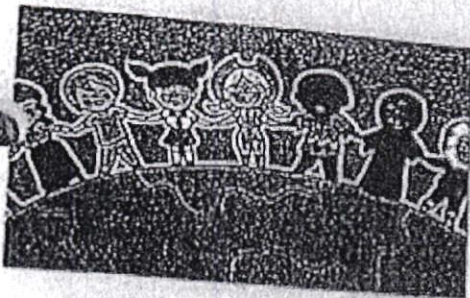
- NOV 11th to make appearance of white bags.

o Looking Forward email ideas by

- Food Drive 21<sup>st</sup>
- Restorative circle for Thanksgiving - Nov 22<sup>nd</sup>

o Other

at anytime



## Cultural Competency Team

Facilitator: ELEXUS Hensley  
 Date/Time: Oct 5, 2022 2:35 p.m.  
 Location: Conference Room

### Attendees:

1. Lindsey Maholland
2. Ashley Catignani
3. Mackenzie Worden
4. Karen Capat

5. Jeri Gilbert
6. Michelle Bergman
7. Jennifer Nickol
8. Elexus

### Meeting Summary:

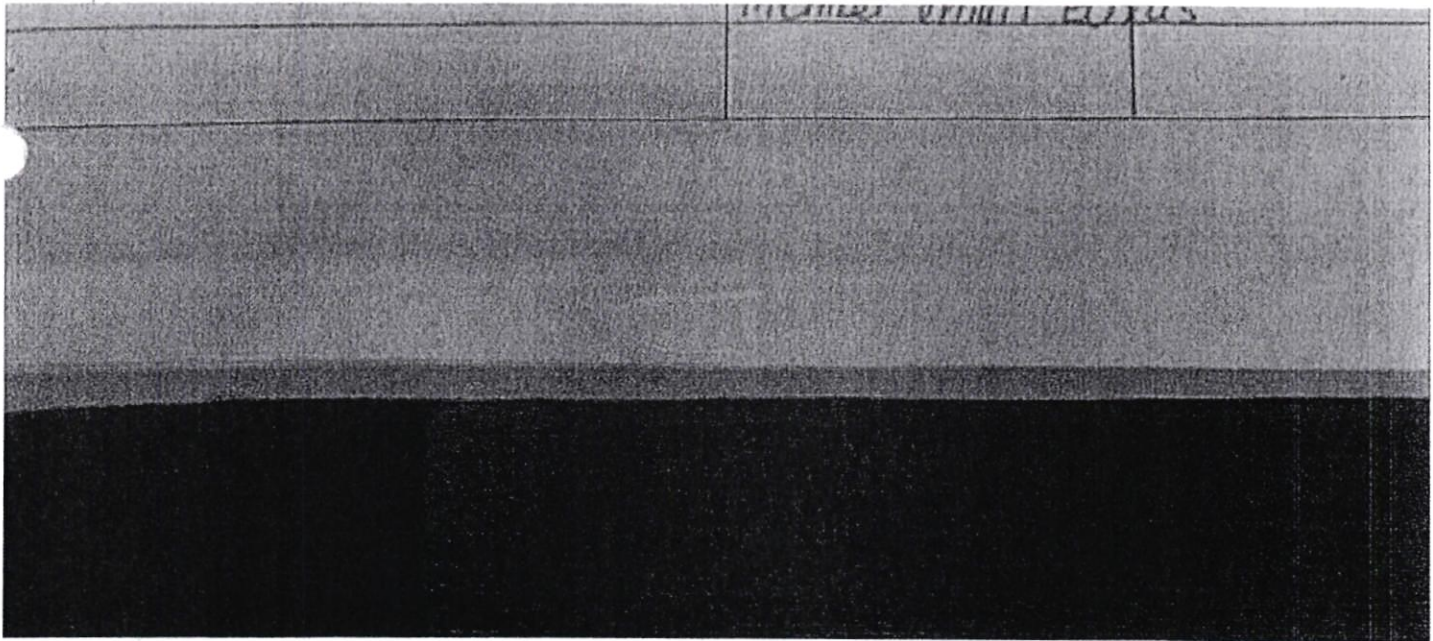
#### Overall Purpose/Discuss:

1. La Loteria - Bingo - week after fall break  
4 in a row
2. Oct 31 - Book Character Dress up day
3. Looking Forward: Food Drive  
Invitation for Restorative Circle - Nov 22
- 4.

\*\*NEXT MEETING SCHEDULED FOR: November

### Material to Review:

ACTION ITEMS	PERSON RESPONSIBLE	DUE DATE
1. La Loteria	Lindacorn in morning to announce Card	
2.		
3. Restorative Circle	NOV 22	All Class Teachers
4. Food drive decisions	CC team	10-21-22



CES CC

Elexus Hensley <elexus.hensley@rcstn.net>

Wed 10/5/2022 4:46 PM

To: Donna Trice <Donna.Trice@rcstn.net>; Danielle Frazier <danielle.frazier@rcstn.net>

HAPPY

Hispanic Heritage

MONTH

**150 YEARS OF HISpanic**  
1848-2018

- 1848: ADOLFO QUIROGA, the first Hispanic U.S. Senator
- 1898: THE SPANISH-AMERICAN WAR
- 1917: THE 15th AMENDMENT TO THE U.S. CONSTITUTION
- 1942: THE 8888 ACT
- 1965: THE HISPANIC VOTING RIGHTS ACT
- 1975: THE HISPANIC EDUCATION ASSISTANCE ACT
- 1980: THE HISPANIC NATIONALITY ACT
- 1986: THE HISPANIC EDUCATION ASSISTANCE ACT
- 1990: THE HISPANIC NATIONALITY ACT
- 1995: THE HISPANIC NATIONALITY ACT
- 2000: THE HISPANIC NATIONALITY ACT
- 2005: THE HISPANIC NATIONALITY ACT
- 2010: THE HISPANIC NATIONALITY ACT
- 2015: THE HISPANIC NATIONALITY ACT
- 2018: THE HISPANIC NATIONALITY ACT

**150 YEARS OF HISpanic**  
1848-2018

**150 YEARS OF HISpanic**  
1848-2018

**SPANISH**

- Spanish is the second most spoken language in the United States.
- Spanish is the official language of 19 countries.
- Spanish is the most widely spoken language in the world.
- Spanish is the language of the majority of the population in 18 countries.
- Spanish is the language of the majority of the population in 17 countries.
- Spanish is the language of the majority of the population in 16 countries.
- Spanish is the language of the majority of the population in 15 countries.
- Spanish is the language of the majority of the population in 14 countries.
- Spanish is the language of the majority of the population in 13 countries.
- Spanish is the language of the majority of the population in 12 countries.
- Spanish is the language of the majority of the population in 11 countries.
- Spanish is the language of the majority of the population in 10 countries.
- Spanish is the language of the majority of the population in 9 countries.
- Spanish is the language of the majority of the population in 8 countries.
- Spanish is the language of the majority of the population in 7 countries.
- Spanish is the language of the majority of the population in 6 countries.
- Spanish is the language of the majority of the population in 5 countries.
- Spanish is the language of the majority of the population in 4 countries.
- Spanish is the language of the majority of the population in 3 countries.
- Spanish is the language of the majority of the population in 2 countries.
- Spanish is the language of the majority of the population in 1 country.

**150 YEARS OF HISpanic**  
1848-2018

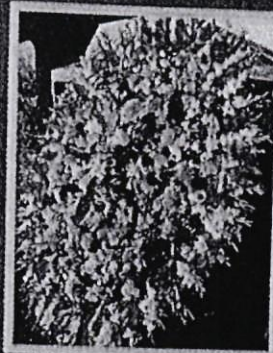
**150 YEARS OF HISpanic**  
1848-2018

# SPECIAL HISPANIC CELEBRATIONS



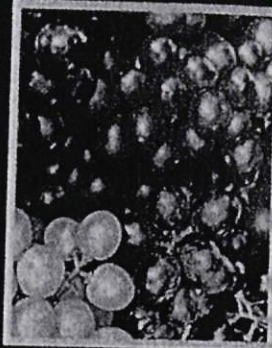
## DAY OF THE DEAD MEXICO

This world famous holiday honors deceased friends, family members and historical figures. It is celebrated on November 2nd and honors those that have passed away with food and drink offerings, costumes, dancing and candlelight vigils. This is not considered a sad day, but rather one that allows the dead to celebrate alongside the living.



## FESTIVAL OF THE FLOWERS COLOMBIA

This colorful celebration takes place in early August in the city of Medellin. Originally known for its traditional procession of huge, beautiful floral arrangements, this lively festival has expanded to include music concerts and parades of horses and classic automobiles.



## GRAPE HARVEST FESTIVAL ARGENTINA

Since 1936, Mendoza City has hosted this popular event during the first week of March. It is one of the most important and famous celebrations held in Argentina and honors the winemaking industry. The festival includes hundreds of performers and dancers as well as an enormous fireworks display.



## LAS FALLES SPAIN

Honoring Saint Joseph, Las Falles ("The Torches") lasts for five days and nights and is essentially a gigantic street party including food, noise, dancing and lots of fireworks. The festival concludes with a night of huge, roaring bonfires.



## LA SEMANA SANTA ALL COUNTRIES

Semana Santa ("Holy Week") takes place the week before Easter Sunday and is celebrated by all Spanish-speaking countries. Although the celebrations for this sacred holiday vary between country to country, nearly all of them involve food, music and any number of large, extravagant religious parades.



## FIESTA DE LA TIRANA CHILE

Held on July 16, this beloved religious festival honors the Virgen del Carmen, the patron saint of Chile, and packs over 200,000 tourists into the tiny town of La Tirana. The fiesta includes lots of food, dancing and a traditional procession that leads to La Tirana's church.

BASIC  
**SPANISH**  
PHRASES

Hola (oh-la) = Hello

Adiós (odd-ee-ohs) = Goodbye

Buenos días (boo-en-ohs dee-us) = Good morning

Buenas noches (boo-en-ohs no-chess) = Good night

Por favor (poar fa-boar) = Please

Gracias (grass-ee-us) = Thank you

De nada (day nodda) = You're welcome

Con permiso (cone per-me-so) = Excuse me

Lo siento (lo see-en-toe) = I'm sorry

Gusto en conocerle (goos-toe en-cone-o-sir-lay) = Nice to meet you

¿Cómo está? (co-mo ess-tah) = How are you?

Mi nombre es... (me noam-bray ess) = My name is...



# TRADITIONAL HISPANIC MEALS



**MEXICO**  
**tacos**  
pronounced ta-co  
a round, fried tortilla containing any variety of meats, vegetables, cheese, sauces and spices



**CUBA**  
**arroz con pollo**  
pronounced ar-roz con po-ko  
means "old fashion"  
shredded beef, red peppers, vegetables and tomato sauce served over rice



**SPAIN**  
**paella**  
pronounced pa-ya-ya  
a rice based dish with a mix of meat and vegetables that is cooked in a shallow pan over an open fire



**EL SALVADOR**  
**pupusa**  
pronounced pu-pu-sa  
thick corn flatbread mini sandwiches that are stuffed with meat, veggies and cheese



**PUERTO RICO**  
**mofongo**  
pronounced mo-fon-go  
a tightly packed ball of fried, mashed plantains and spices that is often served with fried meats, gravies, soups and sauces



**COLOMBIA**  
**ajiaco**  
pronounced ah-ee-ah-co  
a rich chicken soup made with three types of potatoes and often includes avocados and corn on the cob

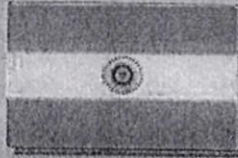


**NICARAGUA**  
**gallo pinto**  
pronounced gay-a-pen-to  
meaning "spiced rooster"  
a popular "anytime" side dish made with cooked red beans, rice, onions and coconut milk



**PERÚ**  
**rocoto relleno**  
pronounced ro-co-to ree-ve-no  
a baked pepper often stuffed with a mixture of minced beef, hardboiled egg, and pecans, then covered with melted cheese

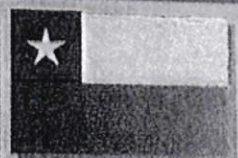
# NATIONAL HISPANIC FLAGS



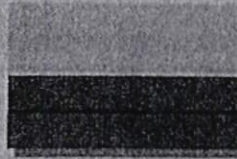
ARGENTINA



BOLIVIA



CHILE



COLOMBIA



COSTA RICA



CUBA



DOMINICAN REPUBLIC



ECUADOR



EL SALVADOR



GUATEMALA



HONDURAS



MEXICO



NICARAGUA



PANAMA



PARAGUAY



PERU



PUERTO RICO



SPAIN



URUGUAY



VENEZUELA

# HISTORIC HISPANIC SITES



## PYRAMID OF THE SUN MEXICO

Built around 200 A.D., this structure is 730 feet across, 245 feet high and is the third largest pyramid in the world.



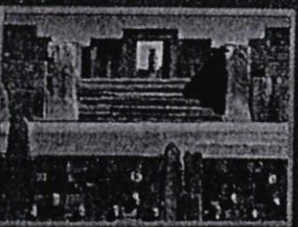
## DIQUÍ'S SPHERES COSTA RICA

It is unknown exactly how, when or why these mysterious stone balls came to be. Sizes vary from a few centimeters to diameters of over 6 feet and weights of 15 tons.



## LAS LAJAS SHRINE COLOMBIA

This breathtaking Roman Catholic church took 33 years to build (it was finished in 1945) and sits inside of a canyon of the Cauca River.



## TIWANAKU BOLIVIA

These ancient ruins are thought to date back as far as 300 B.C. and sit on one of the largest archaeological sites in South America.



## CAVE OF HANDS ARGENTINA

The stencil-style art found in these caves is believed to be over 10,000 years old and was probably created by blowing paint through pipes made of bone.



## SALINAS PUEBLO MISSIONS UNITED STATES (NEW MEXICO)

This national monument of New Mexico consists of the ruins of three Spanish missions: Quarai, Abó and Gran Quivira. Their construction was completed in 1635.



## EASTER ISLAND CHILE

This remote island is best known for having nearly one thousand monolithic figures known as "moai." They were made by the Rapa Nui people between 1250 and 1500.



## MACHU PICCHU PERU

Built by the Incas around 1450, this fortified city stands on a towering mountain ridge, but was abandoned by its people in the Spanish conquest of the mid-1500s.



## TIKAL NATIONAL PARK GUATEMALA

Between 200 to 900 A.D., Tikal was the capital of one of the most powerful kingdoms in Mayan culture, but by the end of the 10th century the city was abandoned.

# HISTORIC HISPANIC SITES



## PYRAMID OF THE SUN MEXICO

Built around 200 A.D., this structure is 730 feet across, 246 feet high and is the third largest pyramid in the world.



## DIQUÍ'S SPHERES COSTA RICA

It is unknown exactly how, when or why these mysterious stone balls came to be. Sizes vary from a few centimeters to diameters of over 6 feet and weights of 15 tons.



## LAS LAJAS SHRINE COLOMBIA

This breathtaking Roman Catholic church took 33 years to build (it was finished in 1945) and sits inside of a canyon of the Guilitara River.



## TIWANAKU BOLIVIA

These ancient ruins are thought to date back as far as 300 B.C. and sit on one of the largest archaeological sites in South America.



## CAVE OF HANDS ARGENTINA

The black-style art found in these caves is believed to be over 10,000 years old and was probably created by blowing paint through pipes made of bone.



## SALINAS PUEBLO MISSIONS UNITED STATES (NEW MEXICO)

This national monument of New Mexico consists of the ruins of three Spanish missions: Quarai, Abó and Gran Quirivá. Their construction was completed in 1635.



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## TIKAL NATIONAL PARK GUATEMALA

Between 200 to 900 A.D., Tikal was the capital of one of the most powerful kingdoms in Mayan culture, but by the end of the 10th century the city was abandoned.

IMPORTANT  
**HISPANIC**  
ACHIEVERS



**CESAR CHAVEZ** (1927-1993) AMERICAN CIVIL RIGHTS ACTIVIST

**JAIME ESCALANTE** (1930-2010) BOLIVIAN-AMERICAN EDUCATOR



**GLORIA ESTEFAN** (1957-) CUBAN-AMERICAN ENTERTAINER

**DR. CARLOS JUAN FINLAY** (1833-1915) CUBAN SCIENTIST



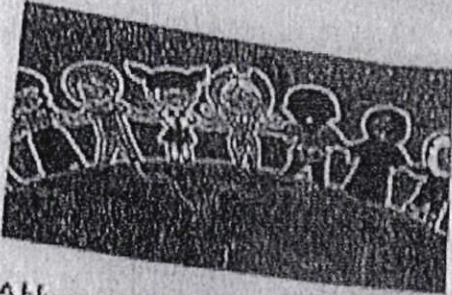
**FRIDA KAHLO** (1907-1954) MEXICAN ARTIST

**ELLEN OCHOA** (1958-) AMERICAN ASTRONAUT



**SONIA SOTOMAYOR** (1954-) AMERICAN SUPREME COURT JUDGE

CS



### Cultural Competency Team

Facilitator: Elixus Hensley  
Date/Time: Nov. 7, 2022 12:30  
Location: Conference Room

#### Attendees:

1. Ashley Caignani
2. Mackenzie Warden
3. Fern Zuhrt
4. Emily Formasteo
5. ~~Christina~~
6. Mahalleh
7. ~~Michelle Biggers~~
8. ~~Kan Caparte~~

#### Meeting Summary:

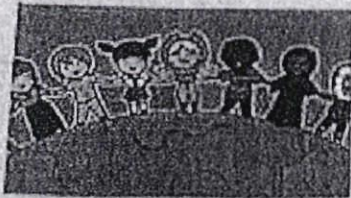
##### Overall Purpose/Discuss:

1. Recap: Hispanic Heritage month, 2 teachers Lectoria - with lanterns are in the hallway
2. November: Food drive Nov 14-18
  - Boxes + display at the end of the hallway
  - Restorative Circle - Nov. 22 @ 1:45
  - Veterans Day Nov. 11
3. Looking Forward:
  - Veterans Day Nov. 11
  - 1st - Japan
  - 1st - Mexico
  - 2nd - Guatemala
  - 3rd - England
  - 4th - Kenya
  - 5th - Columbia
4. December: all grade levels - decorate holiday tree  
decorate with fall show

\*\*NEXT MEETING SCHEDULED FOR: \_\_\_\_\_

#### Material to Review:

ACTION ITEMS	PERSON RESPONSIBLE	DUE DATE
1. Veterans Day Display	Elixus	week of Nov 7
2. Holiday Tree per grade level	all grade levels	Dec. 5
3.		
4.		



Cultural Competency Team

Meeting # 3

Date: November 7th, 2022

Agenda

England  
Honduras

o October

o Recap

- Hispanic Heritage Month
- Lanterns
- La Loteria Cards
- Presentation on the main hallway

Email Hyde for extra people - where they want to go topics:

o November

- Food Drive - Begins November 14<sup>th</sup> - the 18<sup>th</sup>
- Boxes and presentation will be placed at the end of the main hallway
- November 21<sup>st</sup> is the pickup date.
- November 22<sup>nd</sup> will be class party
- Restorative circle for Thanksgiving
- Veterans Day (Staff Presentation)

NOV 22<sup>nd</sup>  
1:45 ↑ Related Arts class by class

What are we thankful for at home and at school

o Looking Forward

o December

- Last year we completed Christmas Trees from around the world

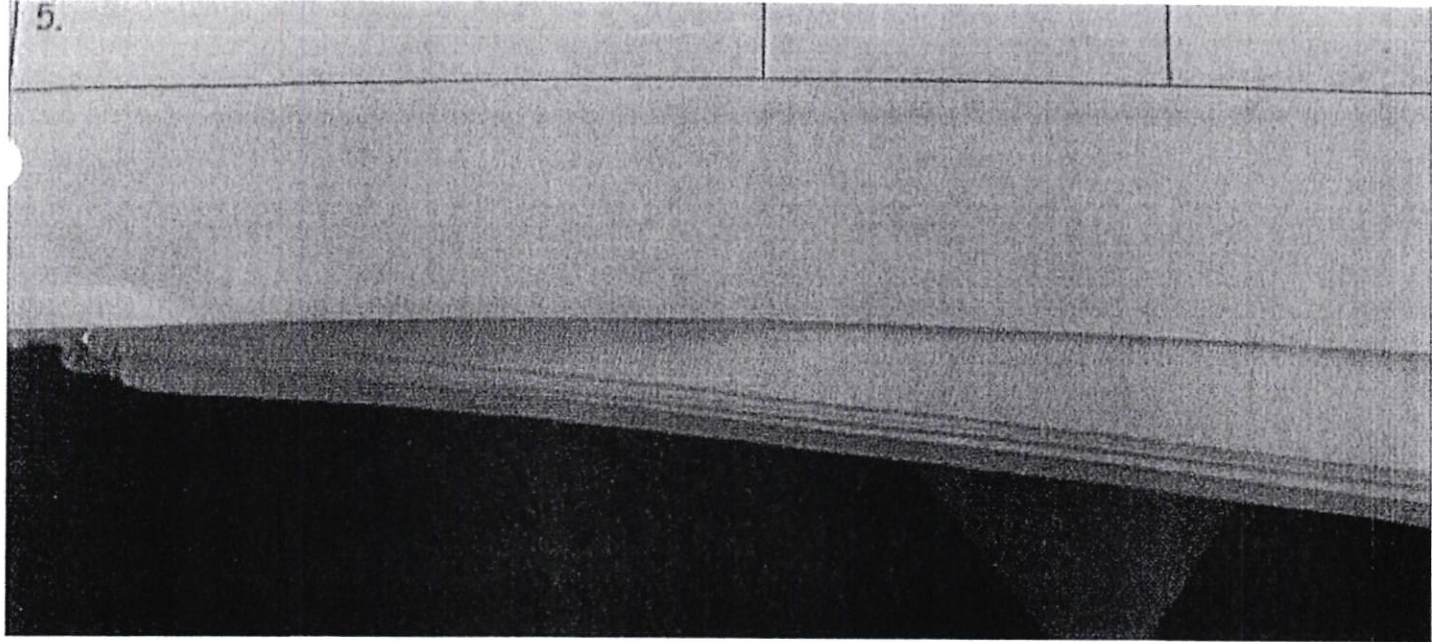
- Other Ideas

completed by - Dec 2nd Gret w/ Hyde second

hang in ~~the~~ fourth floor hallway

Who are we thankful for at home and at school

5.



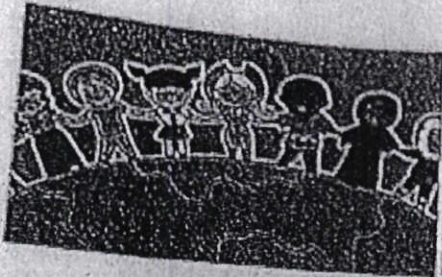


per  
grade  
level

~~1st~~ Japan  
Kinder - ~~vietnam~~  
~~vietnam~~  
First - Mexico

Donatoma  
third  
~~Japan~~  
England

~~Kenya~~  
fifth  
Columbia



Cultural Competency Team

Facilitator: Hensley / Beasley  
 Date/Time: 12-7-22 @ 2:30  
 Location: CES / conference room

Attendees:

1. Non Copat
2. Mackenzie Warden
3. Arni Schbat
4. Emily Lancaster

5. Kinsey
6. Michelle Beasley
7. Beasley
8. Jiffany Hight

Meeting Summary:

Overall Purpose/Discuss:

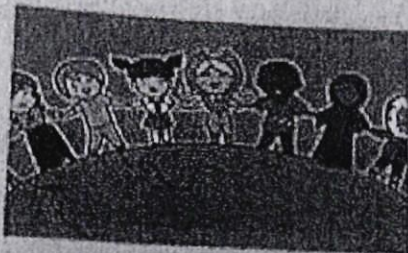
1. Recap: food drive, restorative circle for Thanksgiving, Veterans Day all completed
2. Christmas Trees by grade levels have been completed.
3. Looking ahead - mlk Jan. 16, 2023  
I have a dream bulletin board, each grade does die-cut hands, each class selects 1 quote from student
4. New Year - Restorative Circle Jan. 9 Accountable at home + school Give up math RTE to do goals

\*\*NEXT MEETING SCHEDULED FOR: January 11th

Material to Review:

ACTION ITEMS	PERSON RESPONSIBLE	DUE DATE
1. mlk - thought bubble from 1 student per class	Homeroom teachers	Jan. 12
2. white cardstock	Admin	Jan. 6
3. Bulletin board mlk	Cult. Comp.	Jan. 13

4. N Years Restorative Circle	SCHOOL WIDE	Jan 9 During math
5.		



## Cultural Competency Team

Meeting # 4

Date: December 7th, 2022

### Agenda

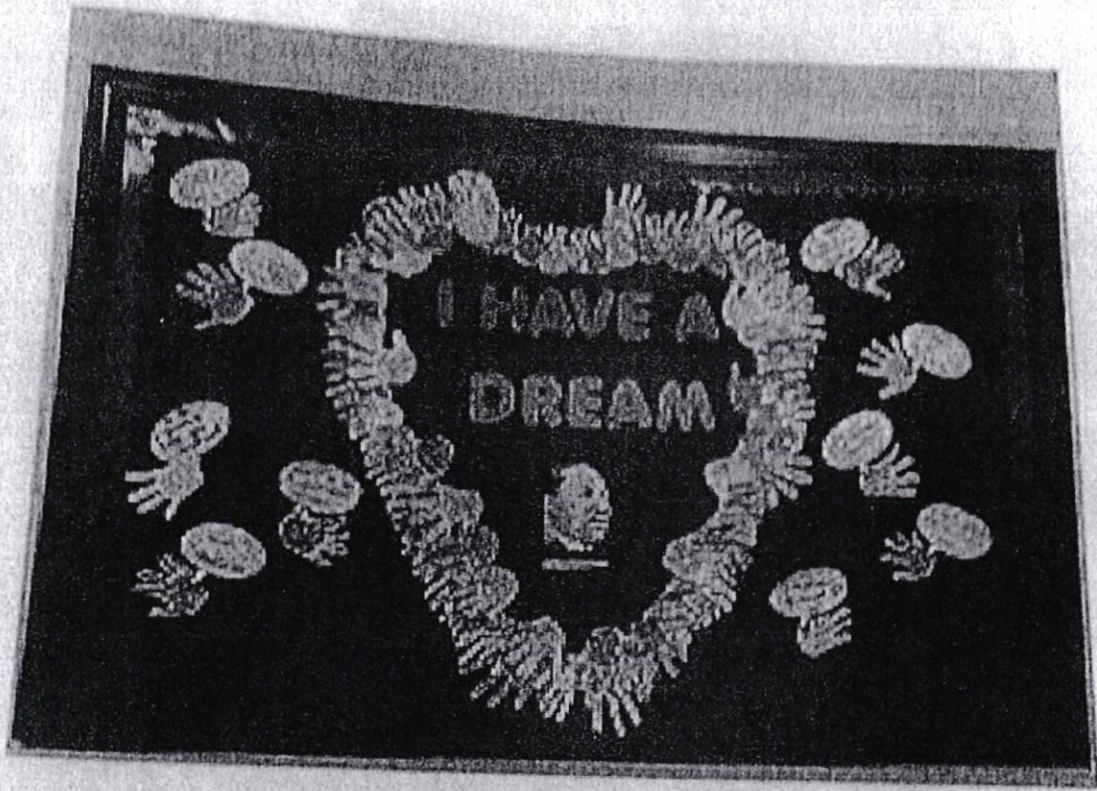
- Recap
- November
  - Food Drive - Begins November 14<sup>th</sup> - the 18<sup>th</sup>
  - Restorative circle for Thanksgiving
  - Veterans Day (Staff Presentation)
- December
  - Christmas Trees from around the world completed
- Looking Forward
  - Martin Luther King Jr. Day
    - The 16<sup>th</sup> - celebrate that week (17<sup>th</sup>-20<sup>th</sup>)
    - Celebration Ideas:
      - At the bottom

○ Next meeting: January 11<sup>th</sup>



Cultural Competency Team

Meeting # 4



Each class makes a hands and colors it

Each teacher picks a quote made by a student regarding MLK Jr. These selections will go around the heart as shown above.

OR

CLS - January 2003



To avoid the kind  
to earn extra and to  
pass third grade!



I have a dream  
that the world will  
be safe and everyone  
will be kind!

Miss Hilland's class



I have a dream of  
a world with no drink  
or sickness  
and everyone  
is healthy



I have a dream...  
to cure cancer!

Miss Hilland's 3rd grade class

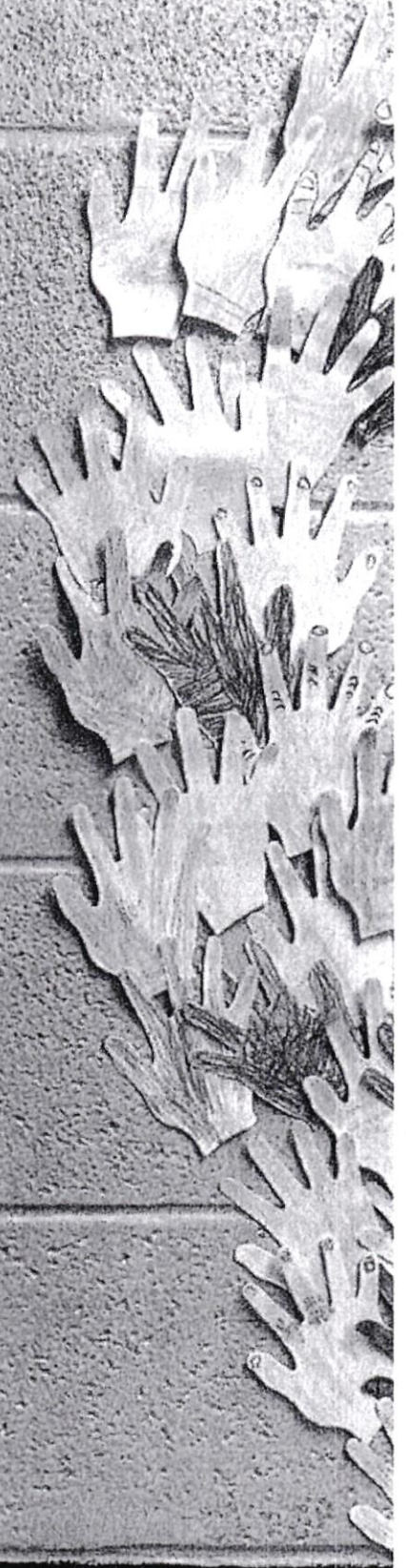


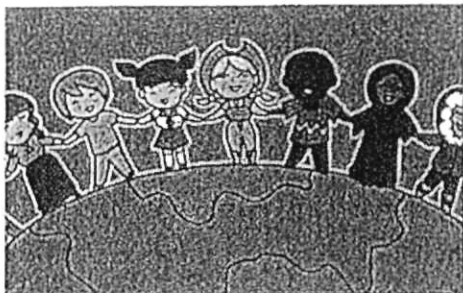


I have a dream  
that we will all be  
friends and take care  
of each other.  
— Mrs. Crockett

I have a dream that  
everyone is kind and  
a good friend to  
everyone they meet.  
— Mrs. Crockett

I have a dream  
that everybody  
would be themselves  
and not try to be like  
someone else.  
— Mrs. Crockett





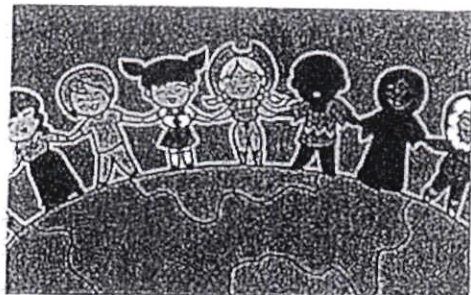
Cultural Competency Team

Meeting # 2

Date: October 18th, 2023

Agenda

- October
  - October
    - Red Ribbon Week NEXT WEEK
      - Please post on your DOJO story Friday
      - Door decorating contest -- have done by the 26<sup>th</sup>
    - Still playing la loteria
- Looking forward:
  - November
    - Food Drive
      - Nov. 13<sup>th</sup> - 17<sup>th</sup>
      - Whichever classroom has the most cans win popcorn and a movie (RIO)
        - PLEASE help me get boxes
  - Veterans Day Celebration
- Next meeting: November 15<sup>th</sup>



## Cultural Competency Team

Facilitator: Elexus Henstey

Date/Time: 10-18-23

Location: Conference Room

### Attendees:

1. Dana Hart
2. Terri Gilbert
3. Beanna Stewart
4. ~~Measley~~

5. Tiffany Davies
6. Emily Lancaster
7. Kristin Nichols
8. Tiffany Hyde

### Meeting Summary:

Overall Purpose/Discuss:
1. Red Ribbon Week - Oct. 23-27 Post on Dojo
2. Food Drive Nov. 13-17 <sup>th</sup> Gen Ed Class Collecting Cans - Contest Winner Class gets popcorn + movie party
3. Veteran's Day - Nov. 9 Program pics to Elexus by Nov. 1
4.

\*\*NEXT MEETING SCHEDULED FOR: 11-15-23

### Material to Review:

ACTION ITEMS	PERSON RESPONSIBLE	DUE DATE
1. Red Ribbon Week Door Decorations	Class teachers Post on Dojo	8-26-23
2. November 13-17 Food Drive Class Contest - win <sup>s</sup> popcorn + movie	Gen Ed Classrooms	Nov. 17
3.		
4. Veteran's Day Nov. 9 - Thursday Faculty pics Program	<del>Measley</del> Elexus <del>Nov 10</del>	Due Nov. 1
5.		

Cultural Competency Committee Date 10/19/20

Attendees:

Virginia Eidson

Ashton Hite

Tyler Ogg

Anna Perry

Emily Robirds

Mary Kline

Agenda :

Native American History month in November

Discourse:

The question was posed of what craft, writing, paintings, images or experiences would we like to share with the group.

- Mrs. Hite was the first to share that she knows someone that she was going to Zoom meet with her class that is a teacher on a reservation. We discussed that it would be great if we could share that with the entire school. It was determined that she would record it and send it out to the teachers to show sometime during the month for homeroom.
- Mrs. Hite also suggested that we send a copy of some pictures for the Dawes roll ( The last census that was taken of the Indian tribes) to Mr. Cumberbatch to put on announcements.
- We perused the website National Native American Heritage Month set up by the government which shows a lot of different images for Native Americans.
- We decided to send at least five to the teacher center for printing to hang around the building with a question and answer on the reverse. Some will be sent to Mr. Cumberbatch for announcements.
- Mrs. Eidson pulled up a teaching guide and we decided to use some of the visuals with the vocabulary
- Under the how did we serve we were able to find different Native Americans that were also soldiers for the country and are going to place the pictures in announcements
- Contact Mr. Selby to ask about what the related arts can do for that month.
- As the meeting was wrapping up we discussed any need we may have that in our school that any of us had heard about.
- Mrs. Eidson said that our next meeting in November would be about Traditions around the world. Mrs. Hite has an idea for door decorating that we will discuss at that meeting.

Action items:

Mary Kline- print poster and hang them around with questions

Virginia Eidson- Discuss related arts with Mr. Selby, Get items to Mr. Cumberbatch, Print off the five visuals and get them to homerooms to pass out for the language.

Ashton Hite- Get Zoom meeting to all teachers so they will be able to show in homeroom.

Next Meeting Agenda-

Traditions around the world with students

Door decorating competition.

CMS

## CCC meeting notes 1/11/23

Virginia Eidson <virginia.eidson@rcstn.net>

Wed 1/11/2023 3:54 PM

To: Amy West <Amy.West@rcstn.net>; Danielle Frazier <danielle.frazier@rcstn.net>

📎 1 attachments (16 KB)

Meeting notes 11123.docx;

### Members Present

Luke Selby

Virginia Eidson

Anna Perry

Ashton Hite

Mary Kline

Tyler Ogg

Emily Robirds

Minutes and action items are attached.

### Websites

[Classroom resources for Black History Month - PBS NewsHour Classroom](#)

[Black History Month Lessons & Resources | NEA](#)



### Black History Month Lessons & Resources | NEA

Grades K-5 Lesson Plans & Activities LESSON PLANS.  
Musical Harlem In this 3-5 lesson, students will learn about the Harlem Renaissance and create original jazz artwork. They will listen to audio samples, analyze elements of jazz, research musicians, and learn how jazz

[www.nea.org](http://www.nea.org)

Virginia Eidson

6th Grade Math

Coopertown Middle School

**Websites**

[Classroom resources for Black History Month - PBS NewsHour Classroom](#)

[Black History Month Lessons & Resources | NEA](#)

Cultural Competency Committee Notes and Agenda

Date: 5/5/22

Members Present:

Megan Wiseman (Chair)

Rory Coyle

April Watson

Catherine Olszewski

Shelly Thomas

Agenda:

\*Watson bought multi-cultural bulletin board materials to use to put up for the start of next year; we can discuss how best to use them, what to write on them

\*We will give each HR teacher one of the people cut-outs to write a way that our school can be more accepting and kinder to others; we will hang them on hallway bulletin boards and leave up for next school year

\*Reflect on this year's activities, feedback

\*Next year will address needs teachers have to reach our ELL students in the classroom, such as resources, strategies (such as for vocabulary), etc.

Other culturally diverse material used in classroom instruction/discussions/outreach:

\*4<sup>th</sup> grade=Wax Museum, research on Americans

\*3<sup>rd</sup> grade=Native American studies

\*May 12=Literacy Night, families invited

Plans for next meeting date: None this year



## CPES Meeting Notes

Megan Wiseman <megan.wiseman@rcstn.net>

Fri 5/6/2022 7:07 AM

To:Theresa Chandler <theresa.chandler@rcstn.net>;Tiffany Green <tiffany.green@rcstn.net>;Catherine Olszewski <catherine.olszewski@rcstn.net>;Rory Coyle <rory.coyle@rcstnnet.onmicrosoft.com>;April Watson <april.watson@rcstn.net>;Shelly Thomas <shelly.thomas@rcstn.net>  
Cc:Danielle Frazier <danielle.frazier@rcstn.net>;Donna Trice <Donna.Trice@rcstn.net>

📎 1 attachments (63 KB)

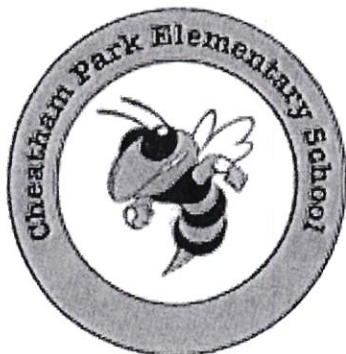
CultCompCommNotes050522 (1).pdf;

Meeting Notes attached. This was our last meeting of this school year. Thanks!

Megan Wiseman

ELL Teacher

Cheatham Park Elementary School



CPES Cultural Competency Committee

Agenda and Notes

Date: 8/18/22

Members Present:

Megan Wiseman (Chair)

Rory Coyle (out sick)

Britney Rosario (new teacher meeting)

Jessica Eberle (new teacher meeting)

Shelly Thomas

Michelle Martinez (@Hospitality Committee meeting)

Agenda:

\*Discuss norms and meeting dates (see attached)

\*Discuss plans for Hispanic Heritage Month Sept. 15-Oct. 15

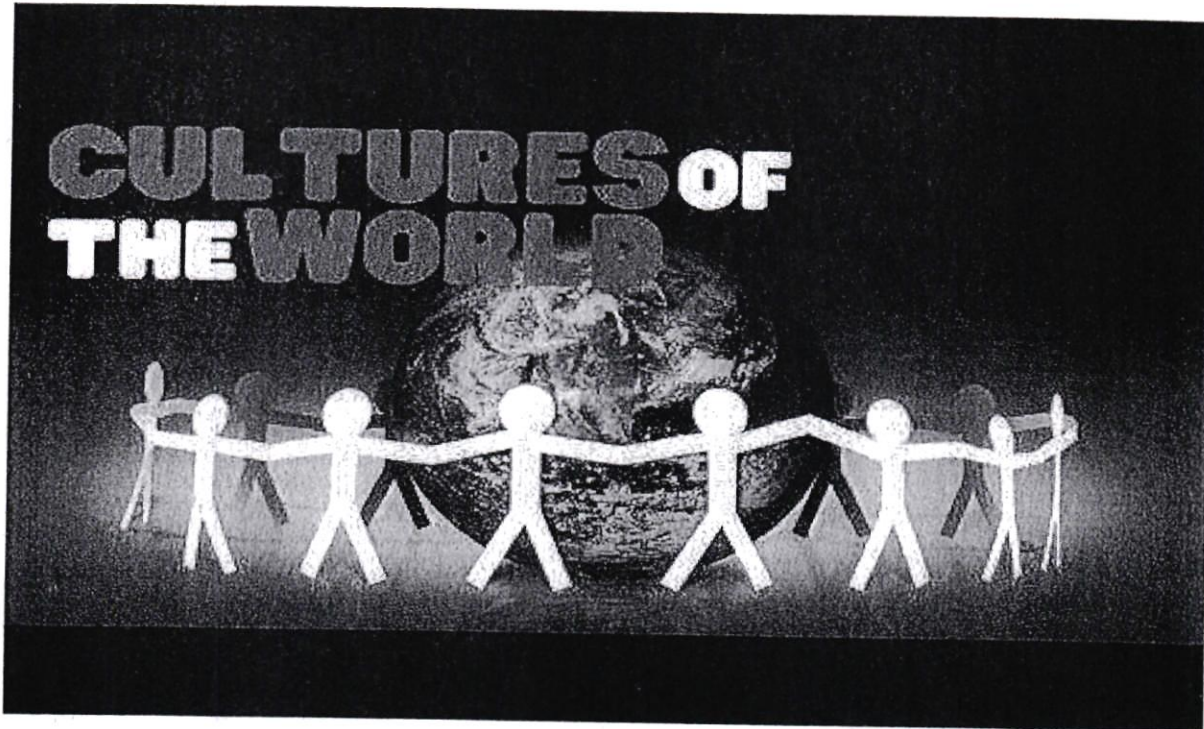
-Assign Famous Person to classes research and display on bulletin board?

\*We will start this mid-September; Wiseman to put 1-2 research pages in each homeroom teacher's box; when they return them, we will hang with the famous person's picture on main hallway board; we will also have a person shared on morning announcements

-Other suggestions:

\*To start off the year we are going to offer all students to complete a "Celebrating My Heritage" page (also available in Spanish); they can complete during WIN time or take home to complete with their families and bring back; these will be displayed on grade hallways. Maybe some well-spoken students can volunteer to share on morning announcements

and even bring an artifact to share. Classroom teachers can use WIN time to discuss accepting one another's cultures and backgrounds. Wiseman to email video link [Cultures of the World | A fun overview of the world cultures for kids - YouTube](#)



Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

Plans for next meeting date: September

\*Finalize Hispanic Heritage Month; discuss ideas for November

CPES Cultural Competency Committee

Agenda and Notes

Date: 10/20/22

Members Present:

Megan Wiseman (Chair)

Rory Coyle

Britney Rosario

Jessica Eberle

Shelly Thomas

Michelle Martinez

Agenda:

\*Discuss plans for November—Native American Month

-Post biographies on main bulletin board?

-Students do "Thanksgiving Traditions" sheet?

-Other suggestions:

Other culturally diverse material used in classroom  
instruction/discussions/outreach the previous month:

Plans for next meeting date: November

CPES

CPES Cultural Competency Committee

Agenda and Notes

Date: 12/15/22

Members Present:

Megan Wiseman (Chair)

Rory Coyle

Britney Rosario

Jessica Eberle

Shelly Thomas

Michelle Martinez

Agenda:

\*Discuss plans for January: MLK/Civil Rights Month

\*Research biographies? Homerooms or after school clubs?

-Other suggestions:

\*"I can be a Peacemaker" booklet—will put copies in grade-level ELA teacher boxes to share with their teams; all students can complete as a writing assignment

\*WIN time—show Brainpop on MLK; there are many supplemental activities to go with it

\*Mrs. Thomas has a cut-out of MLK; will display by office; will see if K. Bush can have her writing after school club complete speech bubbles on "I Have a Dream" to put around the cut-out—we can share on announcements, too

\*Wiseman will do MLK reading activities and New Year's around the world in after school clubs; Coyle to suggest to Hayes/Callis maybe students can research black Americans

\*Wiseman also has STEAM packet to go with book "Martin's Big Words"; will keep book in my box for teachers to use if they would like for WIN time; also "Ruby Bridges" book

Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

\*Students had option to complete Holiday Traditions sheet and display on hallway bulletin board

\*Students made paper ornaments for the holidays which were hung on tree in lobby or on bulletin boards

\*Main office hallway bulletin board had colored passages about Hanukkah, Christmas, Kwanzaa, and Los Posadas; also read during morning announcements

\*Reading after school club read about other countries' holiday traditions

Plans for next meeting date: February TBA

CPES Cultural Competency Committee

Agenda and Notes

Date: 1/12/23

Members Present:

Megan Wiseman (Chair)

Rory Coyle

Britney Rosario

Jessica Eberle

Shelly Thomas

Michelle Martinez

Agenda:

\*Discuss plans for February: Black History Month

\*Wiseman gave each grade rep (or will give) a picture and quote colored by a student; teachers will pick a student to write on attached notecard what they think the quote means; these will then be read on assigned days on morning announcements; once completed, the teachers will hang on grade-level bulletin boards

5<sup>th</sup> (Thomas/Martinez) will do announcements Feb. 6-10

4<sup>th</sup> (Rosario/Wiseman) Feb. 13-17

3<sup>rd</sup> (Eberle) Feb. 21-28

\*Teachers will also have student complete "I have a dream" bubbles to hang on main hallway, as well as grade-level hallways; Wiseman put copies in grade rep's boxes.

Other suggestions:

Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

For December, some homeroom teachers read the texts from holidays around the world: Kwanzaa, Hanukkah, Christmas, Los Posadas; in art, students could decorate a paper ornament from one of these holidays and Wiseman's after school clubs hung them on lobby tree. Students also could complete a page about their own holiday traditions, which were displayed in grade hallways. The main hallway had "Merry Christmas" in other languages, as well as colored copies of the holiday passages.

Wiseman's after school clubs read passages about other holiday traditions such as Germany and Australia; students also did a simple craft to go with it.

Plans for next meeting date: March TBA, Women's History Month



CPES Cultural Competency Committee

Agenda and Notes

Date: 4/27/23

Members Present:

Megan Wiseman (Chair)

Rory Coyle

Britney Rosario (mentor meeting)

Jessica Eberle (mentor meeting)

Shelly Thomas

Michelle Martinez (mentor meeting)

Kim Weaver

Agenda:

\*Review this year's activities and give feedback for next year; please come with suggestions

Other suggestions:

\*bulletin boards=take down TCAP posters; Coyle to update paper/boarder if necessary; will hang up "Be Kind" posters, which can stay up for next year

\*we feel there is a need to address racism with students; lots of name-calling; we need to discuss and celebrate different cultural preferences/customs/traditions/slang, etc.; we need to include admin in this discussion first; should we discuss in morning announcements? WIN? Wait until next year?

Other culturally diverse material used in classroom  
instruction/discussions/outreach the previous month:

\*Women's history month=displayed quotes by famous women; also had students explain what they think they mean

Plans for next meeting date: n/a

## Cultural Competency Committee Notes

Megan Wiseman <megan.wiseman@rcstn.net>

Fri 8/18/2023 9:25 AM

To: CPES 2023-2024 <cpes2023-2024@rcstn.net>

Cc: Danielle Frazier <danielle.frazier@rcstn.net>; Donna Trice <Donna.Trice@rcstn.net>

 4 attachments (3 MB)

CelOurHerPosterENG.pdf; CelOurHerPosterSP.pdf; CultCompCommNotes081723 (1).pdf;  
CultCompCommNormsandDatesSY24.pdf;

The CPES Cultural Competency Committee had our first meeting yesterday. The purpose of this committee is to help coordinate and document cultural diversity activities for our school each month. We will start this year by having students complete a "Celebrating Our Heritage" sheet about themselves. These will be given to you by your grade level rep. You can also return completed ones to your grade level reps and they can display some in the hallways and/or ask some students to share on announcements. We are also creating a world map in the main lobby to show how we come from different places (we can add pins/tags to countries, add student pictures or names at some point, etc..)

If YOU are from another country, can you let me know? I'd like to include staff in this as well. Also, if you do any activities to promote/support/educate any form of cultural diversity in your classrooms, please send me an email and pictures if you can! We like to show off what we do here. If you have any ideas, suggestions, or questions, please see me or these ladies:

\*Shelly Thomas, 5th

\*Brittany Rosario, 4th

\*Jessica Eberle Sheeks, 3rd

\*Rory Coyle

\*Kelli Bush

Thank you!

Megan Wiseman

ELL Teacher

Cheatham Park Elementary School

# CELEBRATING OUR HERITAGE

My family is from

.....

My name is



My family

A simple line drawing of a camera with a lens, a flash, and a viewfinder.

Traditional food in  
our country  
includes...

A simple line drawing of a knife and a fork, representing eating utensils.

My favorite is...

A simple line drawing of a plate with a slice of pizza or a similar food item.

A special tradition is...

# CELEBRANDO NUESTRA HERENCIA

Mi familia es de

.....

Me llamo



Mi familia

La comida típica de nuestro país incluye...

Mi favorito es...

Una tradición especial es

CPES Cultural Competency Committee

Agenda and Notes

Date: 8/17/23

Members Present:

Megan Wiseman (Chair)

Rory Coyle (safety meeting)

Britney Rosario

Jessica Eberle Sheeks

Shelly Thomas

Kelli Bush

Agenda:

\*Discuss norms and meeting dates (see attached)

\*Discuss our mission:

\*At CPES, we want to embrace all cultures, backgrounds, and individuals while being respectful of our differences. We want to give opportunities for all staff and students to share about themselves and learn from others.

\*Discuss plans for Hispanic Heritage Month Sept. 15-Oct. 15

-Assign Famous Person to classes research and display on bulletin board?  
NO

-complete "Celebrating My Heritage" page (Eng/Span)?

YES; We will do this for all students to be able to share about their backgrounds; some can be displayed on hallway bulletin boards and maybe shared on announcements; Wiseman to give copies to grade level reps to distribute to grade level team members

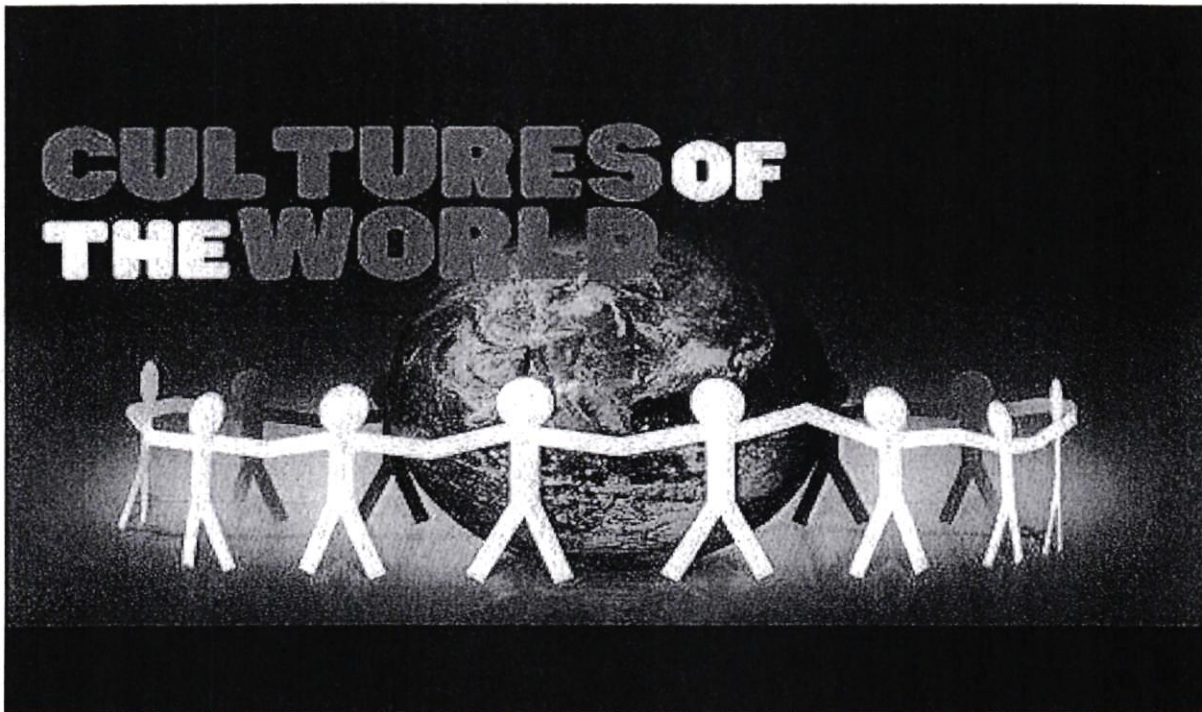
Wiseman and Bush to make bulletin board in main lobby with world map; we can add tags to label countries our students are from; maybe add pictures of students at some point; Wiseman checked with Burns about bulletin board; Rosario provided map; Sheeks has glue gun

-video on Cultures?

YES; Wiseman will attach in email to staff

[Cultures of the World | A fun overview of the world cultures for kids - YouTube](#)

-Other ideas/suggestions:



Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

Open House for parents and students; information sent home about REMIND to parents in Eng/Spanish

WIDA reports sent home with ELL eligibility letters in Spanish

Plans for next meeting date: September 7

\* We will finalize plans for Hispanic Heritage Month; Wiseman to go ahead and get the materials used last year ready; teachers and students liked those pages



Cultural Competency Committee Norms 2023-2024

1. Meet once per month (this is a Central Office requirement) in Wiseman's room E306 at 3:00 (or after last bus) on the following dates:

August 17	January 11
September 7	February 1
October NONE	March 7
November 2	April 11
December NONE	May 9

2. Everyone attends meetings on time unless there are special circumstances, and everyone participates. If you miss a meeting, please contact the chairperson for updates. The sign-in sheets are turned in to principals and copied to Central Office.
3. Come with items/solutions prepared to discuss on the agenda and/or give feedback on ideas; be respectful of other's opinions.
4. Encourage faculty/teammates to participate in Cultural Competency activities and provide documentation to the chair.
5. Assist with preparing materials to distribute and/or display items throughout the school or on bulletin boards as needed.

Signatures of Committee Members:

Megan Wiseman

Rory Coyle

Britney Rosario

Jessica Eberle Sheeks

Shelly Thomas

Kelli Bush

Possible list of Ideas for each month:

September/October=Hispanic Heritage

November=American Indian Heritage

December= Winter Holidays Around the World

January=MLK

February=Black History Month, Random Acts of Kindness

March=Women's History

April=Autism/ Disabilities Awareness

May=Countries Around the World?

CPES Cultural Competency Committee

Agenda and Notes

Date: 9/7/23

Members Present:

Megan Wiseman (Chair)

Rory Coyle

Britney Rosario

Jessica Eberle Sheeks

Shelly Thomas

Kelli Bush

\*\*\*\*Meeting had to be cancelled due to chair absent; had meeting through email 9/11/23

Agenda:

\*Reflect on August activities---be prepared to share how your team implemented activities

-all students had opportunity to complete "My Heritage" sheet about themselves; those that were turned into Wiseman were hung on bulletin board in main lobby; names of countries students are from were added to map

\*Discuss plans for Hispanic Heritage Month Sept. 15-Oct. 15

-Wiseman sent link to homeroom teachers for several key Hispanic Americans that have Brainpop videos; also put a sheet for each person to take notes and color in teachers' boxes

-Wiseman also gave team members some biography sheets to give to early finishers to complete; these can be added to main office bulletin board with pictures of the person next to them (will ask Coyle to help hang up)

Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

Plans for next meeting date:

October (no meeting due to Fall Break)

November--

## Cultural Comp Comm

Megan Wiseman <megan.wiseman@rcstn.net>

Thu 11/2/2023 3:29 PM

To:CPES 2023-2024 <cpes2023-2024@rcstn.net>

Cc:Danielle Frazier <danielle.frazier@rcstn.net>;Donna Trice <Donna.Trice@rcstn.net>

📎 1 attachments (121 KB)

CultCompCommNotes110223.pdf;

Some members of the CCC met today.

November is Native American Month.

- I will put a totem pole activity in HR teachers' boxes.
- If you have students complete them, please put in my box.
- Other activities are on the table in workroom if you are interested.

If anyone is interested in taking over this committee, please let me know.

Megan Wiseman

ELL Teacher

Cheatham Park Elementary School



CPES Cultural Competency Committee

Agenda and Notes

Date: 11/02/23

Members Present:

Megan Wiseman (Chair)

Rory Coyle

Britney Rosario (at After School Club Meeting)

Jessica Eberle Sheeks

Shelly Thomas

Kelli Bush (at Hospitality Committee—spoke w/her about plans)

Jessica Church

\*\*\*\*No committee meeting in October due to Fall Break

Agenda:

\*Reflect on Hispanic Heritage Month activities and give feedback:

Students enjoy looking at the map in main lobby

\*Discuss plans for Native American Month--November

-Display bios on key figures? NO

-Other ideas?

K. Bush found some articles on ReadWorks for each grade relating to Native Americans; will put on table with other activities for teachers to copy and use as they wish

K. Bush also gave idea about Totem Poles; Wiseman found activity on TPT; will put in HR teachers boxes if they will participate and display on bulletin boards

\*Discuss plans for December—Winter Holidays around the World

Wiseman to ask Head/Art and Nugent/Music if they are able to work in some activities for this

Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

\*Wiseman created bulletin board in lobby with map of world and labeled some countries that students are from; also displayed some My Heritage sheets

\*Coyle displayed key Hispanic people that kids completed on office hallway; Wiseman displayed some on 4<sup>th</sup> grade hallway

\*ELL breakfast was attended before fall break; we had dancers Jalepeno Hotties from IA that performed; students/parents completed a cultural quilt to be displayed in lobby

Plans for next meeting date:

December---Winter Holidays around the world



## Culture Day at CPES

Megan Wiseman <megan.wiseman@rcstn.net>

Tue 9/19/2023 11:24 AM

To:CPES 2023-2024 <cpes2023-2024@rcstn.net>

Cc:Danielle Frazier <danielle.frazier@rcstn.net>;Deborah Nance <deborah.nance@rcstn.net>

 3 attachments (25 MB)

Culture Day Flyer (black and white print).pdf; Culture Day Flyer.pub; Culture Day Flyer (black and white print) Spanish.pdf;

Teachers and Staff,

NEXT Friday, September 29, we would like to have a "Culture Day", where students and staff can dress up with clothing from their home cultures. This is to recognize Hispanic Heritage Month, but all students and staff can participate, regardless of their cultural background. For example, many Hispanic girls have special dress they can wear from their home countries. If a student is from Tennessee or Springfield for instance, they could wear a Titans jersey or Springfield shirt. Maybe teachers can give tickets to those who participate that day. I would be glad to put a treat in participating teachers' and staff boxes too! We can't allow outside food prepared in homes, but if you would like to bring store-bought wrapped treats that would be fine but up to you.

Also, that same morning is our ELL family breakfast at 8:00. The EL teachers will be sending notes home just to those students. If they give one back to you, please give it to the grade level ELL teacher. Please note that many of those students will be in the cafeteria when we call for them from 8:00-9:00 that morning.

Please let me know if you have any questions! Please encourage students to participate. If homeroom teachers could send out on REMIND that would be great too!

\*If you "like" this I'll put a candy in your box 😊

Megan Wiseman  
ELL Teacher  
Cheatham Park Elementary School

# Culture Day!

Friday, September 29th

**Who:** All Students and Staff

**What:** CPES Culture Day

**Why:** To Learn More About Each Other's Cultures

- Students and staff are encouraged to wear clothing that represents their family's culture.



Everyone Belongs!



important info

Megan Wiseman <megan.wiseman@rcstn.net>

Fri 11/17/2023 1:04 PM

To: Britney Rosario <britney.rosario@rcstn.net>; Shelly Thomas <shelly.thomas@rcstn.net>; Kelli Bush <kelli.bush@rcstn.net>; Rory Coyle <rory.coyle@rcstnnet.onmicrosoft.com>; Jessica Eberle <jessica.eberle@rcstn.net>;  
Jessica Church <jessica.church@rcstn.net>  
Cc: Theresa Chandler <theresa.chandler@rcstn.net>

CCC Team,

I'm not sure if we are having committee meetings in the next few weeks, so I am sending this email instead to discuss our December activities. No one (except Church) was able to come to the meeting last time. Thank you for reaching out to me to see how you could help. 🙏 I am going to have to divide up things to be done among you all in order to help me.

For those I was able to speak to, we decided to do Winter Holidays and assign each grade a holiday. I put a packet of activities in Bush's box and Sheek's box for you to discuss with your grade level teams. (Rosario I handled 4<sup>th</sup> grade). Each grade does things differently, so however you all decide to do activities is fine with me. We just have to document that we are implementing them in some way.

4<sup>th</sup> Grade is Las Posadas/Mexico; 3<sup>rd</sup> is Traditional Christmas in Europe; 5<sup>th</sup> is Kwanzaa.

There is an informational worksheet on your holiday, an editing sheet, and a paper ornament. These activities can be done for WIN, early finishers, or morning homeroom time. (It's up to each grade). The ornaments may be a pain, but if you do them, you can just decide to do one piece, or two pieces stapled back to back, or all three together. They can be hung on hallway bulletin boards, my tree in the lobby, or class doors. (Up to you!)

Bush and Thomas are in charge of 5<sup>th</sup> activities and the bulletin board.)

Wiseman and Rosario—4<sup>th</sup>

Sheeks and Church—3<sup>rd</sup>

Coyle—main hallway bulletin board; Rory I put stuff in your box from last year to hang up once December gets here.

Sheeks and I thought it would be fun for each hall to decorate with things from their holiday and other grades could come tour. If this is too much to ask, that is understandable. Just let me know.

I know this is a long email, but if you will please respond or give a like, then I can count this as your meeting time for November.

Thank you all for doing this without your help.

Megan Wiseman

Principal

Washington Park Elementary School

CPES Cultural Competency Committee

Agenda and Notes

Date: 11/27/23

Members Present:

Megan Wiseman (Chair) *Megan Wiseman*

Rory Coyle *Rory Coyle*

Britney Rosario *Britney Rosario*

Jessica Eberle Sheeks *Jessica Eberle Sheeks*

Shelly Thomas *Shelly Thomas*

Kelli Bush *Kelli Bush*

Jessica Church *Jessica Church*

\*\*\*\* No committee meeting in December due to Winter Break; Wiseman sent email and notes to committee members to sign off on \*\*\*\*

Agenda:

\* See attached email sent out to committee members regarding December plans for Winter Holidays around the World

\* Discuss plans for January: Please submit any ideas to Wiseman for MLK:

\* Feedback on Native American totem poles:

Other culturally diverse material used in classroom  
instruction/discussions/outreach the previous month:

\*Wiseman gave totem pole templates to all homeroom teachers; some were displayed on 5<sup>th</sup> grade hall and some on 4<sup>th</sup> grade, as well as a few on main lobby bulletin board

\*STEAM Night---many families participated; the EL Ambassadors helped at stations to translate; Ms. Nugent did a dance with Hispanic music with students

Plans for next meeting date:

January---MLK and Black History Month

## CCC notes for December

Megan Wiseman <megan.wiseman@rcstn.net>

Mon 12/18/2023 2:16 PM

To:Theresa Chandler <theresa.chandler@rcstn.net>;Danielle Frazier <danielle.frazier@rcstn.net>;Donna Trice <Donna.Trice@rcstn.net>

Cc:Britney Rosario <britney.rosario@rcstn.net>;Kelli Bush <kelli.bush@rcstn.net>;Jessica Eberle <jessica.eberle@rcstn.net>;Rory Coyle <rory.coyle@rcstnnet.onmicrosoft.com>;Shelly Thomas <shelly.thomas@rcstn.net>;Jessica Church <jessica.church@rcstn.net>

 12 attachments (18 MB)

IMG\_0139.jpeg; IMG\_0141.jpeg; IMG\_0138.jpeg; IMG\_0140.jpeg; IMG\_0137.jpeg; IMG\_0136.jpeg; IMG\_0133.jpeg; IMG\_0135.jpeg; IMG\_0134.jpeg; IMG\_0108.jpeg; IMG\_0109.jpeg; IMG\_0110.jpeg;

The Cultural competency committee did a written meeting since we did not meet due to short month. We did several activities this month for holidays around the world:

3rd grade homeroom were assigned a European country to research and learn about. They decorated doors with holiday information.

4th grade studied Las Posadas and read texts, made pictures, and Wiseman ELs celebrated with piñatas and ponche. The hall displayed information.

5th grade was assigned Kwanzaa to read about and make South African paper ornaments.

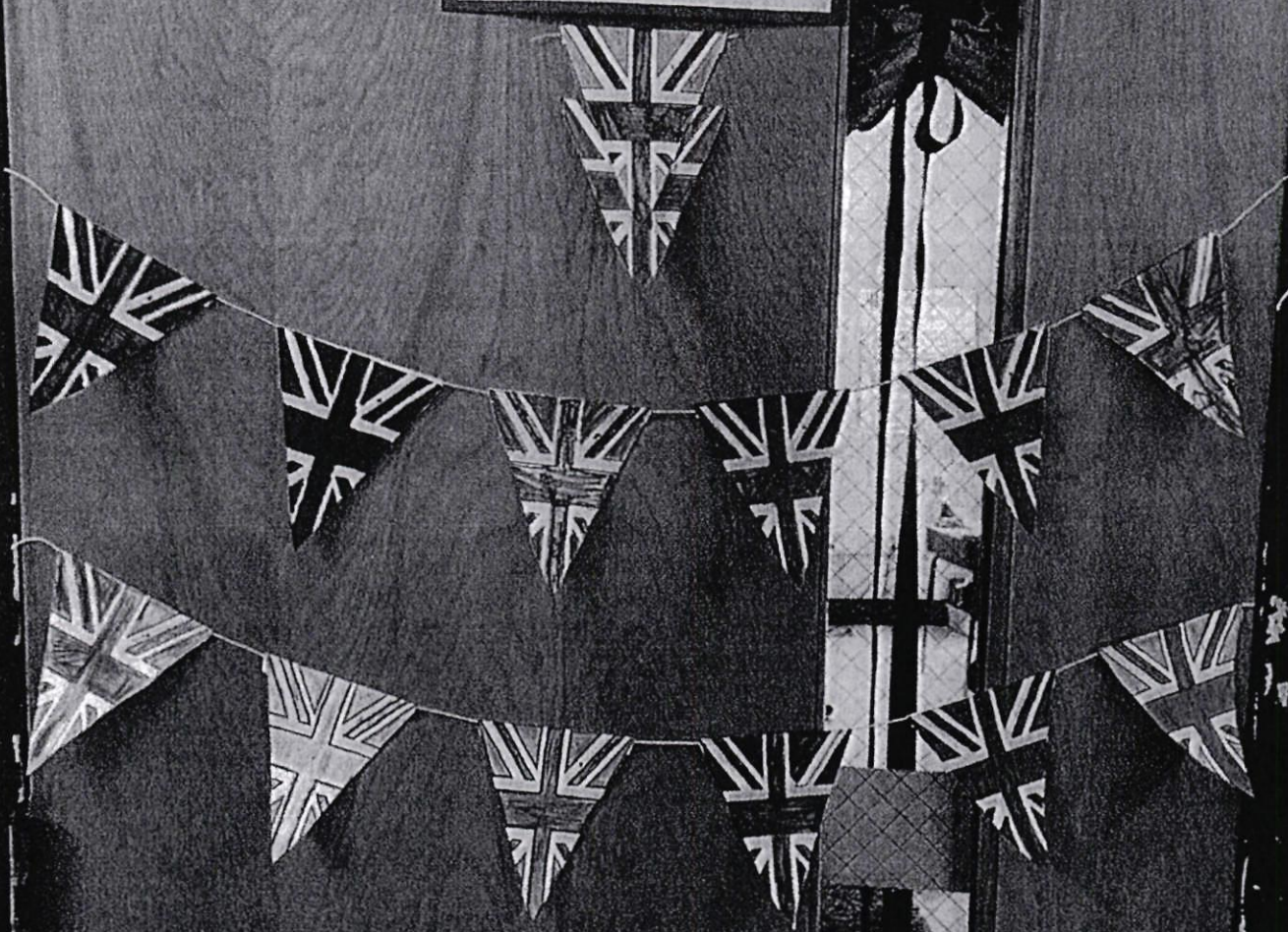
Students made paper ornaments from different countries in EL and Art. Some were hung on lobby Christmas tree.

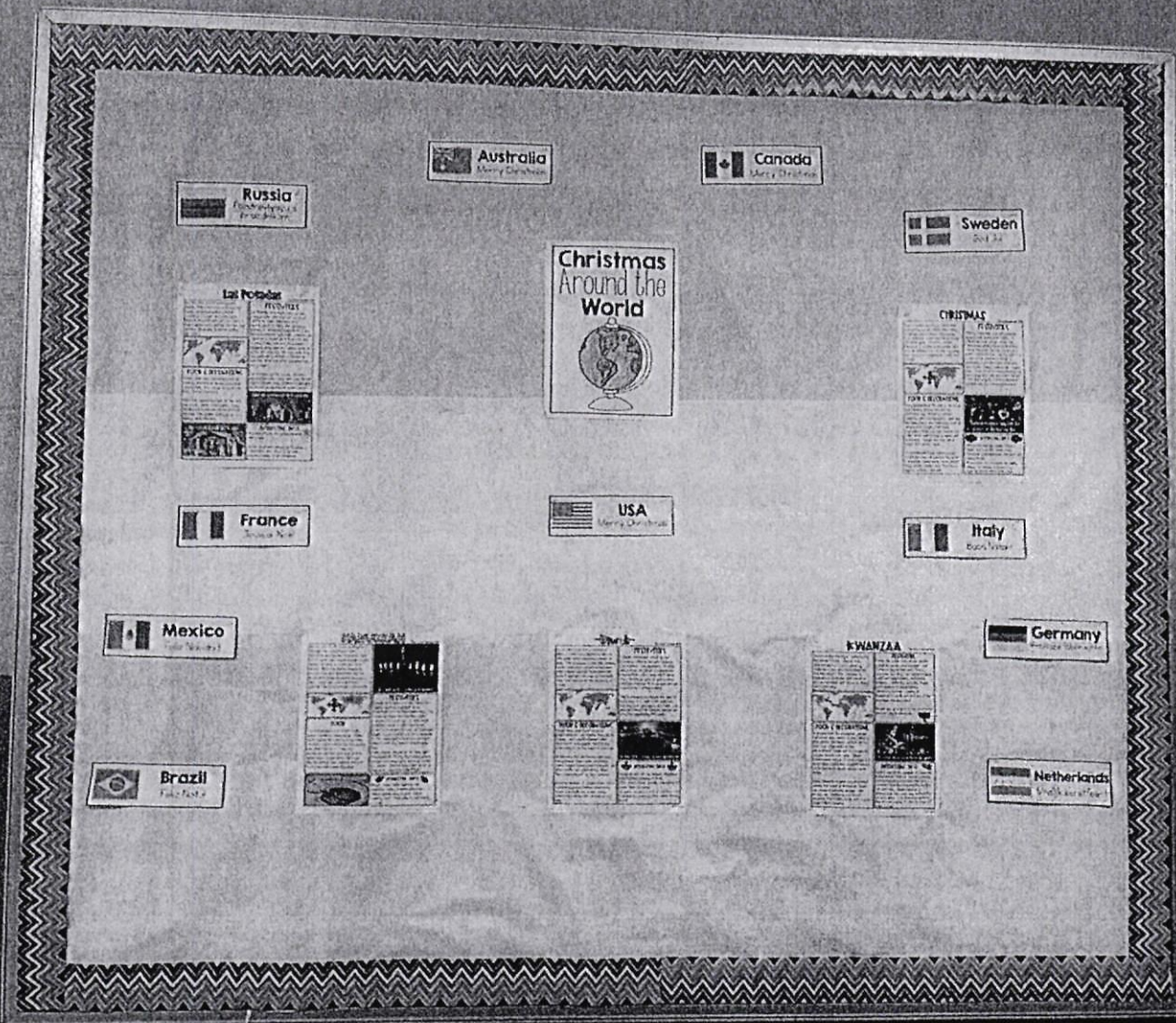
In music Ms Nugent shared songs and traditions about Hanakkuh.

Notes and pictures attached. Thank you all for your part in encouraging these activities.

ELL Teacher CPES

Great  
Britain





**Russia**  
Pechenegs & Frisian

**Australia**  
Merry Christmas

**Canada**  
Merry Christmas

**Sweden**  
Jul

**Christmas  
Around the  
World**

**Lut Polak**  
Pagan

**CHRISTMAS**  
Pagan

**France**  
Noël

**USA**  
Merry Christmas

**Italy**  
Buon Natale

**Mexico**  
Nochebuena

**Pagan**

**Pagan**

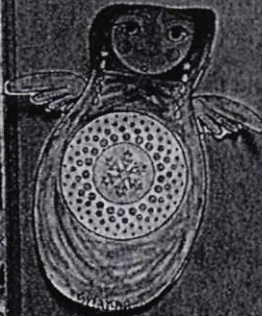
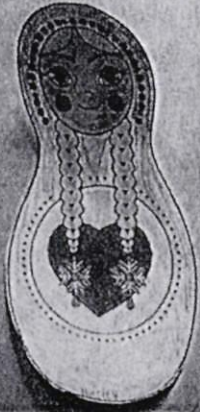
**KWANZAA**  
Kwanzaa

**Germany**  
Heiligabend

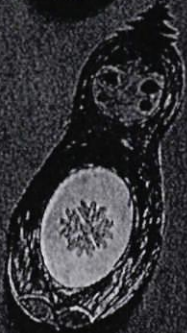
**Brazil**  
Festa Natal

**Netherlands**  
Sinterklaas





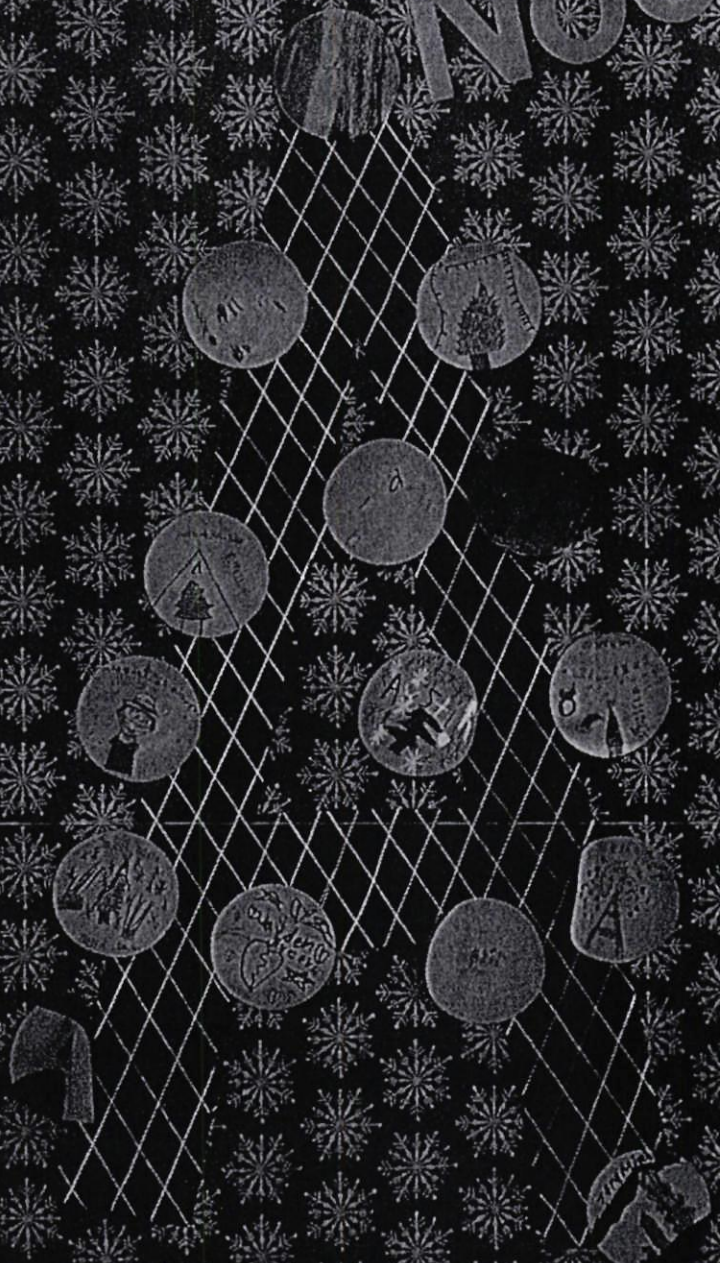
Nesting dolls  
are a common  
Christmas gift  
in Russia. 





France

Joyeux  
Noel



Spain

Christmas Around the World  
A Flipbook on  
Christmas In  
Spain

By: \_\_\_\_\_

Background Information

Symbols

Traditions

Celebration



We put baby Jesus in our nacimiento  
**nacimiento**

We hit a piñata  
**piñata**

Merry Christmas! Feliz Navidad  
**Feliz Navidad**

It is December 24<sup>th</sup>. Noche Buena  
**Noche Buena**

We sing to our neighbors  
**Las Posadas**

We celebrate Las Posadas  
**Las Posadas**

This is the flag of Mexico  
It is green, white, and red

It is December 16<sup>th</sup>  
**December 16th**

We decorate with poinsettias  
**poinsettias**

We eat buñuelos and tamales  
**buñuelos tamales**

CPES Cultural Competency Committee

Agenda and Notes

Date: 1/11/24

Members Present:

Megan Wiseman (Chair)

Rory Coyle (classified staff)

Britney Rosario

Jessica Eberle Sheeks

Shelly Thomas

Kelli Bush

Jessica Church (at another required PD)

Agenda:

\*Discuss any other suggestions or feedback for activities for MLK

\*Wiseman put up bulletin boards in all hallways for students to display their "Dreams" for the world (pictures attached)

\*Wiseman put copies of reading resources for MLK in workroom, including the book "Martin's Big Words"

\*Discuss plans for February and March: Black History Month, Random Acts of Kindness

\*Black History- We already have several activities in place for MLK; Wiseman will also replace main bulletin board with quotes from African Americans and powerful words based on book "Martin's Big Words"

\*Kindness- We will do Random Acts of Kindness each day in Feb; on morning announcements we will have a kindness challenge for the day; if homeroom teachers feel their class completed the challenge (most students) then they will put a heart with that challenge written on it on the outside of their doors; maybe those who have most hearts at end of the month get candy treat?

Wiseman also has kindness flowers that students can color as they do a kind act. Wiseman will give copies to team members to share with their teams if they want any of those.

Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

- \*Wiseman discussed MLK and watched video clip for WIN group
- \*After School Clubs will complete some activities about MLK

Plans for next meeting date:

Feb---Women's History for March

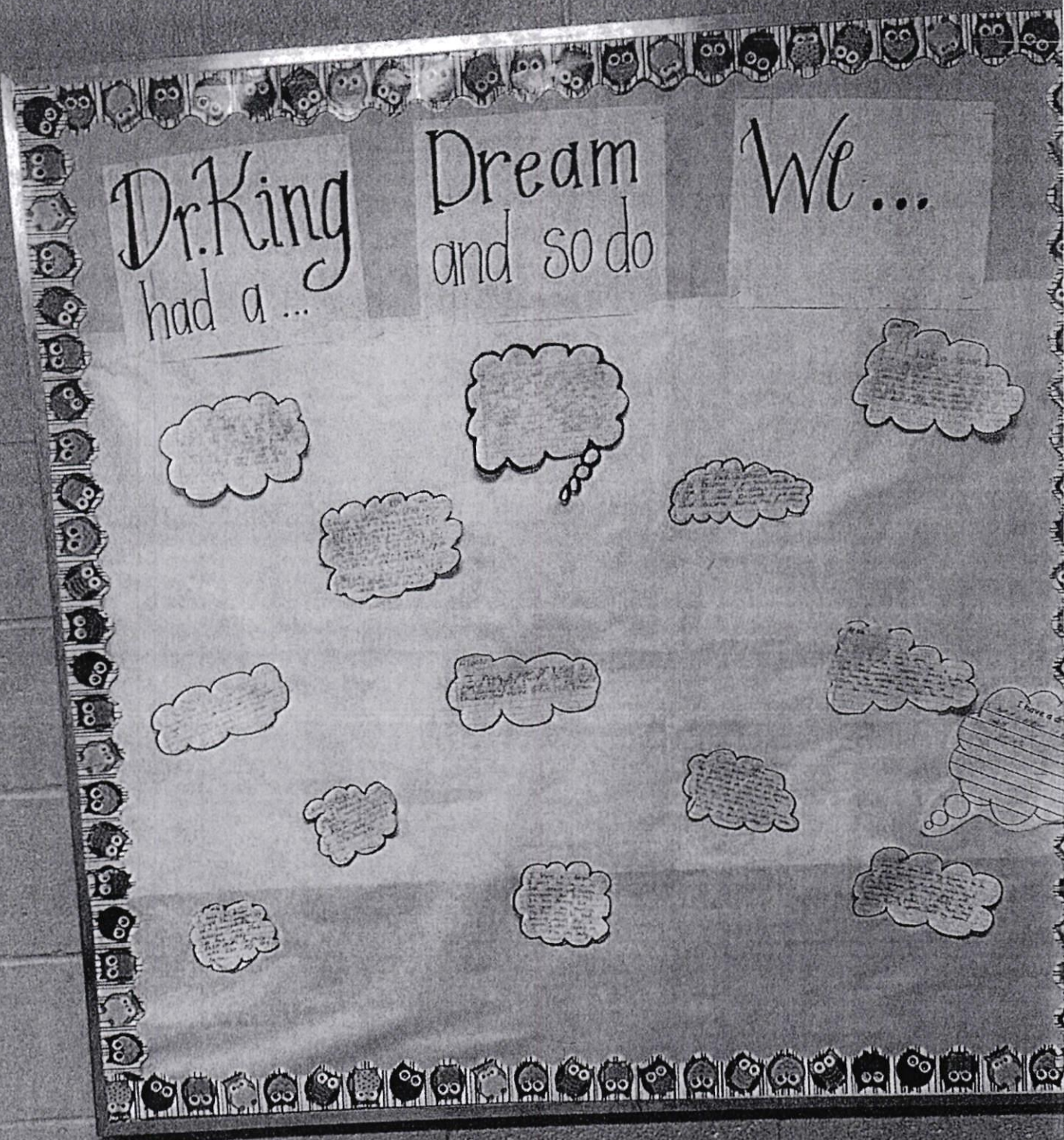
# Black History Month

Dr. King had a ...  
Dream and so do  
We ...

The bulletin board is decorated with a zigzag border. It features a title 'Black History Month' at the top. Below the title are three sections of text: 'Dr. King had a ...', 'Dream and so do', and 'We ...'. The board is filled with many thought bubbles, each containing handwritten text. Some of the visible text in the bubbles includes 'I was', '320', and 'The...'. The board is mounted on a wall.







Dr. King  
had a ...

Dream  
and so do

We ...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

I have a dream...

CPES Cultural Competency Committee

Agenda and Notes

Date: 2/1/24

Members Present:

Megan Wiseman (Chair)

Rory Coyle (classified staff)

Britney Rosario

Jessica Eberle Sheeks

Shelly Thomas

Kelli Bush

Jessica Church (other obligation)

Agenda:

\*feedback for activities for MLK:

-Good overall participation

\*feedback for Kindness activities:

-Just implemented today, but students seem excited about it

\*Discuss plans for March: Women's History Month

-Will display pictures of famous women with character traits on bulletin boards

-Reading passage about Women's History Month will be available in workroom for ELA/Homeroom teachers

-promote and assign articles about women in Achieve 3000

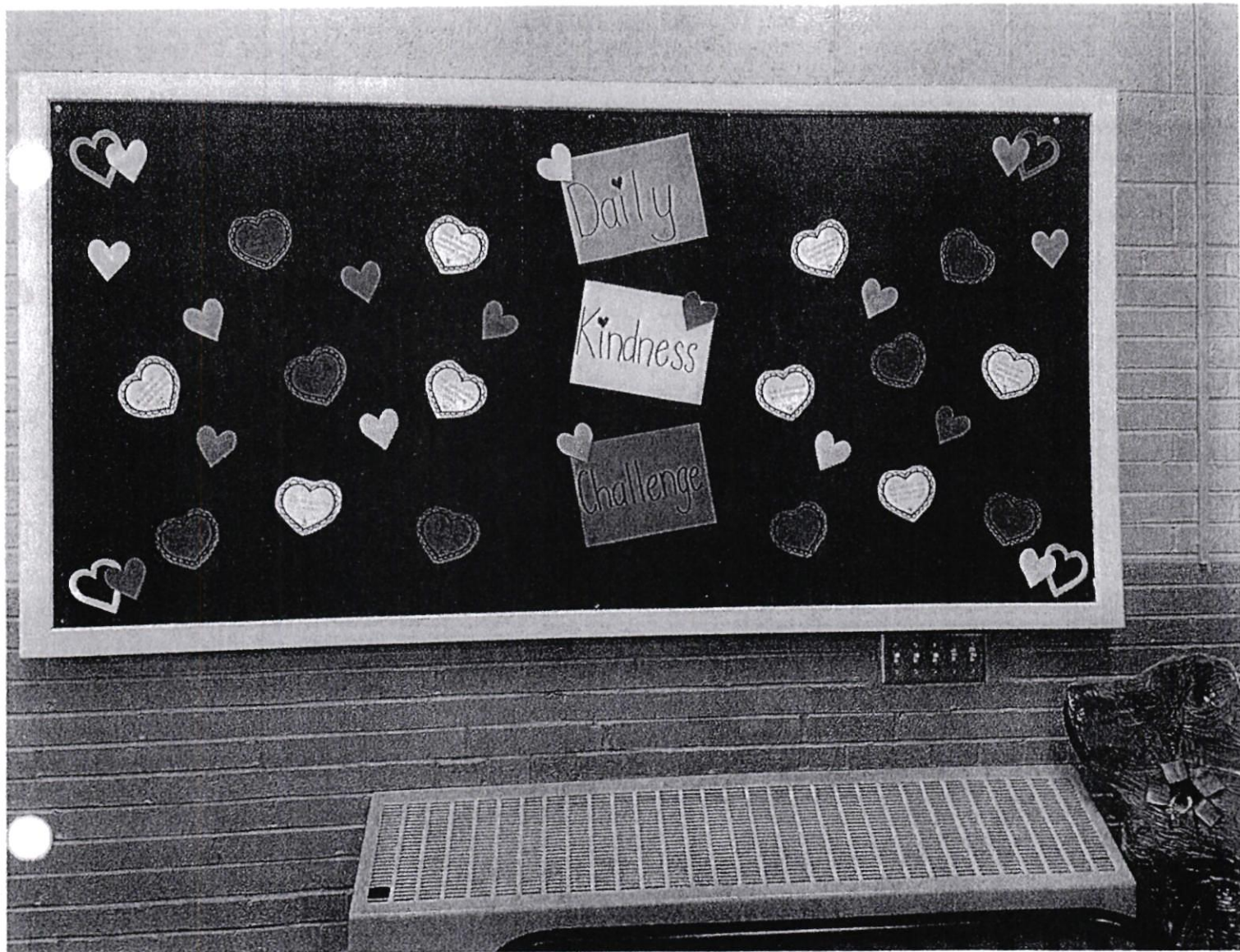
Other culturally diverse material used in classroom instruction/discussions/outreach the previous month:

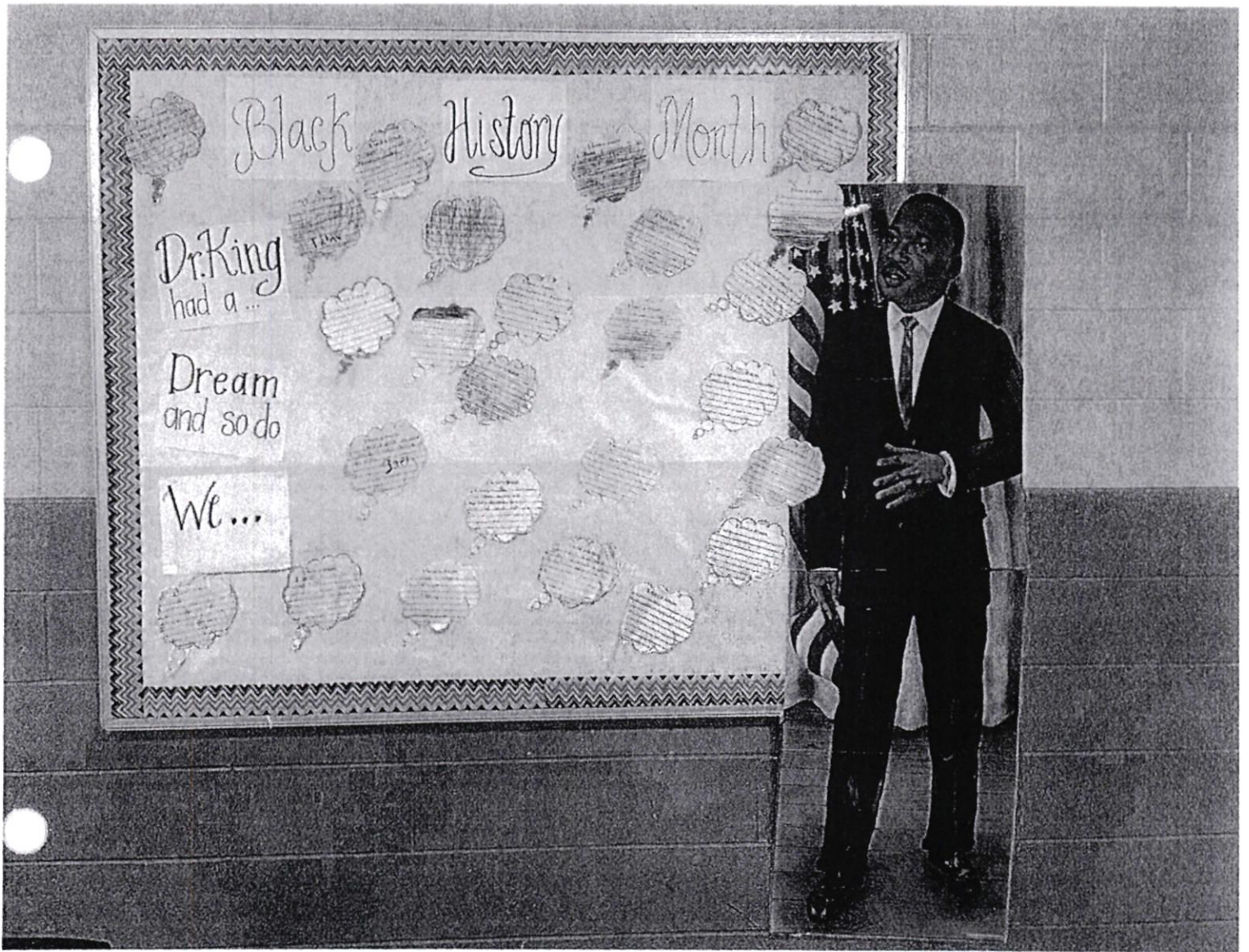
- Several students in all grades completed the "I Have a Dream" writings and were displayed on bulletin boards, along with MLK pictures
- Wiseman, some After School Clubs, and other teachers implemented texts and activities on MLK

Plans for next meeting date:

March=plans for April, Disabilities?








### 3rd grade Cinderella Around the World

Jennifer Goins <Jennifer.Goins@rcstn.net>

Mon 1/29/2024 10:17 AM

To: Marie Resha <marie.resha@rcstn.net>

 1 attachments (16 KB)

Cinderella comparison chart.docx;

I have started a Cinderella Around the World Unit with 3<sup>rd</sup> grade. Attached is a comparison chart we will be filling out after each story.

Jennifer Goins  
Librarian  
Krisle Elementary School

Title	Setting	Characters	Problem	Solution



## Cultural Competency committee 1

Virginia Eidson <virginia.eidson@rcstn.net>

Wed 9/14/2022 3:46 PM

To: Amy West <Amy.West@rcstn.net>; Danielle Frazier <danielle.frazier@rcstn.net>

 8 attachments (32 MB)

20220914\_151208.jpg; 20220914\_151219.jpg; 20220914\_151227.jpg; 20220914\_151306.jpg;  
20220914\_151333.jpg; 20220914\_151504.jpg; 20220914\_151442.jpg; 20220914\_151410.jpg;

Meeting date 9/14/22

Attendees

Virginia Eidson

Mary Kline

Luke Selby

Anna Perry

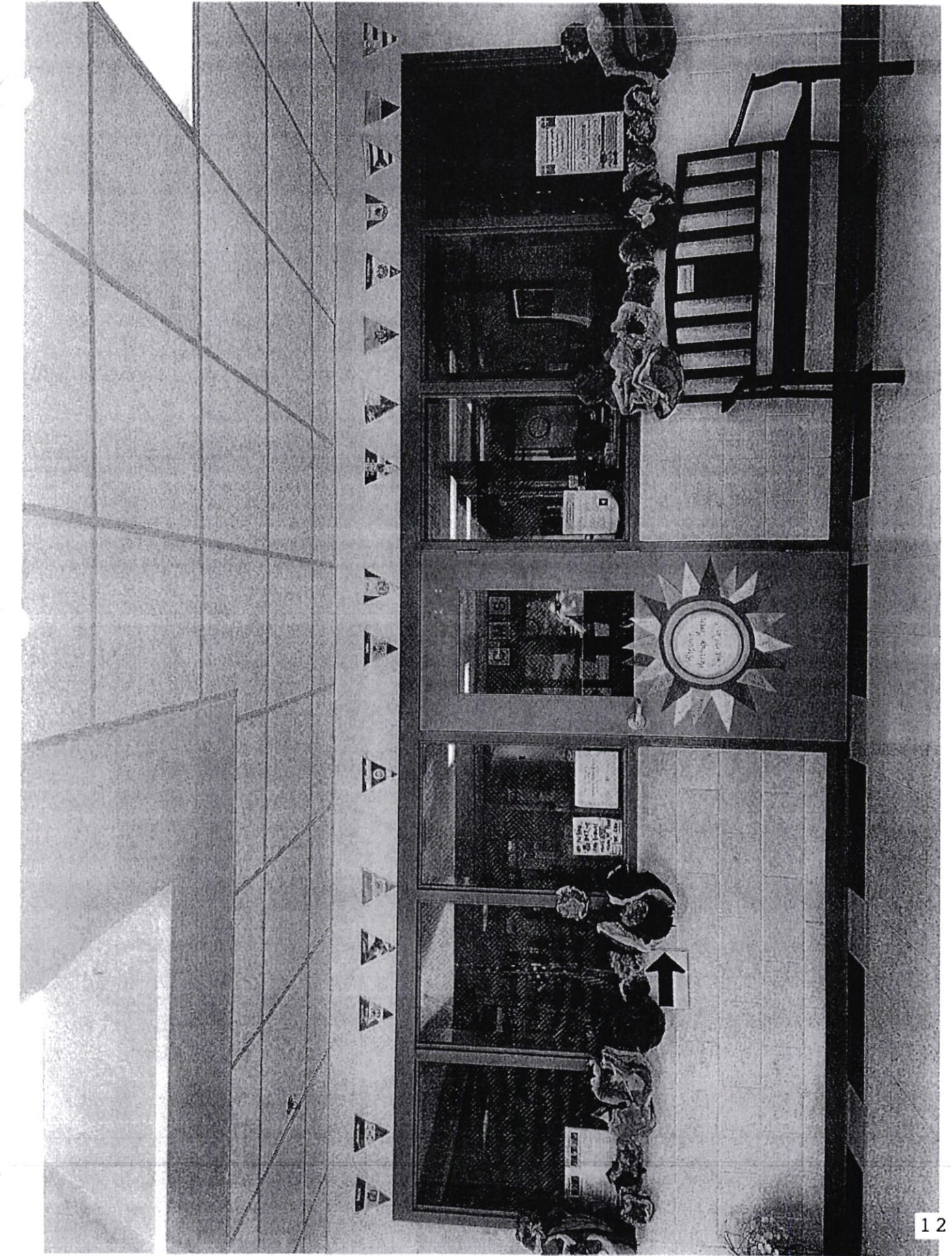
Tyler Ogg

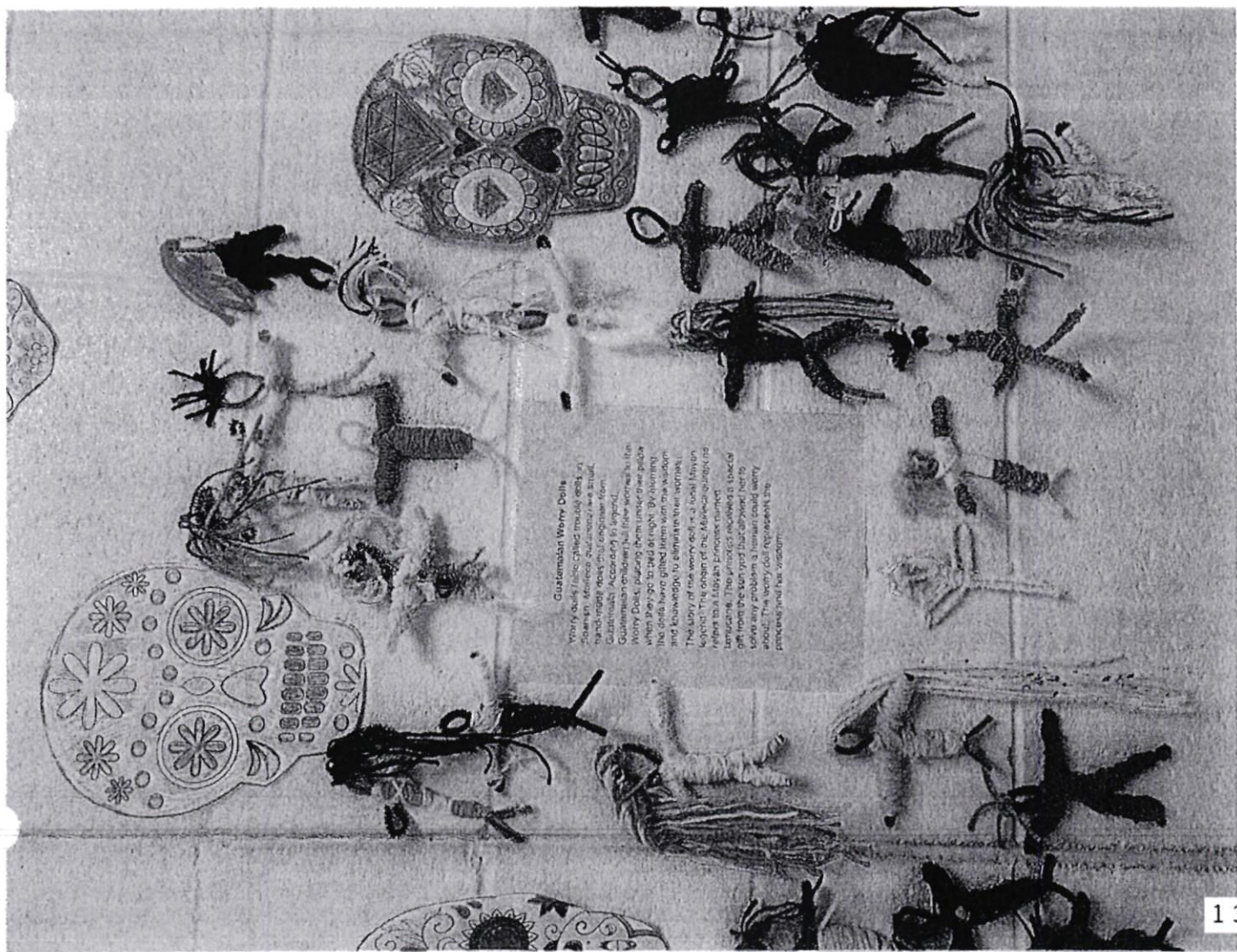
Ashton Hite

Emily Robirds

The meeting today consisted of hanging things for Hispanic heritage month. Pictures attached. In several emails

Sent via the Samsung Galaxy S22 Ultra 5G, an AT&T 5G smartphone  
Get [Outlook for Android](#)





#### Guatemalan Worry Dolls

Worry dolls (also called *muñecas*) are a traditional Guatemalan handcrafted doll made of wood, paper, or fabric. According to legend, Guatemalan children used to make these dolls when they go to bed at night. By placing the dolls under their beds, the children would be able to sleep peacefully and the knowledge to eliminate their worries. The story of the worry doll is a local Mayan legend. It is said that a young boy named Juanito was very worried about his future. He was afraid that he would not be able to solve any problem a human could worry about. The worry doll represented the process of his wisdom.



### God's Eye

The Huron believed that creating an object was a way to get in touch with the spiritual world. For protection from the uncertainties of the future, the Huron sometimes made decorative, ceremonial shields with colorful yarn and studs. These shields were called god's eyes because through them a god might keep a watchful eye over the people who made them.

# SIEPTU/5-A-OCTUBUS

Exhibition panels featuring various articles, photos, and graphics related to the Septu/5-A-Octubus event. The panels include:

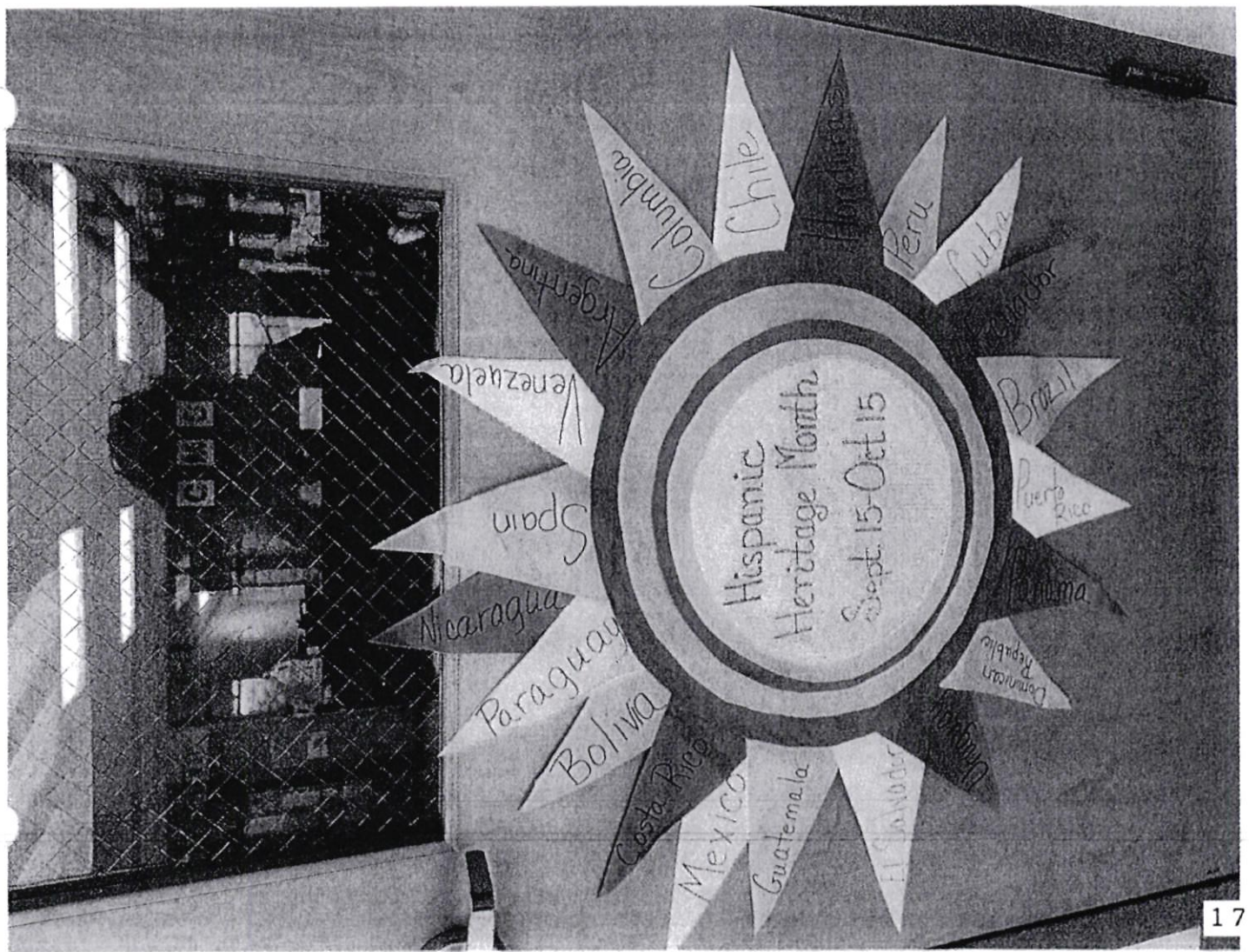
- Joan de d'os Pantoya**: A panel with a photograph and a block of text.
- Miguel Bressi**: A panel with a photograph and a block of text.
- Pam Garcia**: A panel with a framed photograph and a block of text.
- Canals d'Avinyó**: A panel with a photograph and a block of text.
- Kristina**: A panel with a photograph and a block of text.
- Lucy and Franjo**: A panel with a photograph and a block of text.
- Lightbulb graphics**: Several lightbulb icons containing the words "Canals", "Pam", and "Tia Cots".
- Other panels**: Several other panels with text and small images, including one with a large photograph of a person.

# MONTH

# SEP

A large display board featuring student profiles for the month of September. Each profile includes a name label, a photograph, and a short biography or project description.

- Penelope Cruz**: Includes a photo of a couple and a text block.
- Kimberly Loaliza**: Includes a photo of a woman and a text block.
- Sirena Gomez**: Includes a photo of a couple and a text block.
- Danna Paola**: Includes a photo of a woman and a text block.
- Kimberly Loaliza**: Includes a photo of a woman and a text block.
- Karol G.**: Includes a photo of a woman and a text block.
- Rod Contreras**: Includes a photo of a man and a text block.
- Lupita Durriz**: Includes a photo of a man and a text block.
- Vanessa Patricia**: Includes a photo of a woman and a text block.





**Rita Moreno**

She is a Puerto Rican actress, singer, and dancer. She is known for her role in the movie West Side Story. She has won an Oscar, a Golden Globe, and a Tony Award.




**Cesar Chavez**

He is a Mexican American labor leader and civil rights activist. He is known for his work with the United Farm Workers. He has been called the 'Gandhi of America'.



**Laurie Hernandez**

She is a member of the U.S. Olympic team. She is a rhythmic gymnast. She is known for her performance in the 2016 Rio Olympics.




**Luis Walter Alvarez**

He is a physicist. He is known for his work on the Manhattan Project. He has won the Nobel Prize. He is also known for his work on particle physics.



**Lin-Manuel Miranda**

He is a Puerto Rican playwright, lyricist, and composer. He is known for his musical Hamilton. He has won a Pulitzer Prize and a Tony Award.



**Sylvia Mendez**

She is a Puerto Rican author and journalist. She is known for her book The Hungry Memory. She has won the National Book Award.




**Oscar De La Hoya**

He is a professional boxer. He is known for his fights with Manny Pacquiao and Floyd Mayweather. He has won the World Championship.




**Ellen Ochoa**

She is a Puerto Rican astronaut. She is the first Hispanic woman in space. She has flown on the Space Shuttle Columbia.



**Sandra Cisneros**

She is a Mexican American author. She is known for her book The House on Mango Street. She has won the Pulitzer Prize.



**Sonia Sotomayor**

She is a Puerto Rican judge. She is a member of the U.S. Supreme Court. She is the first Hispanic woman on the Court.





Cultural Competency Meeting

Coopertown Middle School

May 10, 2023

Attendees

Virginia Eidson, Luke Selby, Mary Kline, Ashton Hite, Emily Robirds

**Old Buisness:**

Tasting of Cultures: Ashton Hite stated we had a little over 700.00 to work with for this day. She also stated she had looked into a food truck coming to the school, but couldn't find one to come. No one knew any food trucks. We discussed if we shouldn't just wait until next year to do the tastings. Virginia Eidson stated that if we waited until next year we could incorporate more countries into the tasting because we could just put it together ourselves. The group decided to table the discussion until next year.

**New Buisness**

- Virginia Eidson had found an article to print off called *"How Schools and Teachers Can Get Better at Cultural Competence"* and everyone agreed this would be good to give out to the teachers. Mary Kline will be making copies and putting it in teacher's mailboxes.
- A Quiz was found to give to all of the teachers next year to start the year off with the faculty. The quiz will be placed on Forms, so teachers will be able to do the quiz at their Leisure and the data will be presented and discussed at a faculty meeting in the Fall of 2023.
- A personal checklist was found to self assess bias. This was discussed that it had some things particular to Canada in it, but will be corrected to only include things prevalent to our dynamics at the school.
- Ashton Hite stated that in 6<sup>th</sup> grade the Author that is coming is from Lithuania. She said that all 6<sup>th</sup> grade ELA teachers have taught about the culture of people from Lithuania.

**Action Items**

- Mary Kline- Make copies of the article and place in Teachers boxes
- Virginia Eidson will create the forms document for use in the Fall of 2023
- Ashton Hite will look into cost of Food trucks

## Bias Busters: Cultural competence guides

Answers about race, religion, ethnicity,  
gender

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### Bias Busters diversity quiz tests your cultural competence IQ

Posted on [April 16, 2019](#) by [Joe Grimm](#)

Welcome to the Bias Busters site. This connects to guides that answer more than 1,500 questions that everyone wonders about, but that they may be reluctant to ask because they don't want to bruise feelings or appear to not know what they feel they really should.

The guides are a safe way to get basic answers and, we hope, go on to some great conversations with friends, classmates and co-workers where you can go in depth. Series covers are at the right and more guides are coming out this year.

Here's a sample, with answers at the end of this article:

1. Which is correct, Hispanic or Latino?
2. What do we call members of the different military branches?
3. Where is the world's Muslim population?
4. How do Americans compare to other countries for working hard?
5. What does "save face" or "lose face" mean in East Asia?
6. Do all transgender people have gender-confirming surgery?

#### ANSWERS

1. Hispanic means "of Spain or Spanish-speaking countries." Latino means from or related to Latin America. Some Spanish speaking countries, such as Spain, are not in Latin America. Some Latin American countries, such as Brazil, are not Spanish-speaking countries. It can be confusing. Latin also refers to languages that developed out of ancient Rome, including French and Italian. But Latino as used in the United States refers to the geography of Latin America, not necessarily to languages. *From 100 Questions and Answers About Hispanics and Latinos.*
2. They are airmen, soldiers, Marines, sailors and guardsmen. Members of one branch are not called by names used for members of another. *From 100 Questions and Answers About Veterans.*
3. Most Muslims, about 60 percent, live in Asia. About 20 percent live in the Middle East and North Africa. Most Arab countries have majority Muslim populations. Some are as high as 99 percent. However, most Muslims are not Arabs. *From 100 Questions and Answers About Muslims.*

4. The United States, with an average of 1,798 hours worked per year, is seventh on CNNMoney's list of the hardest working countries in the world. The top six were Mexico (2,317), Chile (2,102), South Korea (2,092), Estonia (2,021), the Russian Federation (2,002) and Poland (1,893). Four out of five employed Americans work 35 or more hours a week. *From 100 Questions and Answers About Americans.*

5. Think of this as public humiliation for loss of reputation or stature. One can lose face when publicly corrected or confronted, especially by a peer or subordinate. One gains respect when bolstered or affirmed. With origins in China, this is more keenly a part of East Asian tradition than that of America. When the need to save face is strong, it can be difficult to openly admit mistakes or discuss problems. Even in one-to-one conversations and negotiations, people can feel the need to save face. When confronted with a situation of this nature involving an East Asian consider feelings and not just the facts. *From 100 Questions and Answers About East Asian Cultures.*

6. Most do not. According to the U.S. Transgender Survey, only 25 percent of respondents said they had some type of gender-confirming surgery. Transgender men were more likely than transgender women to have had surgery, 42 percent to 28 percent. Nine percent of nonbinary people have had surgery. Fourteen percent of transgender women and 21 percent of transgender men said they never wanted surgery. Surgery is expensive and insurance doesn't always cover it. Even if a transgender person does not have or want surgery, their identity is still valid. *From 100 Questions and Answers About Gender Identity.*

We hope these have helped and that you get one or more of the guides and continue learning. Other questions are answered and relevant news is on this site.

This entry was posted in [Asian American](#), [East Asian](#), [Gender Identity](#), [Hispanics and Latinos](#), [Immigrants](#), [Latinos](#), [Muslims](#), [Religion](#), [Veterans](#). Bookmark the [permalink](#).

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**Bias Busters: Cultural competence guides**

*Friendly powered by WordPress.*

CMB

## Cultural Competency meeting notes

9/13/23

### Members Present

Virginia Eidson

Trisa Shin

Silas Broden

Sabrina Spisak

Josie Leathers

Emily Robirds

Mrs. Eidson opened the meeting discussing that an email has been sent to Mrs. West, Mr. White about starting our announcements with Buenos Dias and ending the day with Buenos Tardis.

Mrs. Eidson also stated that Mrs. Shin sent out things to be in announcements to her and Jared Cumberbatch.

Mrs. Eidson then discussed how and when we wanted to give out candy and what everyone had found for candy.

Mrs. Eidson mentioned going to Wal Mart to get it.

Mrs. Shin mentioned that she had just purchased some on Amazon and her students loved them. They are Hispanic students and a perfect judge of their culture.

Mrs. Shin found the pricing on her phone and sent a screen shot to Mrs. Eidson.

The group decided to only purchase one sucker for each student instead of a variety of little candies.

The group discussed the timing would be during ETS and have all teachers show the video of our own students discussing their favorite thing about their culture.

Mrs. Eidson discussed the contents of Angelica Hollis' email that stated the art projects she was doing.

Mrs. Shin said EL teacher would need the help of the committee in order to display the work for Hispanic Heritage Month.

Mrs. Shin asked about the template Mrs. Perry was supposed to send out. Since she wasn't present, Mrs. Eidson said she would email her.

Mrs. Eidson also said the 4<sup>th</sup> nine weeks we would change the spot of people to include Mrs. Spisak since she was unable to be at the first meeting.

New Business:

The group discussed the month of November is American Indian Heritage. We brainstormed ideas about what we could do and came up with in art they could possibly create a dream catcher. Mrs. Eidson said she would discuss this with Mrs. Hollis and we would discuss it more at the next meeting.

**Action Items:**

Fill out purchase order for Amazon to purchase the Hispanic candy- Eidson

Pass candy out to teachers – All members of team

Video Students- Eidson

Piece Video together- Broden

Find out date for helping EL teachers- Shin

Contact Mrs. Perry about template- Eidson

Talk to Mrs. Hollis about art projects for November

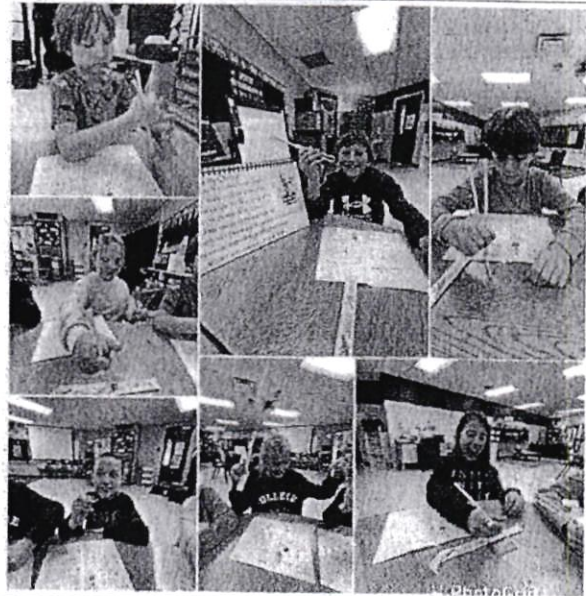
Send an email to Mr. Cumberbatch explaining spreadsheet- Eidson

Find out dates for Hat Day- Eidson

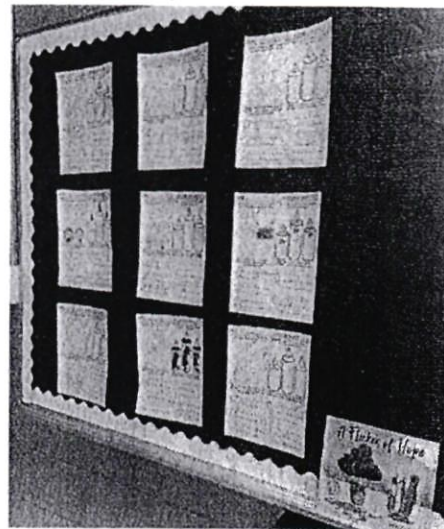
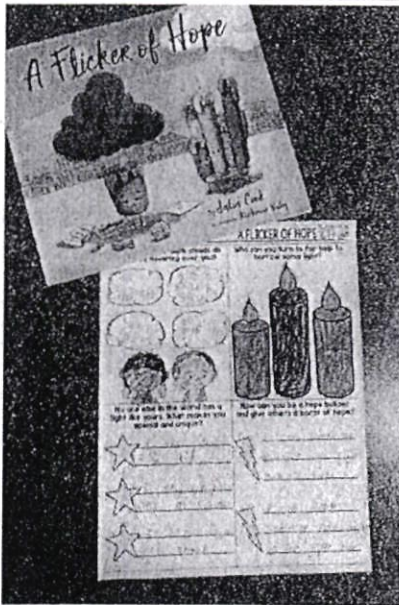
2<sup>nd</sup> grade student dressed for the Diwali holiday and shared with her class about this cultural tradition.



Third grade students read a passage titled "Eating in China" and it had directions for how to use chopsticks. They read the directions in the passage and on the packet of the chopsticks to practice picking up our "pumpkins".



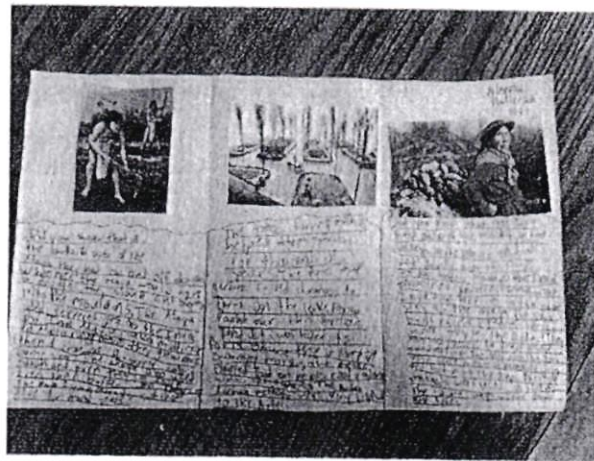
Third grade students read Flicker of Hope for World Mental Health Day (10/10). Students identified some of their black clouds (worries/fears), discussed people they can turn to, recognized things they are good at, and shared how we can all give someone's dim flicker a boost of light.



Art classes learned about Mexican culture and Dia de los Muertos as they ceated their own Sugar Skull designs.

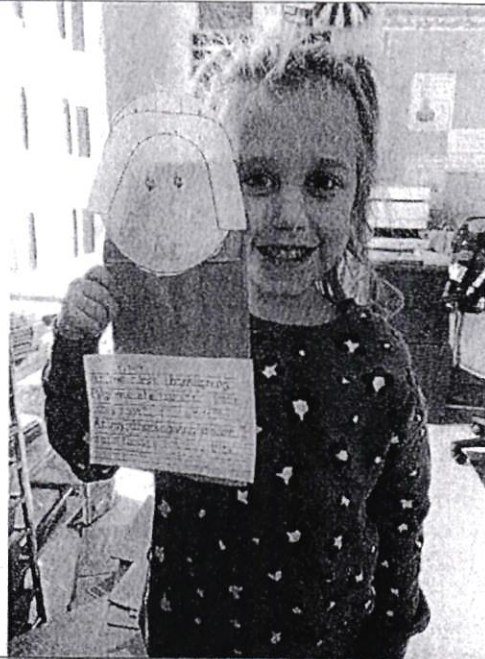
Fifth grade students engaged in an extended writing project as part of Unit 2 Early American Civilizations. They used information from the Reader to compare and contrast the Maya, Aztec, and Inca civilizations and created an informative project, called a Codex Project, which encompasses all three civilizations. Students practiced paraphrasing and note-taking to write paragraphs. They also incorporated images to complete their projects.

Throughout the unit, students made connections to modern day countries in Mesoamerican and discovered that many Hispanic cultures are heavily influenced by these early Mesoamerican civilizations.









Kindergarten students read The Very First Thanksgiving and discussed how animals and crops were important then and now. Students wrote about what Pilgrims ate on Thanksgiving then versus what we eat now for Thanksgiving. In a culminating activity, students celebrated a feast in honor of Native American Heritage Month.



1st graders described what they learned about each of the three early American civilizations we studied: Maya, Aztec, and Inca.

Name: \_\_\_\_\_  
Date: Thursday, November 17, 2022

Domain 5 Culminating Task

Farming was very important to early American civilizations. The Maya farmed maize. Maize is corn. The Aztec farmed on chinampas. The Inca used a tool called the tacha. The tacha digs holes in the ground for the food.

This is what I learned about farming in the early American civilizations.

2<sup>nd</sup> grade students learned about Hoop Dancing for Native American Heritage Month.

**SCHOLASTIC News 2** Keep the learning going!

**HOOP DANCE!**

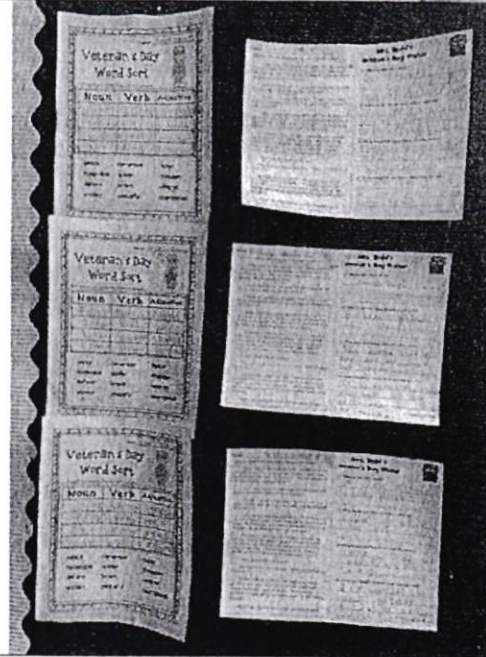
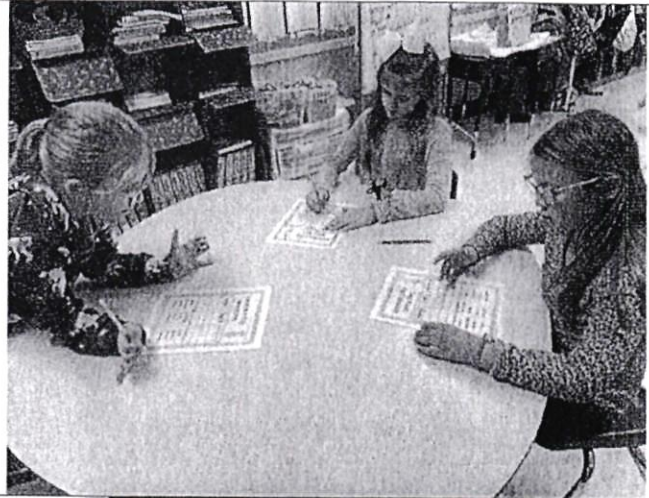
Featuring NATIVE AMERICAN HERITAGE MONTH

This is Therese. She is a hoop dancer! She spins and throws the hoops. Hoop dancing is a type of dance performed by the Native American people.

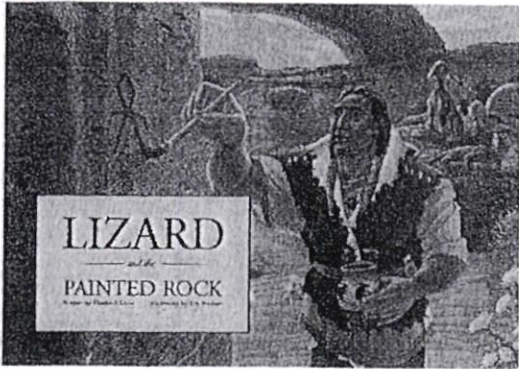
As You Read

name \_\_\_\_\_

Third grade students learned about the history of Veteran's Day and why we honor these men and women each year.



Fourth grade classes chose a different book each day as a read-aloud for Native American Heritage Month. At the end of the week, students compared and contrasted the texts through a graphic organizer.

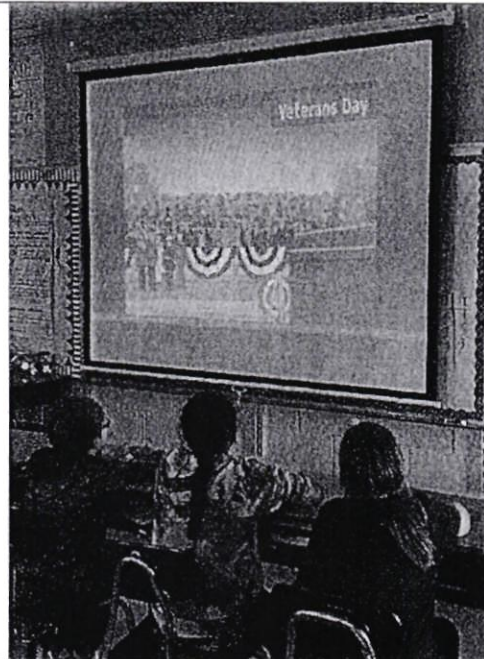
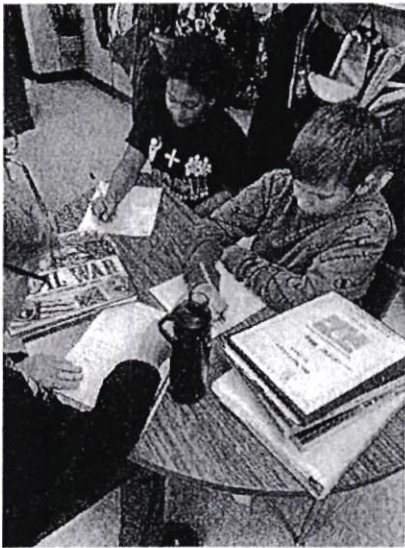


Art classes learned about Mexican culture and Dia de los Muertos as they ceated their own Sugar Skull designs.





On Friday November 11<sup>th</sup> all 5<sup>th</sup> grade students watched the Brainpop video on Veterans Day. After watching the video students participated in a whole group discussion about Veterans Day, what it means and who it includes. Students were asking great questions and responding to their peers with their own thoughts based off the video. Following the whole group discussion, students completed the Veterans Day Challenge on Brainpop and watched the Bobcat Beat performance.



4th grade listened to the "I have a dream" speech by Dr. Martin Luther King, Jr. and wrote about what their dream for the world would be using the attached writing prompt.

Week 22 Day 5

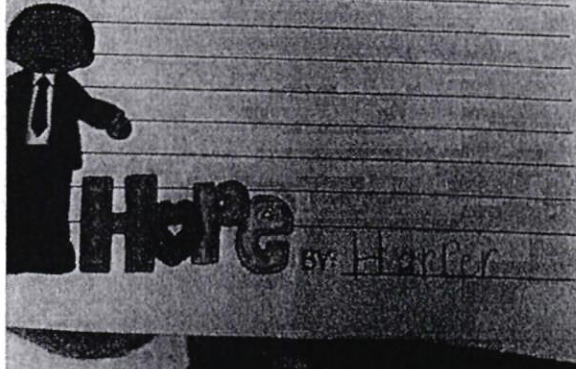
Boardwork Week 22 Day 5

### I have a Dream...

In his "I Have a Dream" speech, Martin Luther King Jr. called for racial equality and an end to discrimination. What is your dream for the world? Explain.

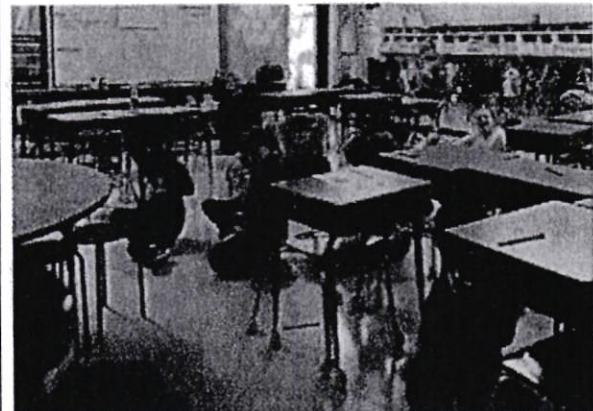
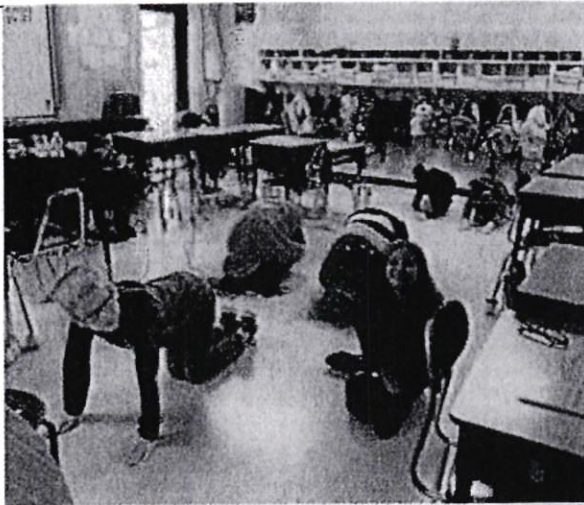
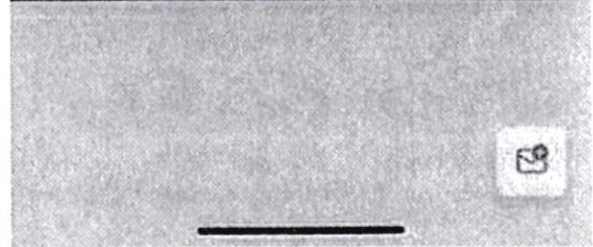
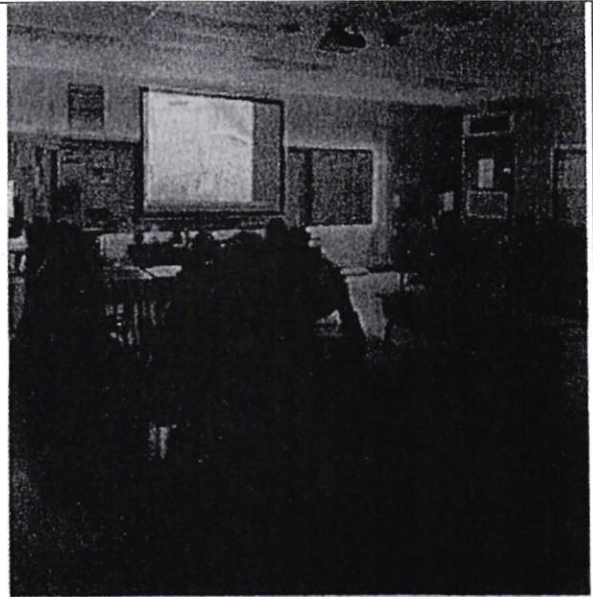
\* \* \* \* \*

My dream for the world is to stop putting trash in water. Why I think we need to stop is because we are killing birds and animals. I hope that one day my dream will happen but in all they are looking for ways to help.



5<sup>th</sup> grade students watched the Brainpop Lunar New Year, read the CommonLit passage *The Chinese Zodiac* and completed the questions that go with it.


After learning about the history of the Lunar New Year, students listened to the *Legend of the Chinese Calendar* and demonstrated the yoga poses that went with the legend.



Throughout the month of February, GES students learned about famous African Americans, Jim Crow laws, Segregation, the Civil Rights Movement, and even BASL and ASL for the deaf. These activities were interwoven throughout reading, writing, social studies, and art classes.




Maya Angelou



Poet, dancer, screenwriter, and award-winning author known for her book *I Know Why the Caged Bird Sings*

A hand-drawn portrait of Maya Angelou, showing her with her characteristic beehive hairstyle and wearing a dress. The drawing is simple and appears to be done by a child.

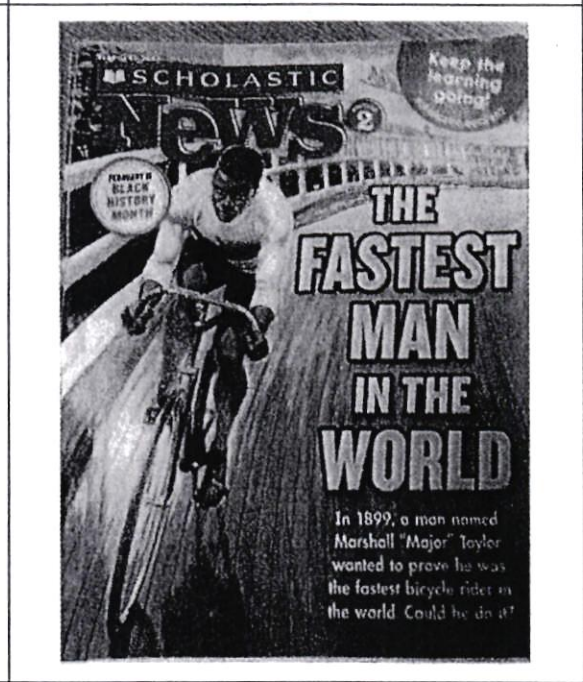
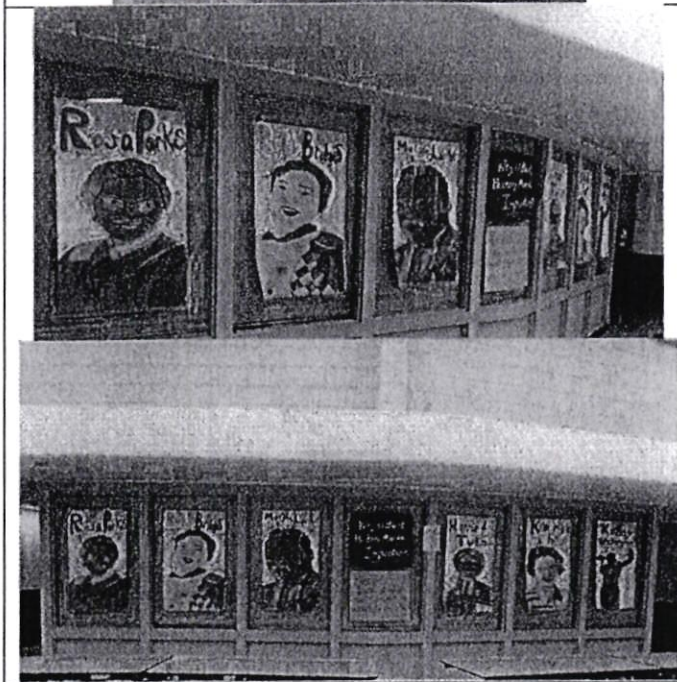
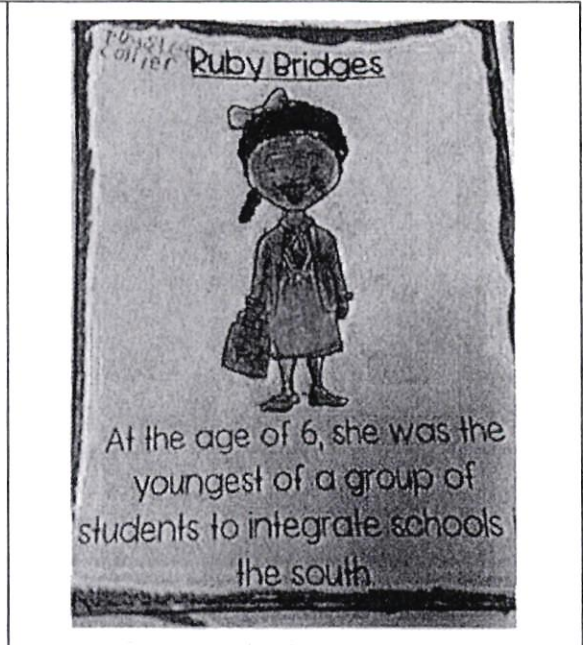
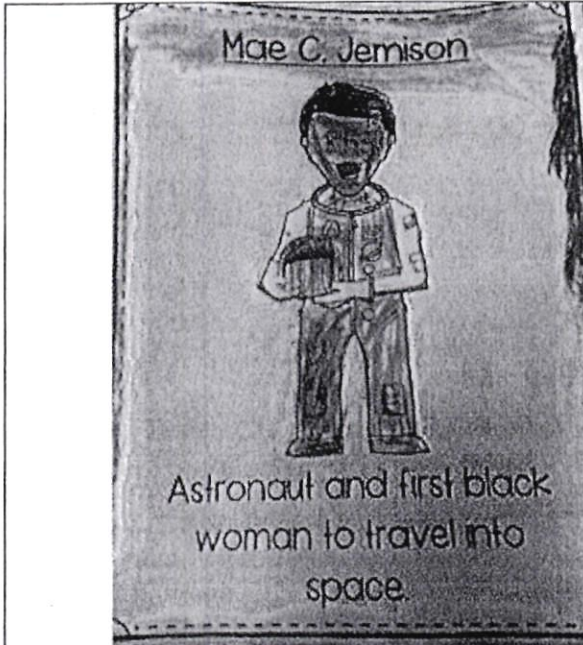
Louis Armstrong

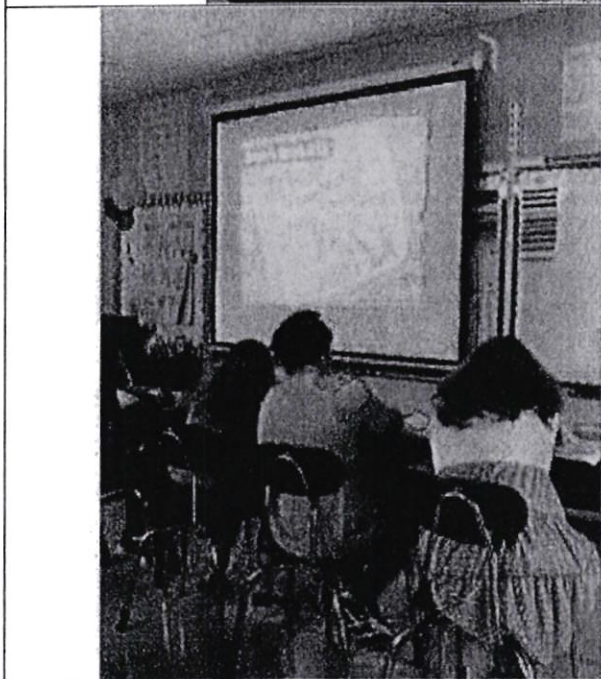
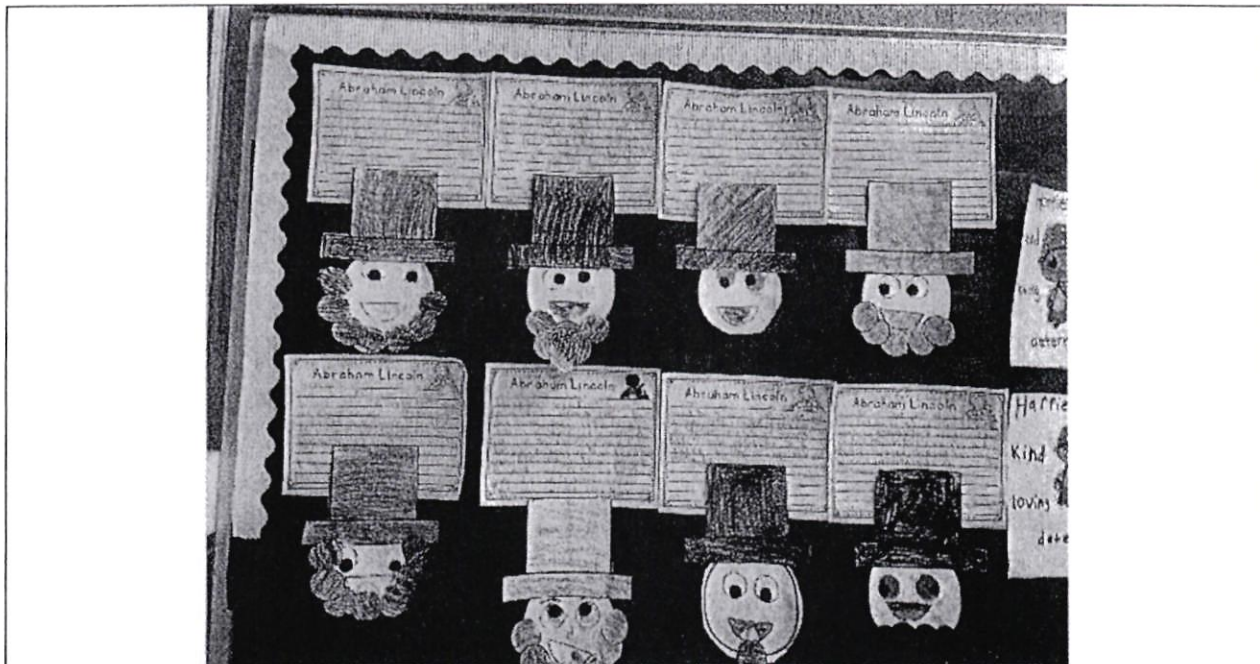


Musician who made a tremendous influence on jazz music.

A hand-drawn portrait of Louis Armstrong, showing him from the chest up, wearing a suit and tie. The drawing is simple and appears to be done by a child.







### W.E.B. DUBOIS

• DuBois was an American sociologist, historian, activist, editor and author who was a prominent leader in the U.S. during the first half of the 20th century.

• He graduated from Fiske University, a historically Black university in Durham, N.C. in 1888. He received a Ph.D. from Harvard University in 1890.

• Not only a scholar, DuBois became known for his leadership in the fight for African American civil rights. He helped to create the National Association for the Advancement of Colored People (NAACP).



### THURGOOD MARSHALL

• Marshall was a lawyer, civil rights activist, and associate justice of the U.S. Supreme Court, the Court's first African American member.

• As attorney for desegregation before the Court the case of Brown v. Board of Education of Topeka, which declared racial segregation in public schools unconstitutional.



## Cultural Comp JBES February

Allison Payne <allison.payne@rcstn.net>

Wed 3/1/2023 10:49 AM

To: Danielle Frazier <danielle.frazier@rcstn.net>

In prek, we read several books about black influencing people throughout history. We also did our Scholastic magazine about black history month.

Kindergarten read books, watched Brain Pop Jr. videos and YouTube videos on prominent African Americans.

1-On STEM day we read Hidden Figures and discussed how the women impacted Space travel.

2-In Knowledge, we are discussing the Civil War. In our read aloud each day we are talking about the significance of the Civil War and how it changed the future.

In our story, we are discussing Harriet Tubman, Fredrick Douglas, and other abolitionist.

3-

Reading

1. Begin by reading aloud the picture book, *The Story of Ruby Bridges* to students. After reading the story, please ask students orally the questions on the "Text Conversation" worksheet.

2. Next, pass out the Ruby Bridges. Go over the directions on each page for students to complete.

4-Students researched different prominent African Americans. Their banners are on display in the cafeteria.

5-watched the cartoon Our Friend Martin the week of MLK day and discussed Martin Luther King Jr's importance.

*Allison Payne*

Jo Byrns Elementary

4th Grade

## Cultural Awareness

Kris Moore <kristine.moore@rcstn.net>

Fri 8/5/2022 1:01 PM

To: Danielle Frazier <danielle.frazier@rcstn.net>; GHS <ghsstaffulty@rcstn.net>

 1 attachments (15 KB)

Cultural Committee Agenda for 2022.docx;

Please see attached list for GHS's Cultural Awareness month celebrations.

*Kris Moore*  
*Greenbrier High*

## Cultural Committee Agenda for 2022-23

Teachers: If you would like to help with any of the months, please contact the person listed for the month.

August – Local Bobcat Culture. What does it mean to be a Bobcat? Pair with 100-year celebration. Janna Harris.

Sept. – Hispanic Heritage Month. Augusta Morales and DJ Miles.

Oct. – Cancer/Disability Awareness Month. Gerri Dupee

Nov. – Native American Month. Lavern Vivio and DJ Miles.

Dec. – Holidays around the world. Bethany Green.

Jan. – Poverty in American Awareness. Stacy Stafford.

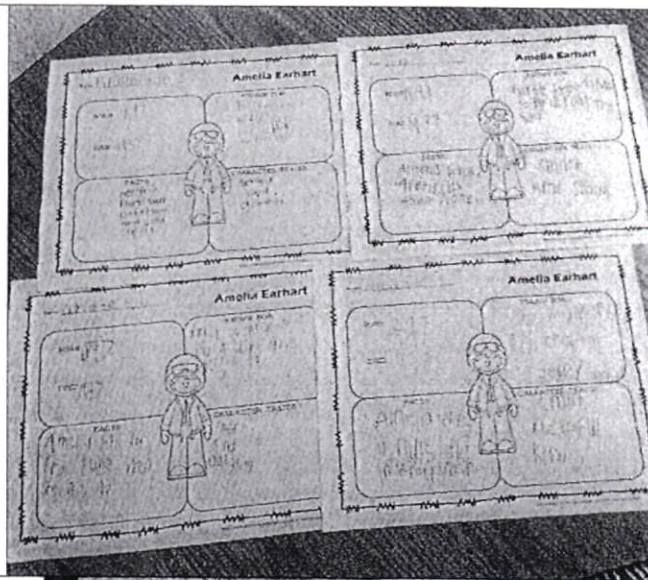
Feb. – African American Month– Lavern Vivio and Donte Demonbreum.

Mar. – Women’s History/Irish Heritage Month. Kris Moore and Steph Howard

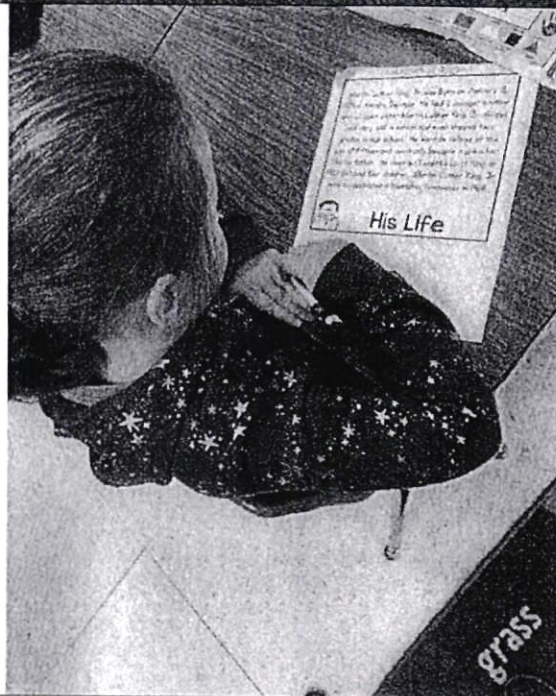
Apr. – Autism/Teen Driving. Leighann Rischer and Loren Gray

May – Better speech and hearing month. Jill Brandon

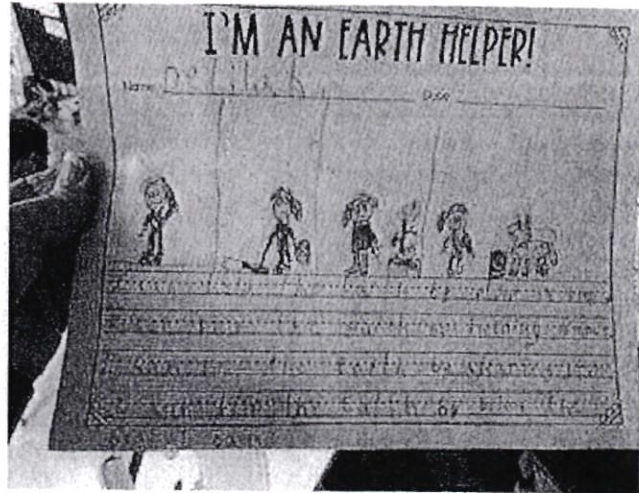
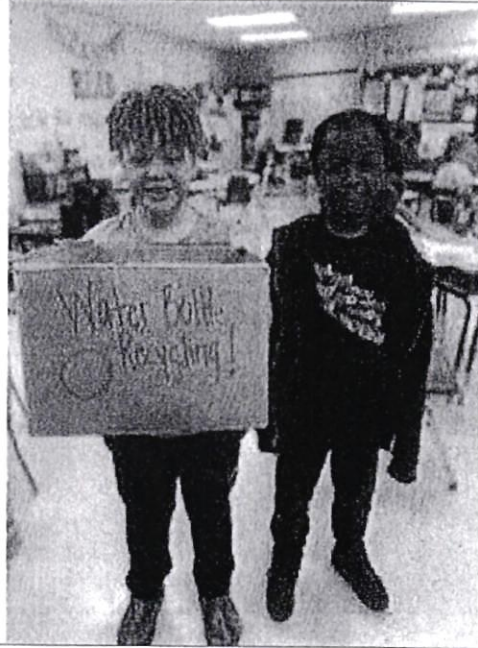
For Women's History Month, Kindergarten students learned about Amelia Earhart.

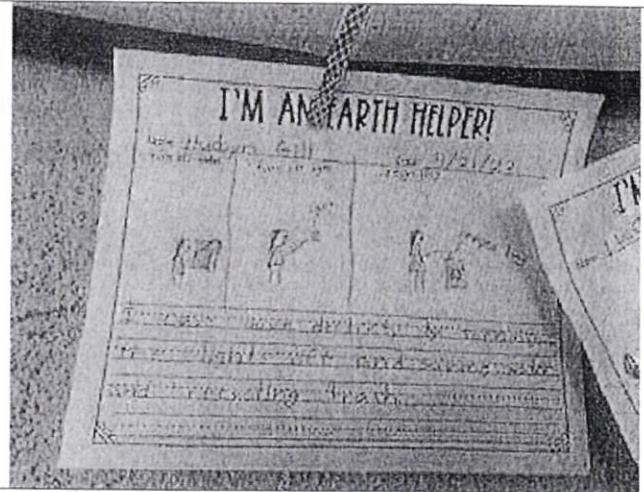
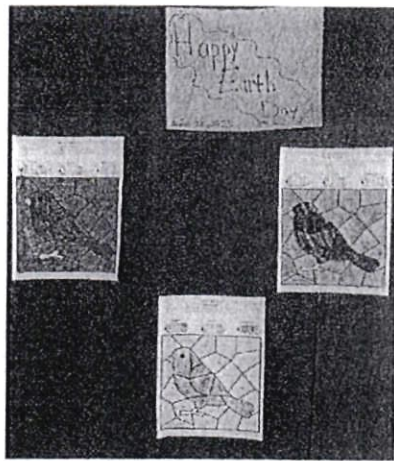


First grade students read about Martin Luther King, Jr. during Extra Time & Support.



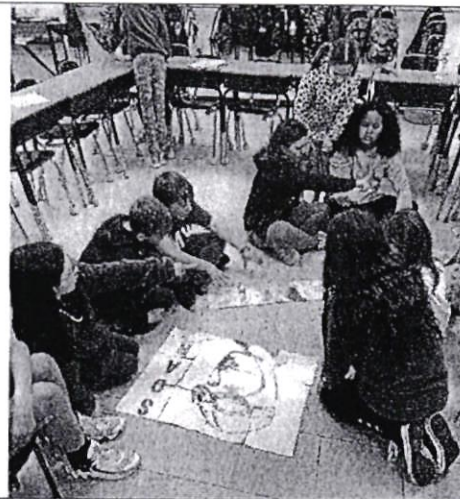
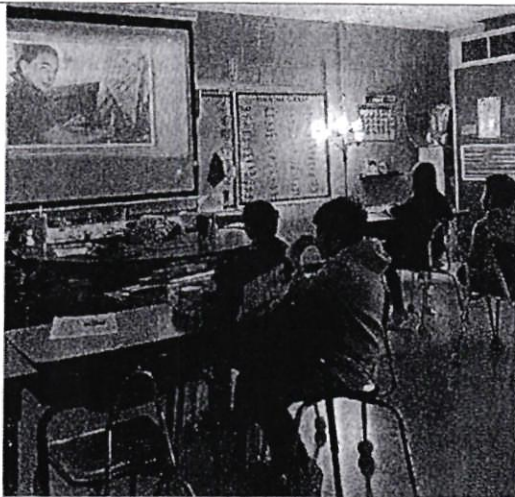
Second and Third grade students learned about Earth Day, working together on projects and activities.



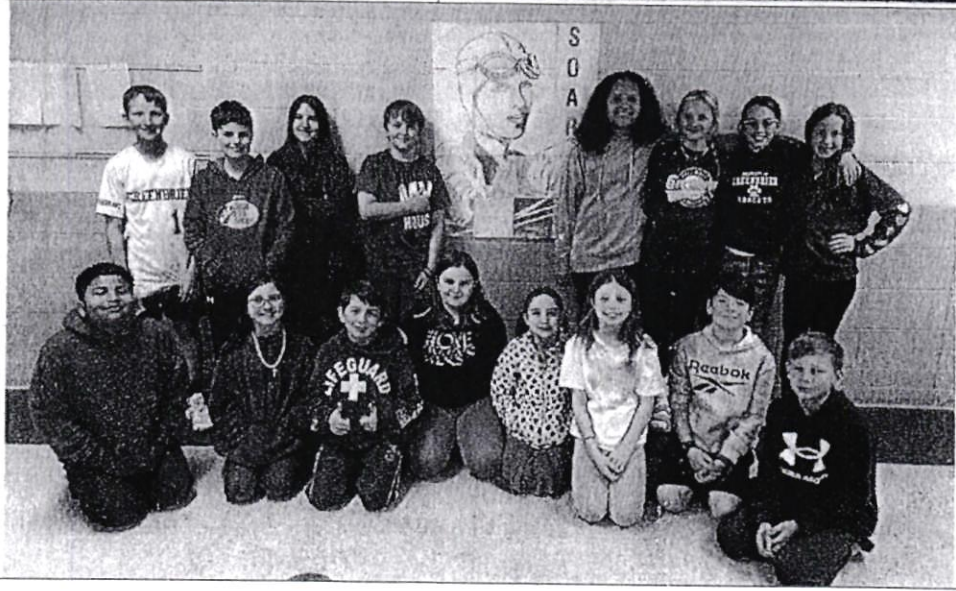
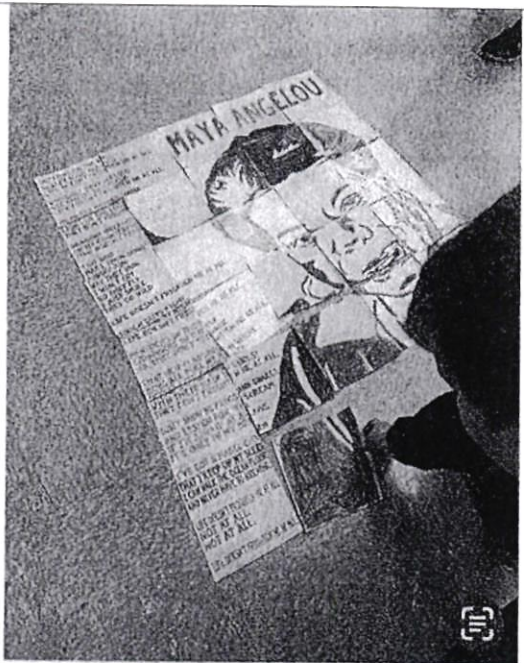
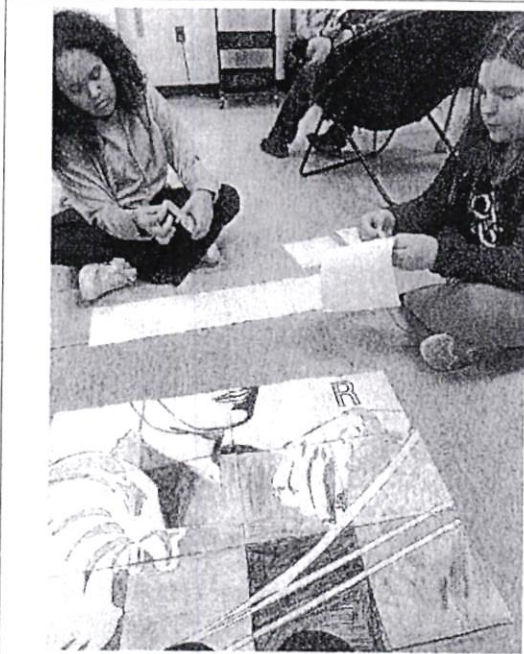


### Women's History Month

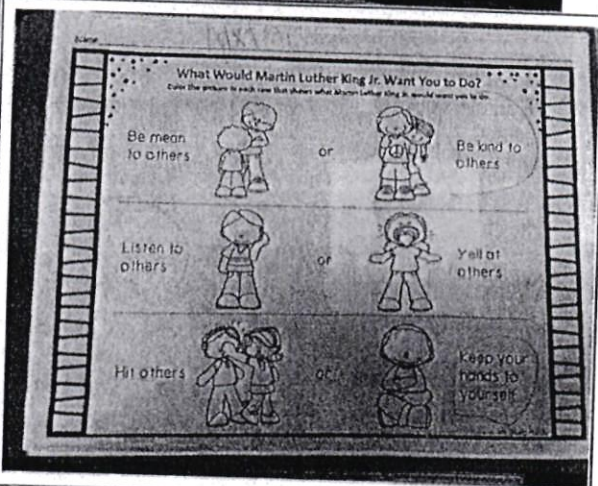
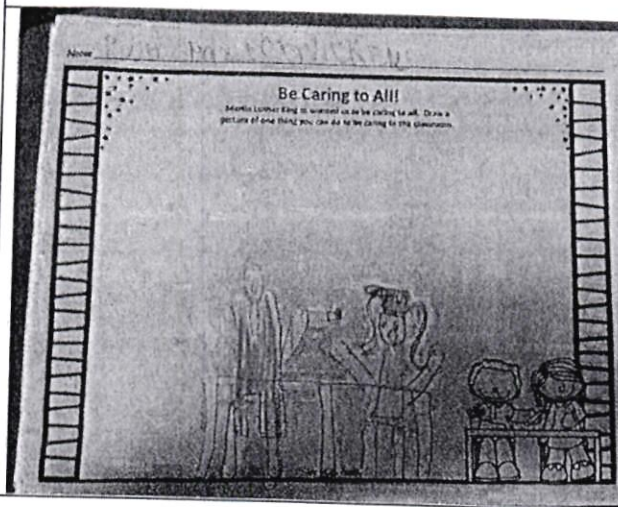
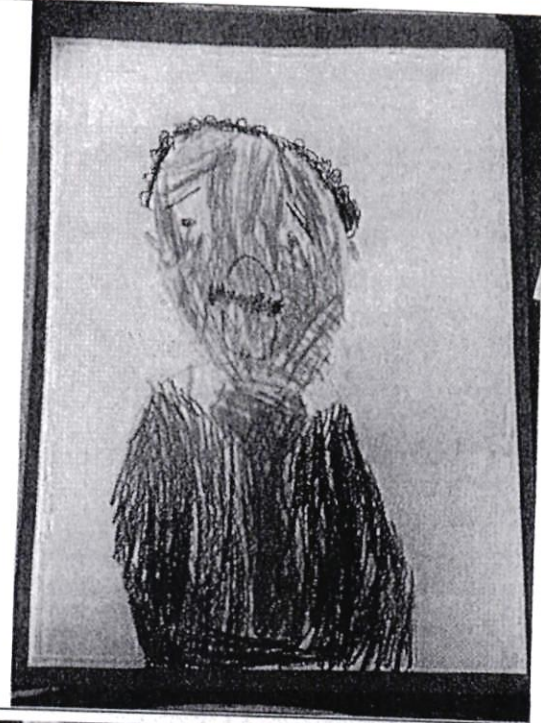
Fifth grade classes student the following women from history: Sally Ride, Amelia Earhart, Anne Frank, Georgia O'Keeffe, and Maya Angelou. Each class completed a collaborative activity to create a picture of the women. Students learned about the lives of the women by reading articles and watching videos.





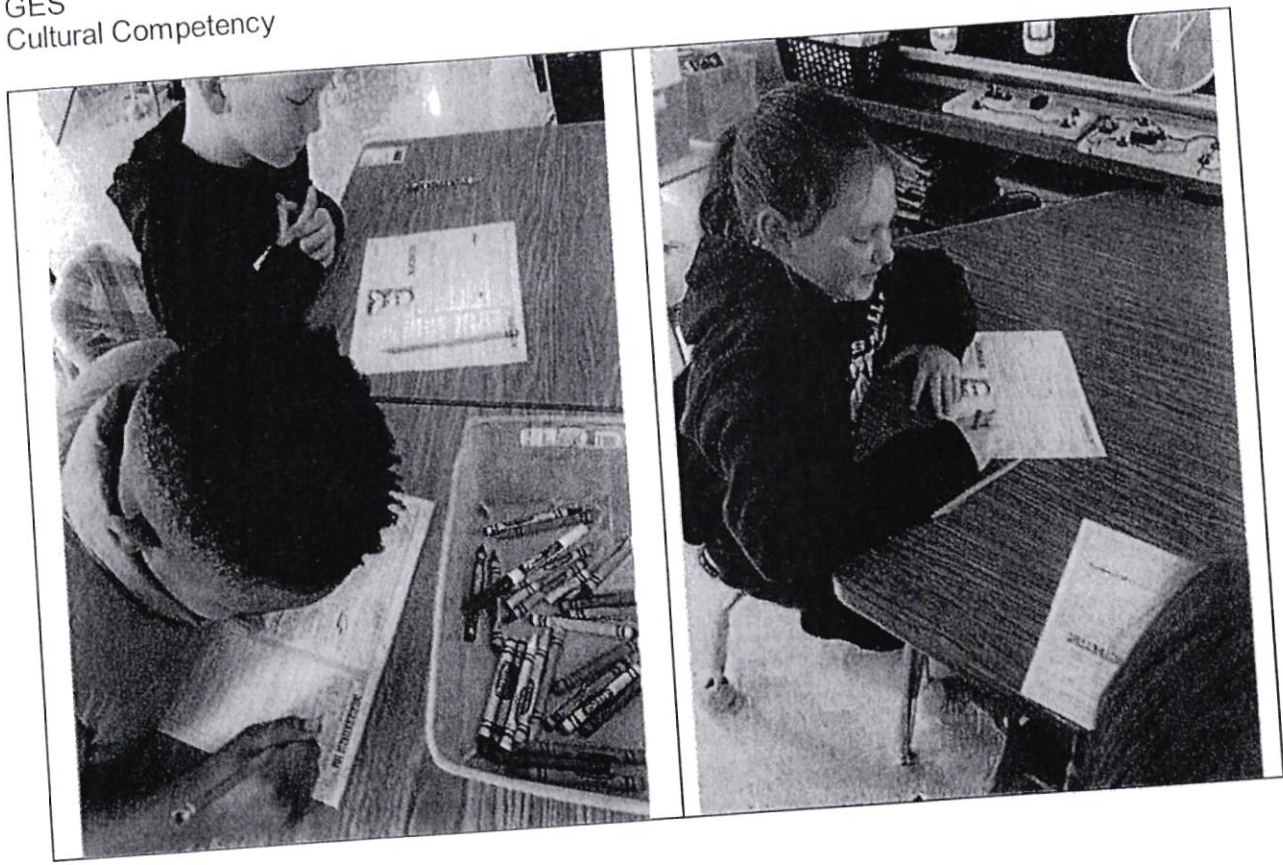


Kindergarten students learned about Dr. Martin Luther King, Jr. and how they could implement his ideas in the way they treat others.



Third grade students learned about the impact of Dr. Martin Luther King, Jr.





GHS

### Cultural Committee Agenda for 2022-23

Teachers: If you would like to help with any of the months, please contact the person listed for the month.

August – Local Bobcat Culture. What does it mean to be a Bobcat? Pair with 100-year celebration. Janna Harris.

Sept. – Hispanic Heritage Month. Augusta Morales and DJ Miles.

Oct. – Cancer/Disability Awareness Month. Gerri Dupee

Nov. – Native American Month. Lavern Vivio and DJ Miles.

Dec. – Holidays around the world. Bethany Green.

Jan. – Poverty in American Awareness. Stacy Stafford.

Feb. – African American Month– Lavern Vivio and Donte Demonbreum.

Mar. – Women’s History/Irish Heritage Month. Kris Moore and Steph Howard

Apr. – Autism/Teen Driving. Leighann Rischer and Loren Gray

May – Better speech and hearing month. Jill Brandon

## JBES Cultural Comp

Allison Payne <allison.payne@rcstn.net>

Mon 11/21/2022 12:34 PM

To: Danielle Frazier <danielle.frazier@rcstn.net>

Hello! Please see evidence below for October's Cultural Comp.

We were unable to meet due to storms on committee day. Our theme for October was Latin American Heritage. Students studied about different important people and traditions from the Latin American community.

K-Kindergarten read stories, songs, and introduced some Spanish words. Day of the Dead discussion and activity.

1. Students read a story and discussed culture.

2-For Hispanic Heritage Month we will be learning about Dia de los Muertos. On October 28th, we will rotate for STEM day and have a lesson over Dia de los Muertos. In the lesson we will discuss the meaning, how the holiday started, and the traditions. The students will then present what they learned on Family Friday.

3-Students read articles and answered questions.

4-Students read articles and answered questions.

5-Students created projects for display showing different Latin American traditions.

*Allison Payne*

Jo Byrns Elementary

4th Grade

JBES

## November Cultural Comp

Allison Payne <allison.payne@rcstn.net>

Mon 12/19/2022 10:53 AM

To: Danielle Frazier <danielle.frazier@rcstn.net>

preK-We did a Scholastic Let's Find Out Magazine about a family that lives in Alaska. They are part of a Native American tribe and build totem poles. Thanks!

Kindergarten read stories and watched videos about Native Americans and their role in the first Thanksgiving. A more detailed look will come later with CKLA.

1st-Watched videos and learned about the first Thanksgiving

2nd-For November we spent a whole day studying different regions in the United States and what tribes belonged to each region. The three teachers had a different region and the students rotated. While the students were in each room, they completed a flipbook with information.

3rd- Read articles and answered questions.

4th-Learned about Native Americans throughout Social Studies unit, also read and answered questions about the first Thanksgiving.

5th-We did a packet about Native Americans across the United States. My class built Native American homes.

*Allison Payne*

Jo Byrns Elementary

4th Grade

JBE5

## December Cultural Comp

Allison Payne <allison.payne@rcstn.net>

Wed 12/21/2022 9:54 AM

To: Danielle Frazier <danielle.frazier@rcstn.net>

During our meeting this month, we were able to decorate two bulletin boards in the cafeteria. One has two maps (a close up of the US and one of the whole world). Each grade level placed a pin to represent where students were born. The second bulletin board, has student work for the month that goes along with the monthly theme.

K and 1st-First grade is rotating with Kindergarten learning how different countries celebrate the holidays around the world. There is a rotation of different countries mini lesson/craft, videos, and books.

2-For this month we learned about the different Christmas traditions in other countries. The students were given passports, packets, and had activities to do with each. The following countries we learned about are:

United States

Mexico

Italy

Canada

France

Australia

Germany

3-read about Christmas in 8 countries, answered questions using text evidence, and decorated Christmas ornaments for each of the countries.

4th-Students learned about the different holidays celebrated around the world in the month of December. They answered questions regarding their readings.

5th-In 5<sup>th</sup> grade we read passages about different holidays and answered questions.

*Allison Payne*

Jo Byrns Elementary

4th Grade

## JBES Cultural Competency for September

Allison Payne <allison.payne@rcstn.net>

Mon 9/25/2023 8:34 AM

To: Danielle Frazier <danielle.frazier@rcstn.net>

Cc: Allison Payne <allison.payne@rcstn.net>; Alisa Holmes <alisa.holmes@rcstn.net>; Megan Keyes <megan.keyes@rcstn.net>

PreK-We are working on these goals in pre-k (both classes) Be Respectful, Be Kind and Be Safe.

K-we have been working on behavior goals this month students are rewarded throughout the day by meeting school and class expectations and reaching goals based on their behavior.

1-discussed Accelerate Reader and how to earn points. We also discussed rules and procedures and what expectations are needed to earn Byrns Bucks. Sight words were tested in August and new goals (how many more would you like to get to) were set .

2-we all discussed with our classes what our goals were. We talked about what were maintainable goals and how we could reach those goals.

We read "The Magical Yet" and discussed how just because we can't do something 'yet' doesn't mean we'll never be able to do it.

The students then created a craft identifying their goals for this upcoming school year. Throughout the year, we will refer back to our goals and make sure we are making appropriate steps towards them.

3-We have set goals for multiplication facts and we set monthly goals for AR.

4-Teachers and students discussed our goals for the year. These goals include House Points, Byrns Bucks, academic goals and Accelerated Reader goals for the year.

5-set personal goals to start the school year. Students listed things such as: make good grades this year, being kind to others, responsibility, etc. Our students also have AR goals to be met personally and as a grade level. 5<sup>th</sup> graders are also the first group to be house leaders for our House system. To encourage students to be a good human, we are reinforcing being safe, responsible, & respectful.



## Cultural Comp JBES October

Allison Payne <allison.payne@rcstn.net>

Fri 10/27/2023 2:34 PM

To: Danielle Frazier <danielle.frazier@rcstn.net>

preK-We did a Scholastic Weekly Reader and learned Spanish greetings and goodbyes

K-Kindergarten has been studying different folktales that have been shared throughout different cultures in our Knowledge unit.

1-Read and discussed Dia de los muertos and designed sugar skulls. Our CKLA Unit is discussing the Mayan and Aztec civilizations and we listened to Hispanic music.

2- For Hispanic Heritage Month we will be learning about Dia de los Muertos. On October 31st, we will rotate for STEM day and have a lesson over Dia de los Muertos. In the lesson we will discuss the meaning, how the holiday started, and the traditions.

3-Teacher and students read and discussed articles regarding Hispanic Heritage

4-Students read and answered questions about Dia de los Muertos.

5-Fifth grade students at JBES learned about Hispanic Heritage Month through various activities. Students learned during Reading ETS time through the use of Achieve 3000 & Readworks.

Students were given a nonfiction Achieve 3000 text titled “Viva Hispanic Heritage Month”. The text was about: foods, holidays, language, celebrations, & contributions to society. Students determined cause & effect, opinions, vocabulary, purpose, synonyms, antonyms, summary, three-column notes graphic organizer, two ahas (things you learned), two huhs (things you have questions about or don’t understand), six-word takeaways, & questions about pictures in the text.

Students were also given a fiction Readworks text titled “Michael’s Big Share.” The text was about: his family’s heritage, three-column notes graphic organizer, two ahas (things you learned), two huhs (things you have questions about or don’t understand), six-word takeaways, & questions about pictures in the text. They answered questions about vocabulary, topic, character’s moods, making conclusions, main idea, & text evidence.

JBHS

**HOMECOMING 2022**

**TUESDAY: 50's DAY**

**WEDNESDAY: 70's DAY**

**THURSDAY: 80's DAY**

**FRIDAY: SCHOOL SPIRIT DAY**

**SPIRIT WEEK**  
SEPT 6-9<sup>th</sup>

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**hispanic eritage Month**

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**What is National Hispanic Heritage Month?**

Each year Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.

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### Overview

The observation started in 1968 as Hispanic Heritage Week, under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402.

The day of September 15 is significant because it is the anniversary of independence for Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza which is October 12 falls within this 30-day period.



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### Geography

- Latin America is divided up into several regions: North America, Central America, South America, and the Caribbean.



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### History

- St. Augustine, Florida, and Santa Fe, New Mexico were Hispanic cities founded before Plymouth, Massachusetts.
- The Treaty of Guadalupe Hidalgo, signed February 2, 1848, ended the Mexican-American War. The United States agreed to pay Mexico \$15 million. This agreement also included a territorial settlement in which the United States annexed the northern portion of Mexico, resulting in what is today Texas, New Mexico and California.

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**Justin Retana**  
**Alvarado 10<sup>th</sup> grade**  
**Guatemala**

- "My family and I do tamales and we all play soccer. My dad, my brother and me, it's like a family religion."




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**Eliana Lopez**  
**11<sup>th</sup> Grade**  
**Mexico**

- Holy Week, a religious celebration my family celebrates every year. We commemorate Jesus Christ's resurrection. Sometimes in March and sometimes in April. We have Ash Wednesday and Good Friday. On Good Friday, my family cooks and celebrates. On Holy Week no one goes to work. Back in the day, we used to celebrate by cooking and going outside to smell roasts or go to hangout with family. Every family celebrates in a different manner. For the week, it is celebrated all over Mexico.




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**Roselyn Gonzalez**  
**11<sup>th</sup> grade**  
**Mexico**

- My mom and dad were born in Mexico. We love every holiday. For Christmas, we celebrate with friends and family. We open our gifts, give hugs and we eat some pozole or some mole we made. We plan games so we can have fun, then we dance and sing some songs. We pretend to be like the artist. Mostly everything is funny so people can laugh and be happy.
- For New Year's, all family stays together. We just spread more love to our family and friends.




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**Esmerald Herrera**  
11<sup>th</sup> Grade  
Honduras

• El Día Del Niño is a celebration in the middle of September. We celebrate in school and throughout our town. We are celebrating our town which we call colony, with games, food, and gifts.



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**Jennifer Chavarria Quiteno**  
11<sup>th</sup> Grade  
Guatemala

• The Carnaval it's celebrated in Guatemala. My favorite parts of the celebration are the beauty pageant, but instead of judges choosing the queen of the carnival. The public votes for their favorite candidate. Once the Queen of the Carnaval the fiesta begins. The people throw eggs filled with "pica pica" at each other and there is a lot of dancing during the Carnaval.



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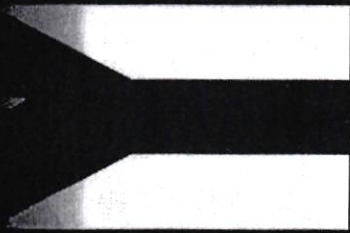
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**Sra. Oritz**  
Spanish I & II  
Teacher

• During Christmas we sing Pan de Azúcar. The parents Christmas carols but with holy music and we sing with 14 family sets something in the middle of the night. We sing really loud to wake you up. We bring gifts, pots, and anything to make noise with and participate with you too. Once you are awake you invite us in, we eat and drink your food. Once we are done, you come with us to the next house and the cycle on the first night. The last house we visit always a cup for everyone to help make so a red bottle after a long night of singing, dancing, and eating.



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# Krisle Elementary School

6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal

Date: 9-16-2022

To: Danielle Frazier

Fax Number: 615-384-3213

Pages (Including Cover Sheet): 8

From: Savannah slate

Subject:

August and September cultural meeting notes,  
agendas, and sign in sheets



# Krisle Elementary School

6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal

## Cultural Competency Committee

### Agenda

September 15, 2022

- 1<sup>st</sup> quarter activity
  - Posted by fall break. — Jodie
- 2<sup>nd</sup> quarter activity
  - Christmas around the world?
  - Any certain countries we want to for sure include? *Latin American countries*
- Showing culture in classrooms
  - Turning in documentation for the binder
- Adding academic and attendance information to this committee
  - Motivating scholars in T2 and T3 groups
  - How to graph their progress/reward when they move out of a tier
  - Possible end of 9 weeks reading swap (5<sup>th</sup> read to pre-k and Kindergarten, etc.)

Cultural Competency Committee Sign In Sheet

Krisle Elementary School 22-23

Date: 9-15-22

Print Name

Signature

Jodie Choate  
Hannah Moore  
Susan Conner  
Amiisa Green  
Madison Gupton

Jodie Choate  
Hannah Moore  
Susan Conner  
Amiisa Green  
Madison Gupton



## Cultural Competency Committee

### Notes for 9/15/22

\*First quarter activity will be posted by fall break.

- It will be a collection of activities from music class and will be posted to DOJO.

\*Second quarter activity will be *Christmas Around the World!*

- This will also be posted to DOJO and will include a collaboration of all grade levels.
- Please send pictures of any activities your class completes that include these cultural traditions.

\*Showing culture in the classroom.

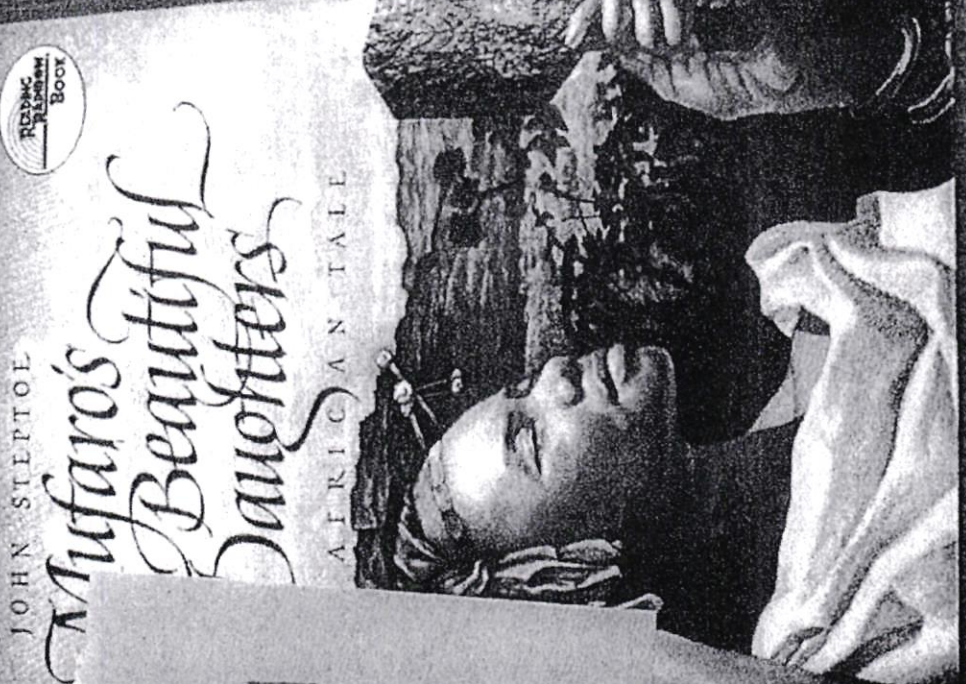
- Reminder to please send anything your class does that includes another culture/language.
- A picture with a short description of the activity sent to Gupton or Slate for our binder that is turned in to Central Office.

\*Academic and Attendance information will now be included in this committee.

- Ideas were shared for how we can motivate scholars in T2 and T3 groups:
  - Book reward or certificate for moving up or out of a tier.
  - Reward day (pizza or cupcakes) where these students can include a friend.
- Graphing their progress/reward.
  - So kids can see their goal. "Build a cupcake" for the reward, similar to 'building an ice cream dish' 3<sup>rd</sup> grade does for multiplication.
- Possible end of 9 weeks reading swap.
  - Book Buddies. Primary grades can have a buddy from the older grades, preferably in their House to build community.
- Motivation for attendance:
  - Perfect attendance awards, a classroom receives a letter every time they have perfect attendance. These letters spell a reward they are working towards.
  - We also discussed putting students' names in a drawing for a prize. Names go in for attendance.



Books that  
 2nd grade read  
 for their fairy  
 tales unit



THRIFTBOOKS

Cultural Competency Committee Sign In Sheet

Krisle Elementary School 22-23

Date: 8-18-22

Print Name

Signature

Savannah Slate  
Jodie Choate  
Hannah Moore  
Amisa Green  
Susan Conner  
Madison Gupton

Savannah Slate  
Jodie Choate  
Hannah Moore  
Amisa Green  
Susan Conner  
Madison Gupton



# Krisle Elementary School

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*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## **Cultural Competency Committee**

### **Agenda**

**August 18, 2022**

- Roles
  - Note taker (must be typed and emailed to admin, Mrs. Slate, and Mrs. Gupton)
- Quarterly activity
- Showing culture in classrooms
  - Turning in documentation for the binder
- Sharing information at faculty meeting
  - Who will do this?
  - What will we share?

## Cultural Competency Committee

Meeting Notes / August 18, 2022

- Notetaker (Jodie) will type meeting notes and upload them to the KES HUB. A copy will also be emailed to committee chairs (Gupton and Slate) for sharing in faculty meetings.
- Quarter activity – We discussed that although last year’s “House Activities” fulfilled the requirements, they weren’t as meaningful to the students and parents as we would like.

Some suggestions were:

- Christmas Around the World – teachers would post pics of activities or a program to invite parents.
- Folk Dances/songs - post in DOJO
- Showing culture in the classroom. Please send pictures and units regarding cultural activities to Slate or Gupton so they may be added to the binder documentation.
- It was decided that for the 1<sup>st</sup> nine weeks sharing of cultural activities, Jodie would post on DOJO some of the songs and dances the kids are learning in their music classes. (2<sup>nd</sup> nine weeks activity will be discussed at our next meeting)

# Krisle Elementary School

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*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## **Cultural Competency August 17, 2023**

### Agenda

- Roles
  - Note taker, Creates slide on Hub, Submit documentation to Danielle Frazier, etc.
- Binder requirements
- Create an email to teachers to introduce what Cultural Competency means in our building- sending in pictures, lesson ideas, etc.
- Create 1<sup>st</sup> quarter Cultural Competency activity to post on Dojo for families
- Faculty potlucks
  - changes/ideas?
  - how often?
  - connect menu to culture?
- Attendance procedures from last year. Did it work? Do we want to keep? Change?



# Krisle Elementary School

5 teachers • 402 parents

School Story

School Calendar

Staff Messaging

School Directory

My Classes

New class

All classes

House Points!  
Mrs. Holden

Mrs. Brightup's Class  
Mrs. Brightup

Mrs. Clough's Class 23...  
Mrs. Clough

Mrs. Pratt's Class  
Mrs. Pratt

Mrs. Sarah's class  
Mrs. Fowler

Ms. Keeney's Class  
Ms. Keeney

Ms. Lanna's Class

Her resources • Support



What's happening at your school?



Photo/Video



File



Record



Event



Post



Ms. Miglore

Krisle Elementary School

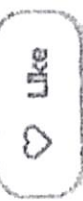
KES families.

September is Hispanic Heritage Month. All scholars should have received flag coloring sheets today in homeroom. This is a great opportunity for you to talk to your child about their flag and country as they color it! Discover and learn new information together as a family!

Translation viewed by 25 parents

25 likes

198 views



Ms. Miglore

Krisle Elementary School

Sep 11





**Ms. Miglore**

**Krisle Elementary School**

**Sep 13**

KES families,

September is Hispanic Heritage Month. All scholars should have received flag coloring sheets today in homeroom. This is a great opportunity for you to talk to your child about their flag and country as they color it! Discover and learn new information together as a family!

Translation viewed by 25 parents

♥ 29 likes

👁 198 views



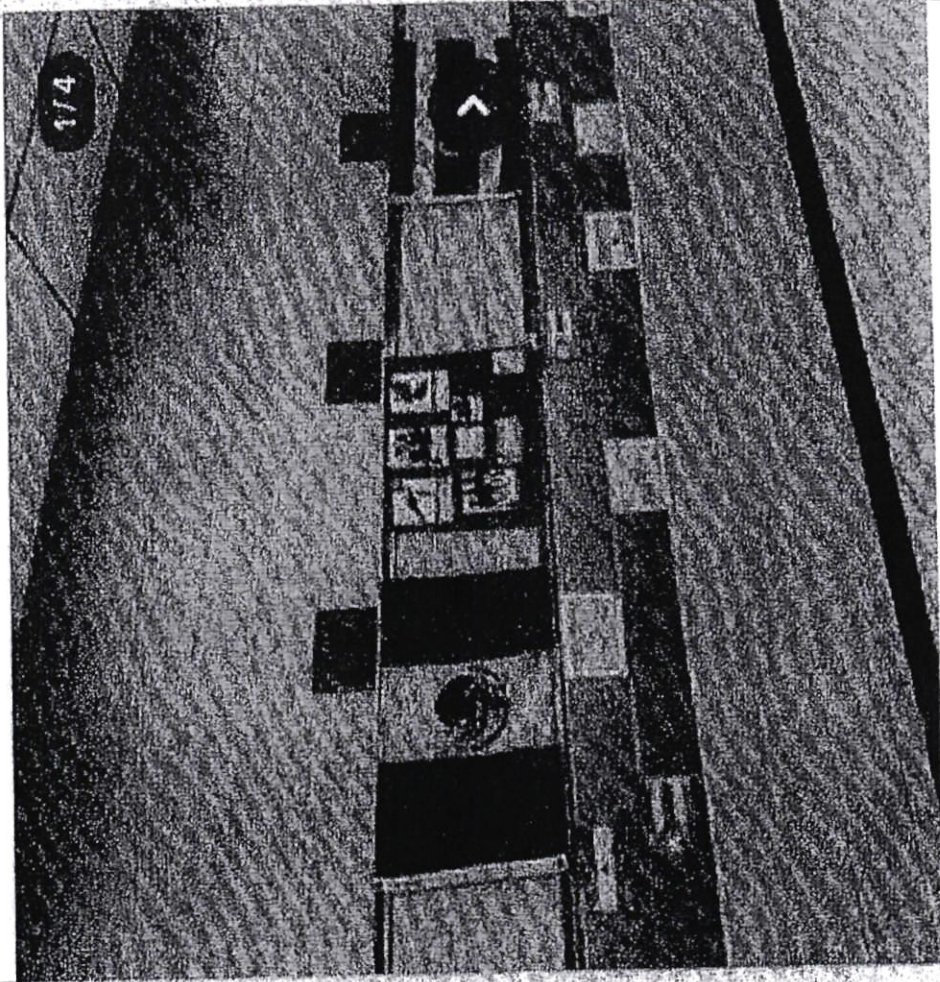
Like





**Mrs. Resha**  
Krisie Elementary School

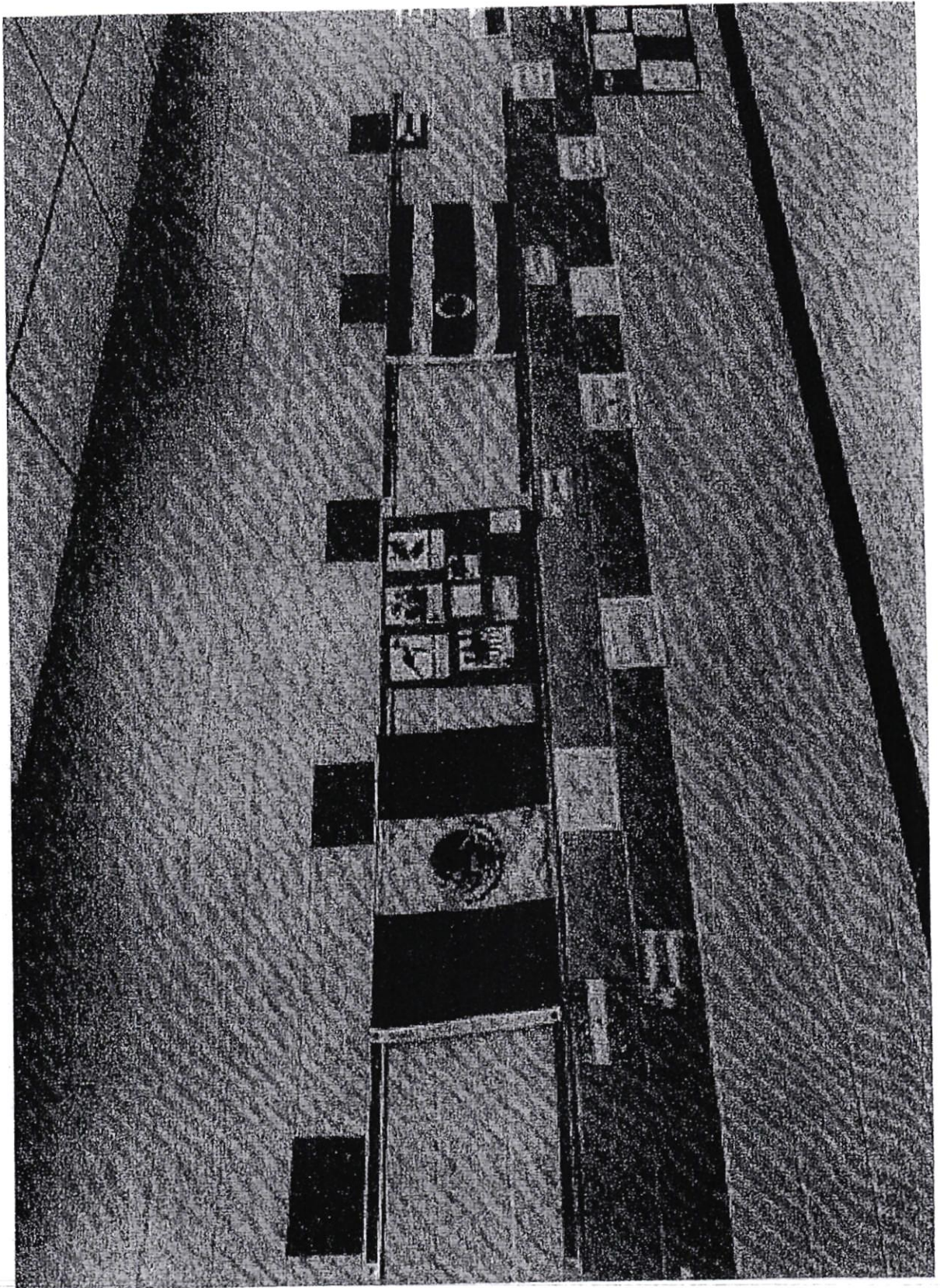
a minute ago

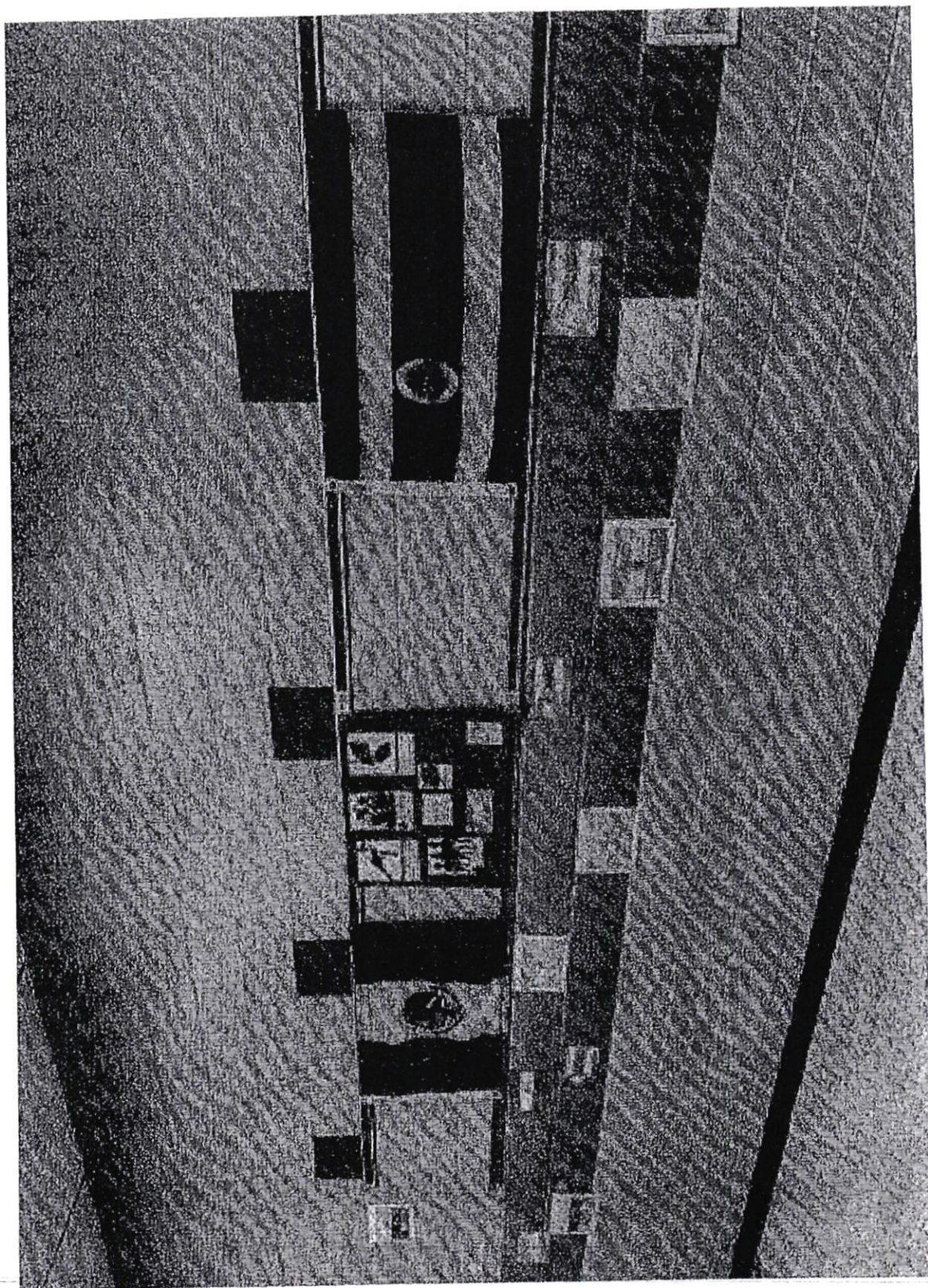


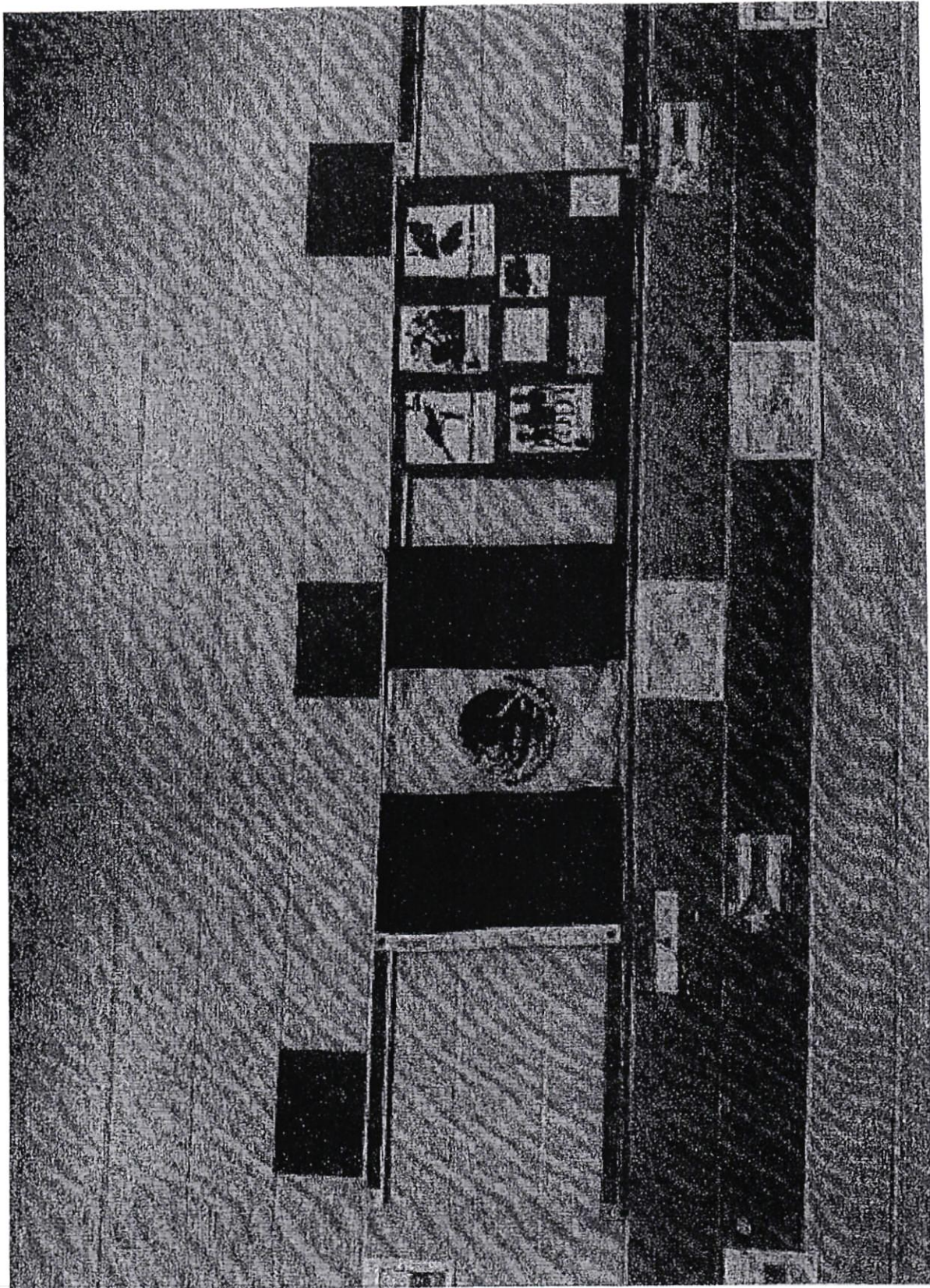
Krisie Honors Hispanic Heritage Month.

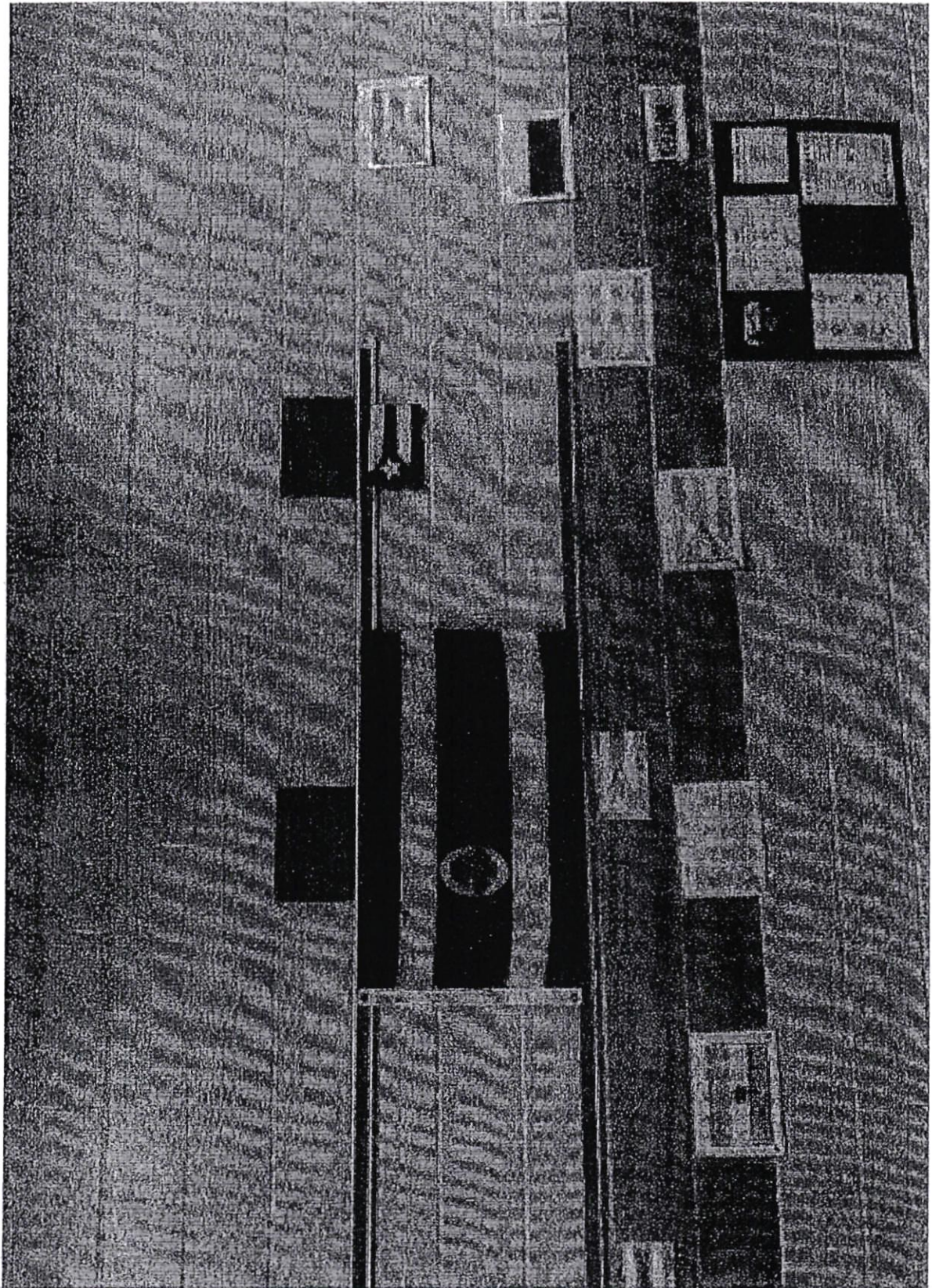
Translation viewed by 3 parents

8 likes 41 views









# MEXICAN THEME POTLUCK

## WEDNESDAY THE 27<sup>TH</sup>

### MAIN DISH

_____	_____
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# SIDE DISH


## DESSERT

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_____	_____
_____	_____
_____	_____

## DRINKS

(WE ONLY NEED 2 PEOPLE TO SIGN  
UP FOR DRINKS)

_____	_____
_____	_____



### Welcome to School Story!



Share schoolwide moments with all parents and teachers connected to your school!



What's happening at your school?

- Photo/Video
- File
- Record
- Event
- Post



**Mrs. Choate**  
Krisle Elementary School

2 hours ago

In music class, students are learning songs and dances from other cultures. Here is a sneak peek!

<https://www.youtube.com/watch?v=Uj1qpu7mVgQ>

Translation viewed by 8 parents

18 Likes 124 views



Like



**Ms. Miglore**  
Krisle Elementary School

Sep 21

### Upcoming Events

No upcoming events

### Reach all families

407 parents connected



Parents of students in your School Directory will see School Story posts alongside Story posts created in your classes.

View students in directory

### Get teachers on board

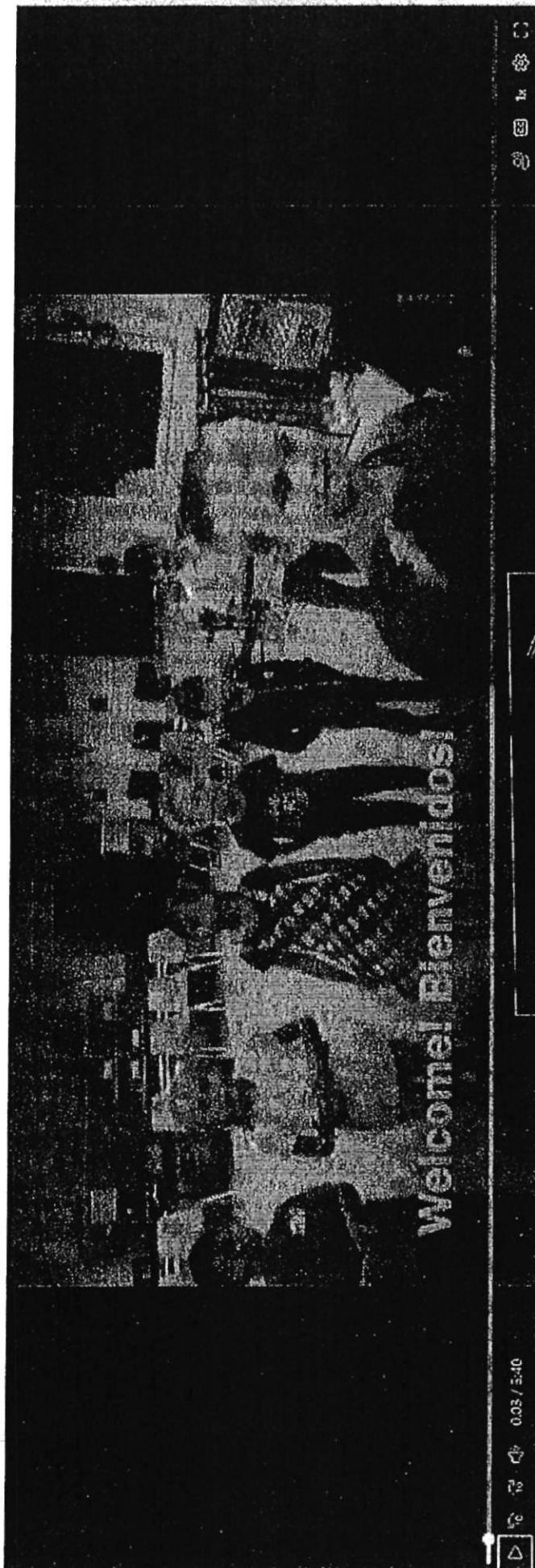
46 teachers connected



Only connected teachers and school leaders can share on School Story. Invite more to join!

Invite teachers

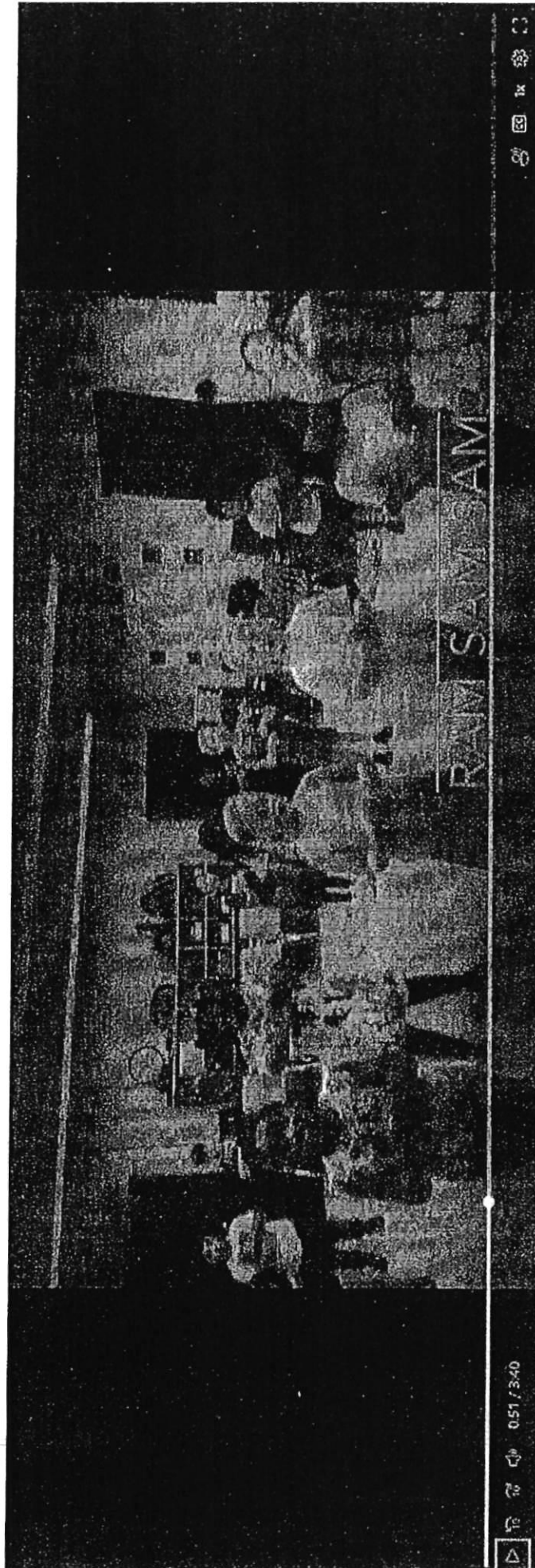
Get the free app!

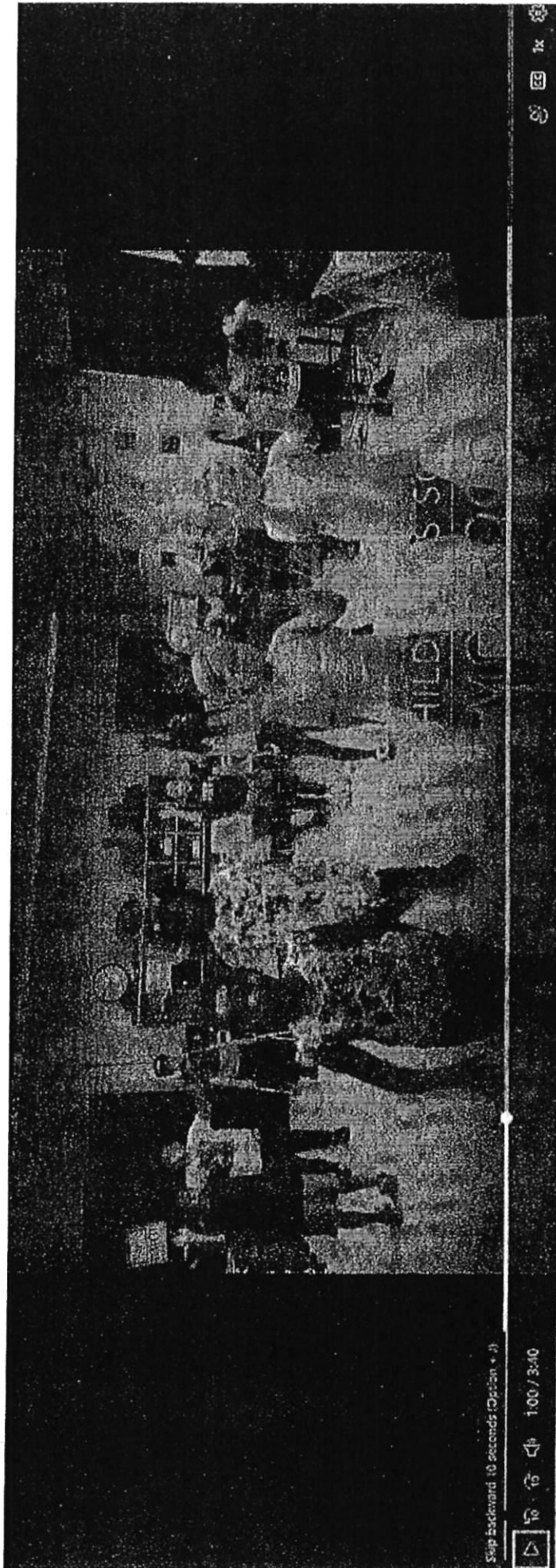


Activity in  
Music class  
where students  
sing songs from  
other cultures.



Welcome song in Spanish



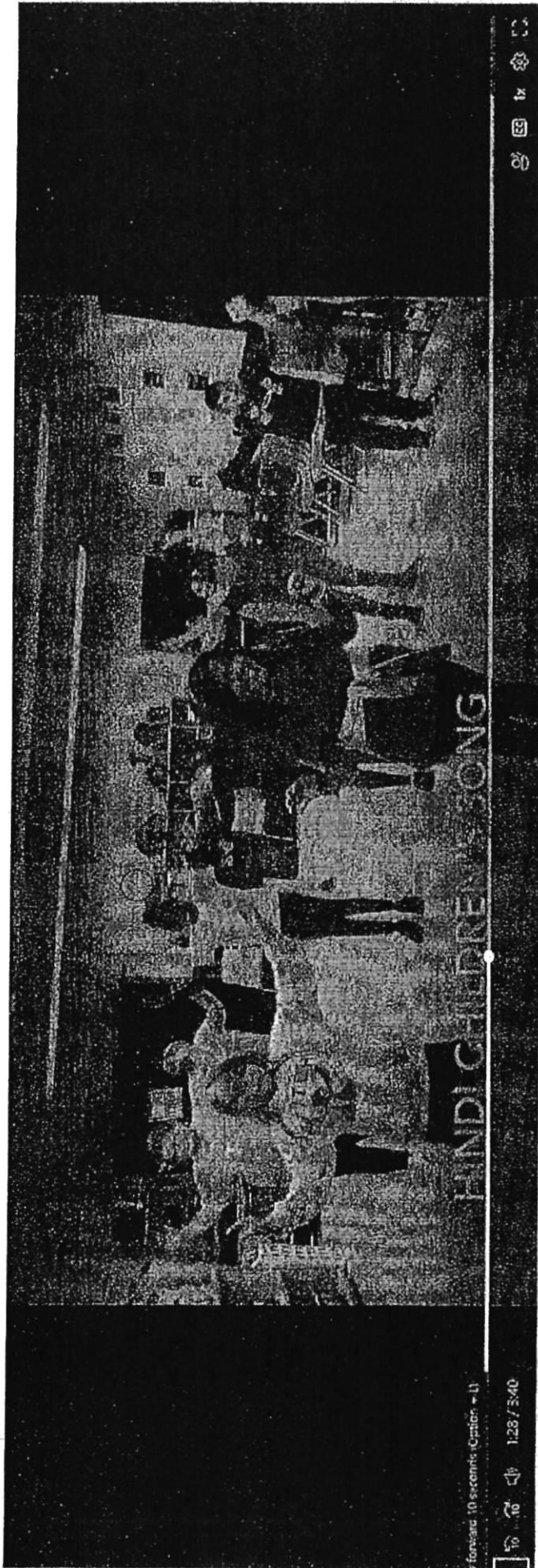




© 1988

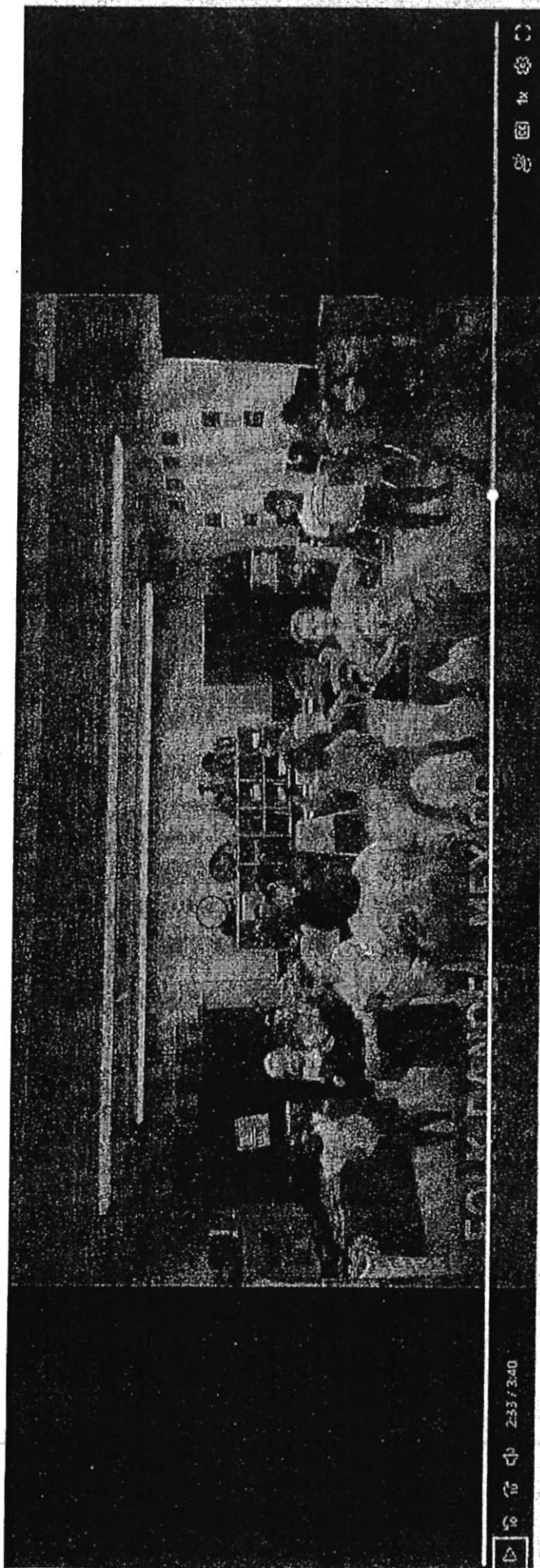
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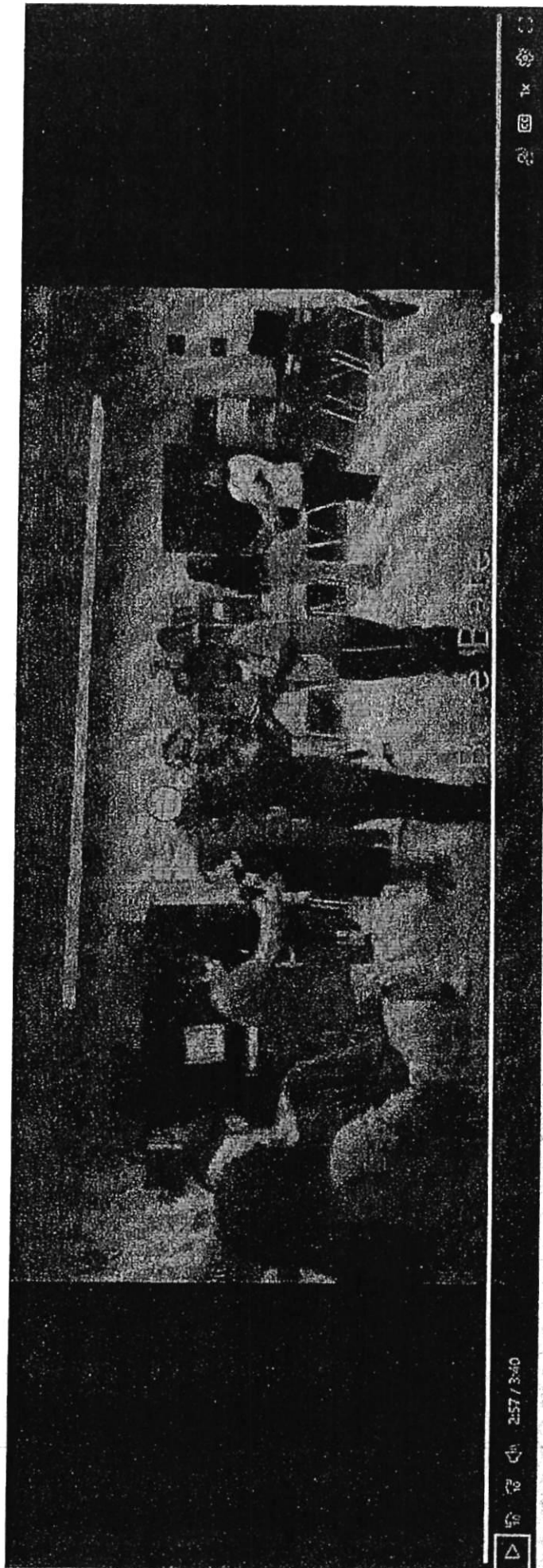


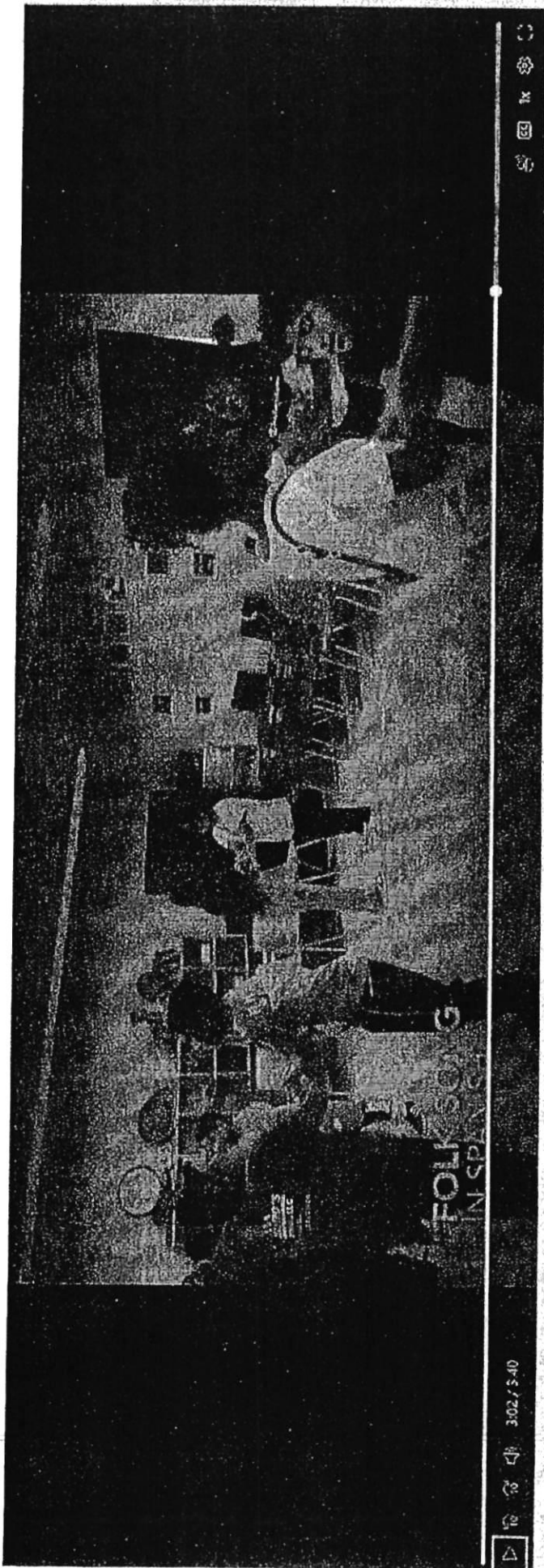




2:33 / 3:40

🔍 📷 📱 📺 📶





Music is an  
expression of  
culture and teaches  
people about the  
world







# Krisle Elementary School

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6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## Cultural Competency October 5<sup>th</sup>, 2023

- October and November family activity on Dojo  
We will be doing the activity for the Day of the Dead.  
On October 31<sup>st</sup> a message will go onto DOJO talking about this holiday. Each student will go home with a mask to color that is similar to mask that are worn during the parade.
- Any new addition to binder (share at committee presentation)  
Please make sure if you are doing anything culturally in the classroom to submit to Marie Resha to add to the binder.
- Upcoming potluck  
Italian October 26<sup>th</sup>.

We also discussed the upcoming EL Family Engagement day and how we can add that to our Binder.

# Krisle Elementary School

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6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## Cultural Competency October 5<sup>th</sup>, 2023

Marie Resha Marie Resha

Amissa Green \_\_\_\_\_

Charley Jo Vaughn Charley Jo Vaughn

Elyse Cummings Elyse Cummings

Susan Conner Susan Conner



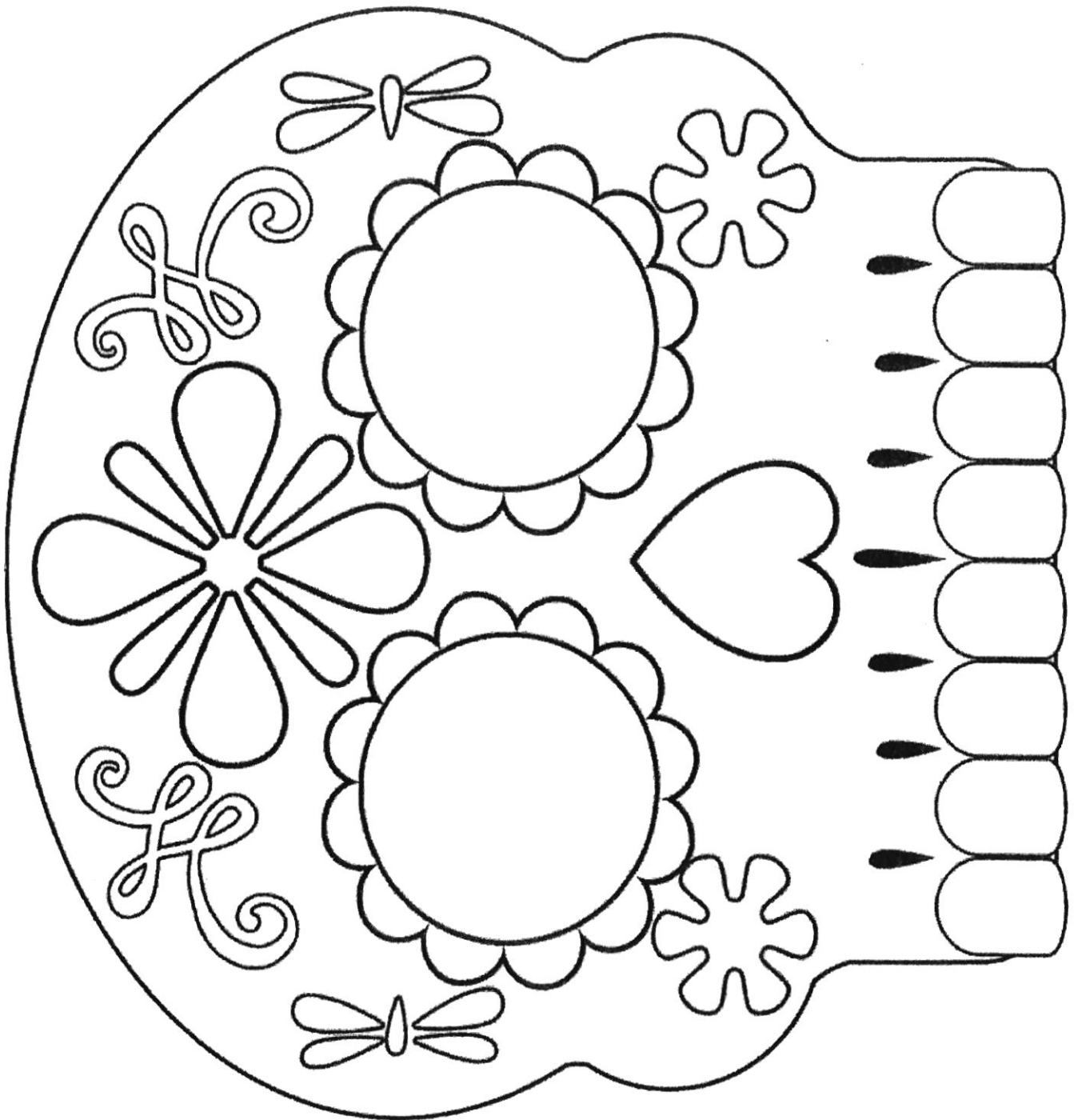
# Krisle Elementary School

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6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## Cultural Competency October 5<sup>th</sup>, 2023

- October and November family activity on Dojo
- Any new addition to binder (share at committee presentation)
- Upcoming potluck



Oct. 31<sup>st</sup>

The Day of the Dead (el Día de los Muertos), is a Mexican holiday where families welcome back the souls of their deceased relatives for a brief reunion that includes food, drink and celebration.

A blend of Mesoamerican ritual, European religion and Spanish culture, the holiday is celebrated each year from October 31-November 2. While October 31 is Halloween, November 2 is All Souls Day or the Day of the Dead. According to tradition, the gates of heaven are opened at midnight on October 31 and the spirits of children can rejoin their families for 24 hours. The spirits of adults can do the same on November 2. People wear mask during a Day of the Dead Street festival.



**Mrs. Resha**

a few seconds ago

**Krisle Elementary School**

### October/November Cultural Competency Activity

Your scholar will come home today with a mask to decorate in Honor of the Day of the Dead.

The Day of the Dead (el Día de los Muertos), is a Mexican holiday where families welcome back the souls of their deceased relatives for a brief reunion that includes food, drink and celebration.

A blend of Mesoamerican ritual, European religion and Spanish culture, the holiday is celebrated each year from October 31- November 2. While October 31 is Halloween, November 2 is All Souls Day or the Day of the Dead. According to tradition, the gates of heaven are opened at midnight on October 31 and the spirits of children can rejoin their families for 24 hours. The spirits of adults can do the same on November 2. People wear mask during a Day of the Dead Street festival.

There is no need to return these to school.

We hope your scholar enjoys learning about this holiday.

♥ 1 like    👁 19 views

♥ Like



# Krisle Elementary School

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6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## Cultural Competency November 2, 2023

Today Cultural Competency will meet in the Library with PTO/School Activities to help with planning.

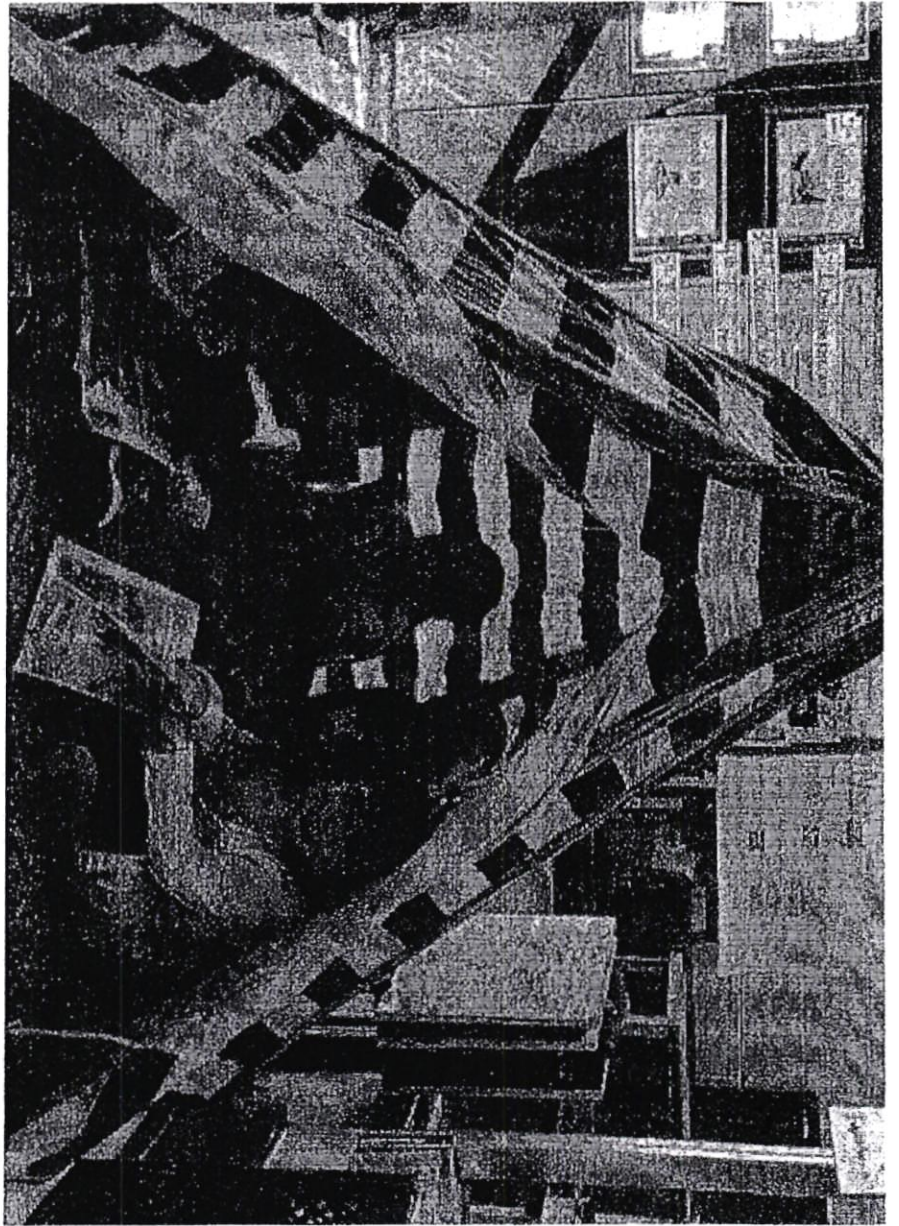
For Cultural Competency we do not have anything to discuss. October/November activity was the Day of the Dead Mask that went home.

November Potluck will be Friendsgiving (bring your favorite Thanksgiving dish).

December Cultural Competency activity is Christmas Around the World in the Library.

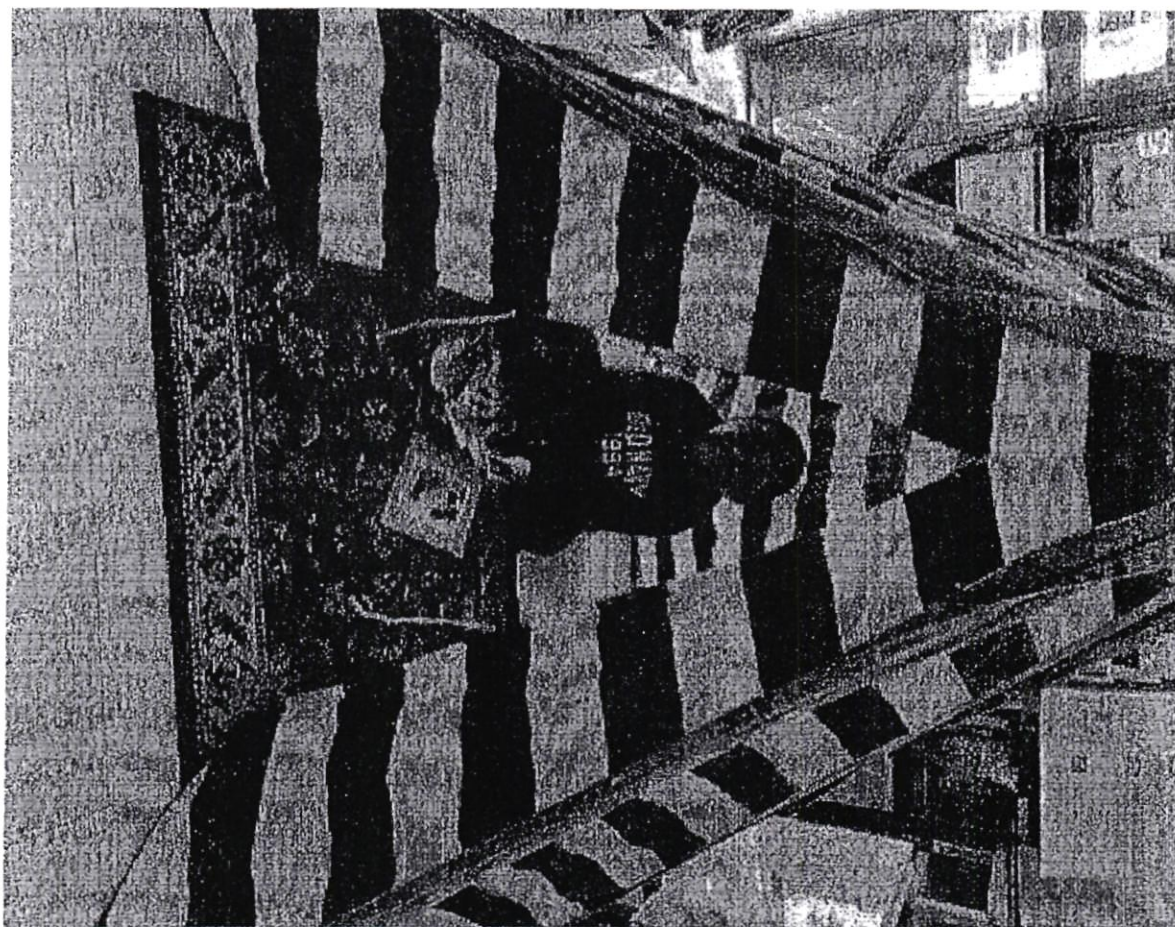
## Ms. Desinda's ELL Class

Ms. Desinda's ELL Kindergarten class is learning about Native Americans. In this lesson they were talking about the type of shelters they had. Ms. Desinda brought in a Teepee to show them a real-life example of the type of shelter that they had. She also showed various examples of other types of dwelling structures using social media.

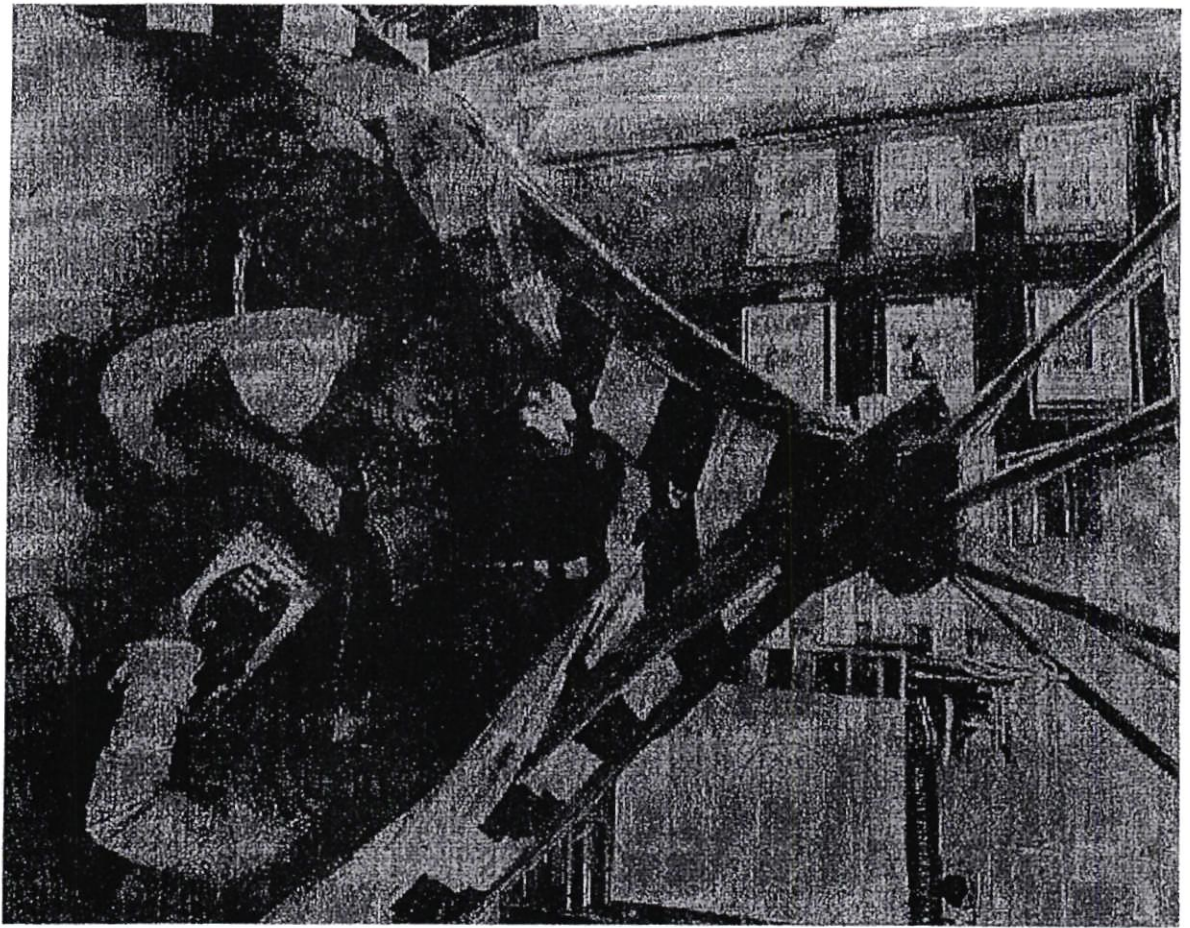












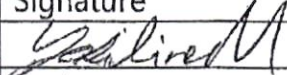
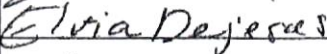



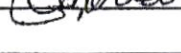
EL Family Engagement Agenda  
Krisle Elementary School  
November 28, 2023, from 8:30-10:00

- Introductions
  - School personnel
  - EL supervisor
- School Day
- Testing
- Resources available at school and in the county
- Refreshments
- Create a craft with your child/Book Bus

EL Family Engagement Sign in Sheet

Krisle Elementary School

November 28, 2023, from 8:30-10:00

Student name	Parent name	Signature
Kenia Morales	Yosilina Morales	
Giselle Dejesus	Elvia Dejesus	
Marsy Perez	Andryck Chau	
Lucas Vid	Rafael	
<span data-bbox="162 819 308 861">Jose Luis</span> <del>Maria Rodriguez</del>	Maria Rodriguez	
Lucas Vargas	Antonia Rodriguez	

EL Family Engagement Sign in Sheet

Krisle Elementary School

November 28, 2023, from 8:30-10:00

Student name	Parent name	Signature
<del>Emma Ventura</del>	<del>Maria...</del>	Dima...
Angel Martinez	Margarita Ortiz	
Emily Martinez	Margarita Ortiz	
Leticia Morales		
Denis A. Gomez	Griselda Jarez	
Engadi Morales	Emericas Morales	
Isabella Morales	Martha Perez	
Krista Morales	Patricia Urdago	
Dylan Uriarte	Ciria y Oswaldo Uriarte	
Ivan Ramirez	Mireya Martinez	
Alenda Palox		

EL Family Engagement Sign in Sheet

Krisle Elementary School

November 28, 2023, from 8:30-10:00

Student name	Parent name	Signature
Kenia Morales	Yosilina Morales	Yosilina M
Giselle Dejesus	Elvia Dejesus	Elvia Dejesus
Marsy Perez	Andryck Chay	[Signature]
Lucas Vid	Rafael	[Signature]
MARIA RODRIGUEZ	Mayra Rodriguez	[Signature]
Lucas Vargas	Antonia Rodriguez	[Signature]

Jose Luis

EL Family Engagement Sign in Sheet

Krisle Elementary School

November 28, 2023, from 8:30-10:00



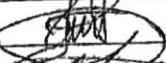
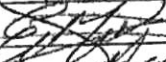
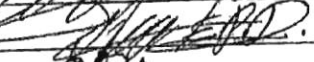
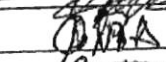
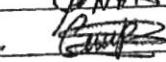

Student name	Parent name	Signature
Jennifer castillo	Xiomara Portillo	Xiomara Portillo
Angel castillo	Xiomara Portillo	Xiomara Portillo
Ebena S Gonzalez	consuelo velas	<del>consuelo velas</del>
Jacob Aipop	Blanca Lopez	Blanca Lopez
Matlew U.	Cira Villanueva	C.U
Camila Sanchez	Teodila Lopez	<del>Teodila Lopez</del>
Jose M. Mendez A.	Nayely Angel	Nayely Angel

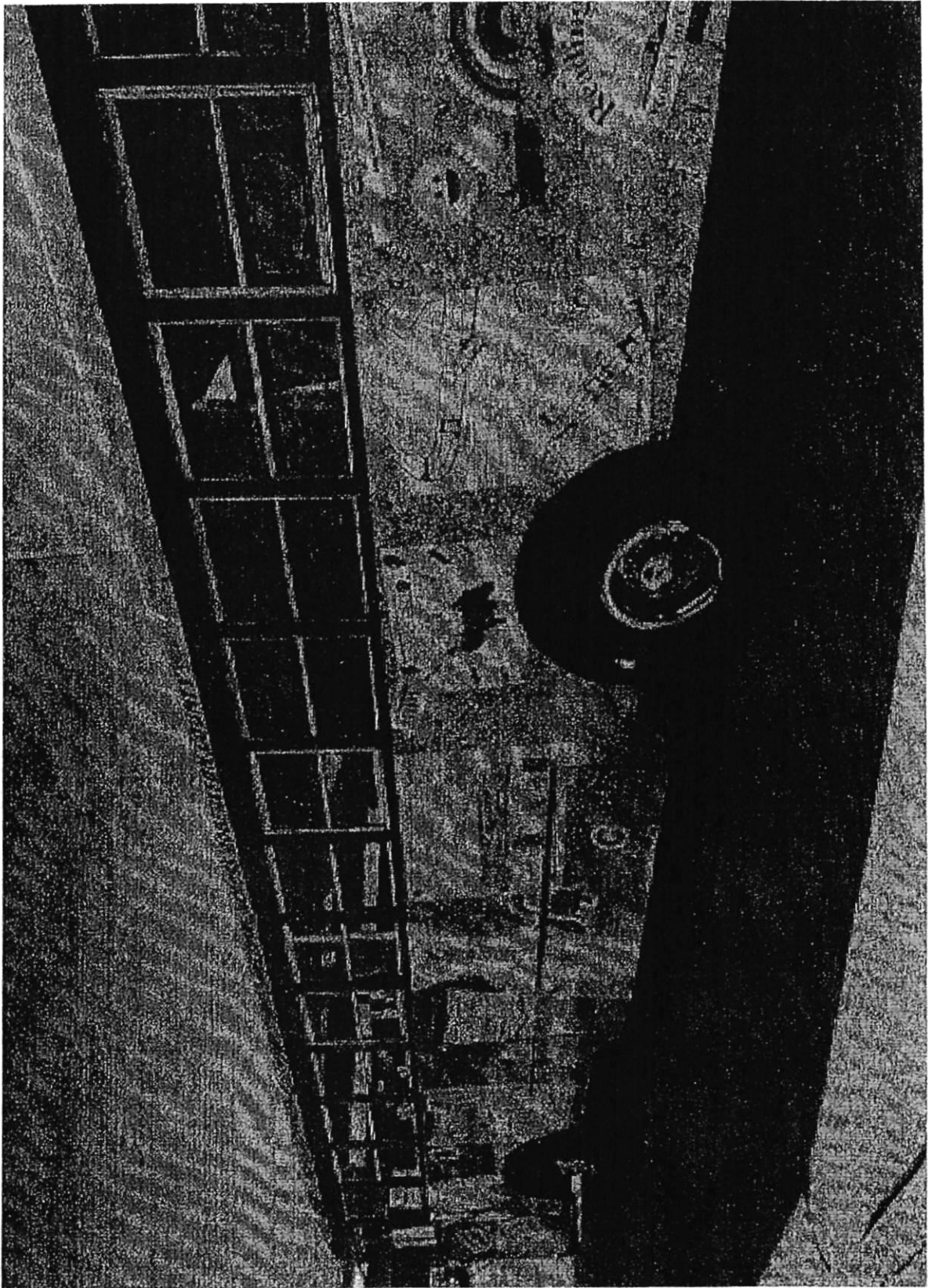


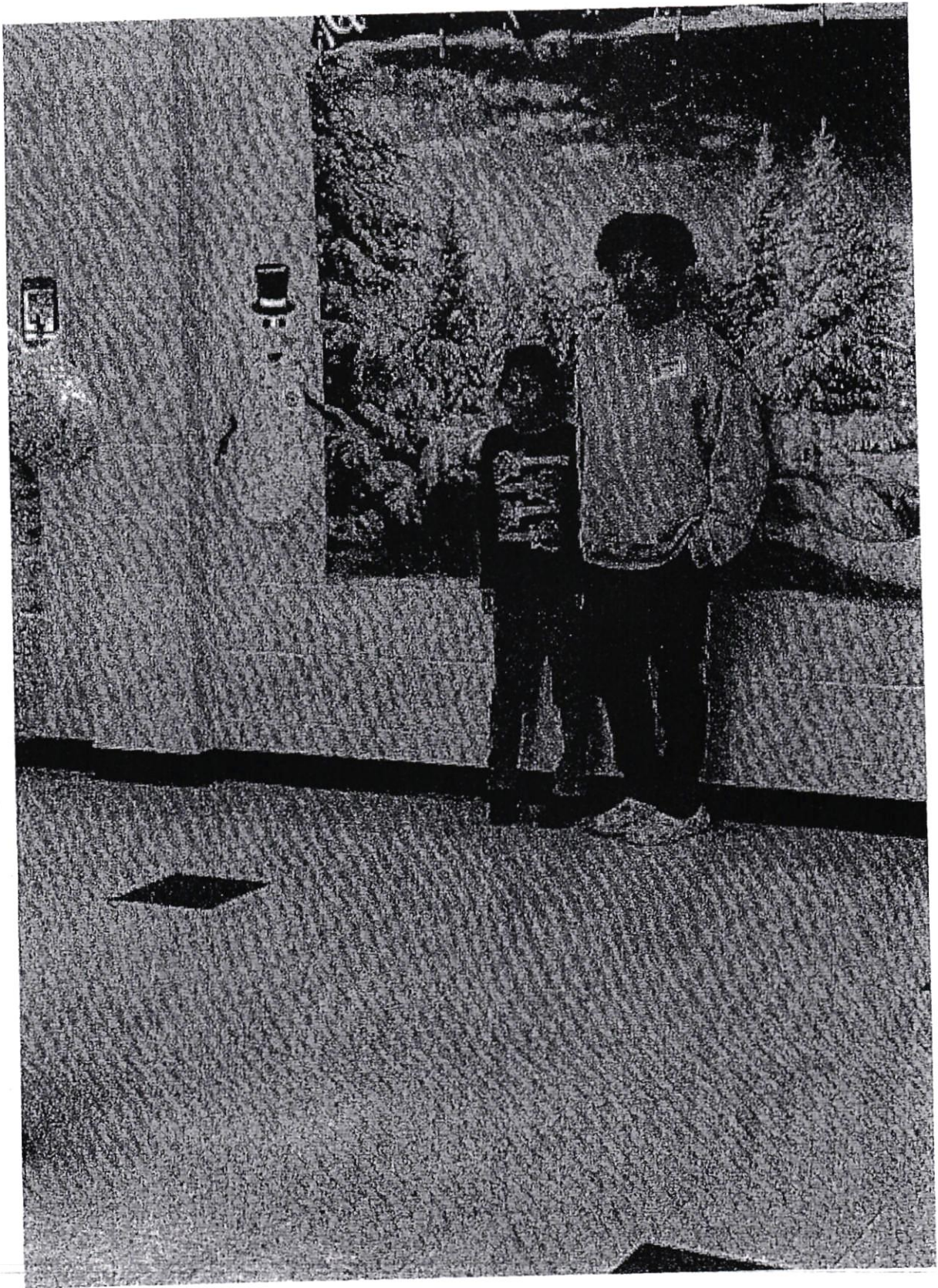
EL Family Engagement Sign in Sheet

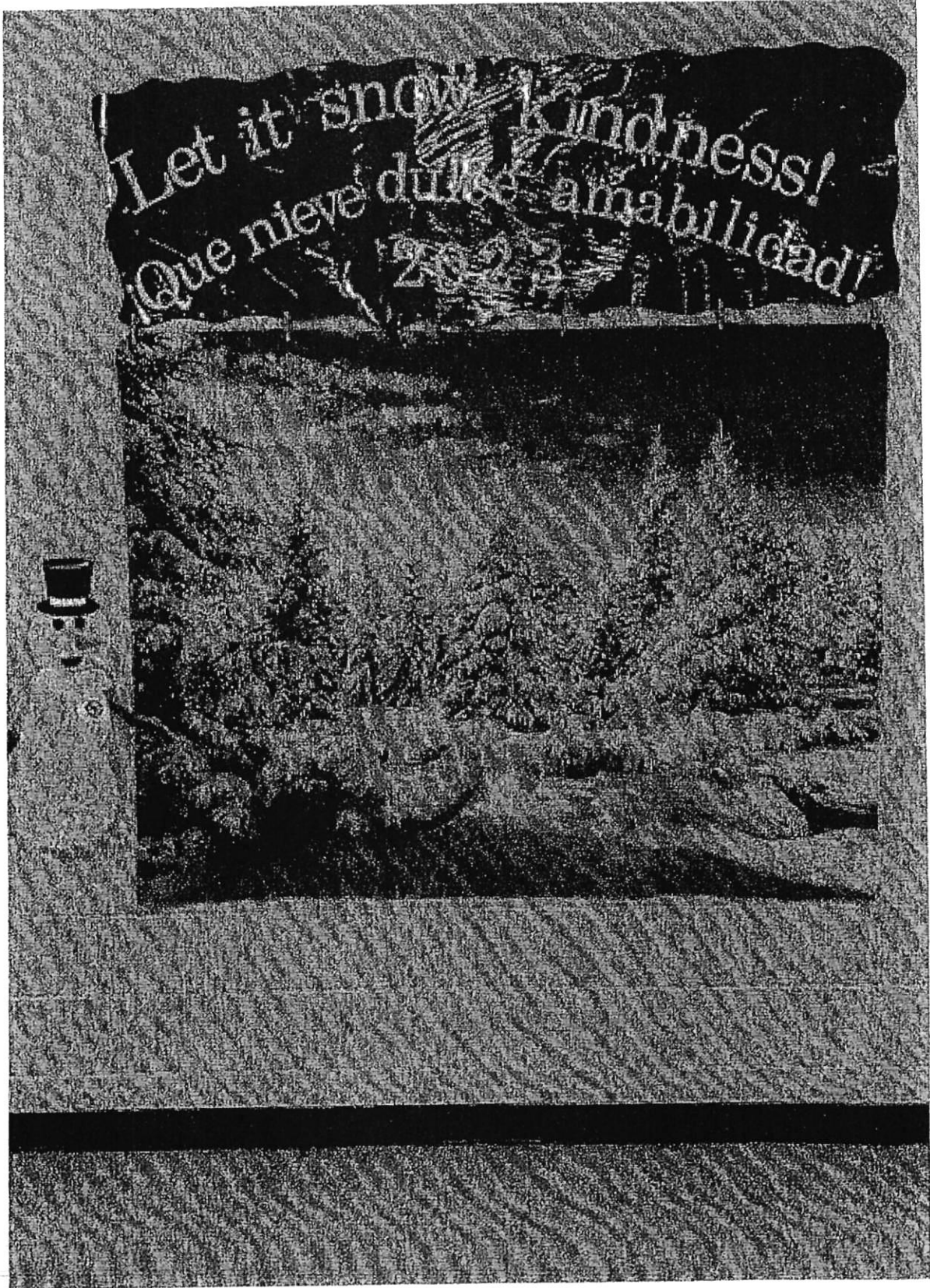
Krisle Elementary School

November 28, 2023, from 8:30-10:00

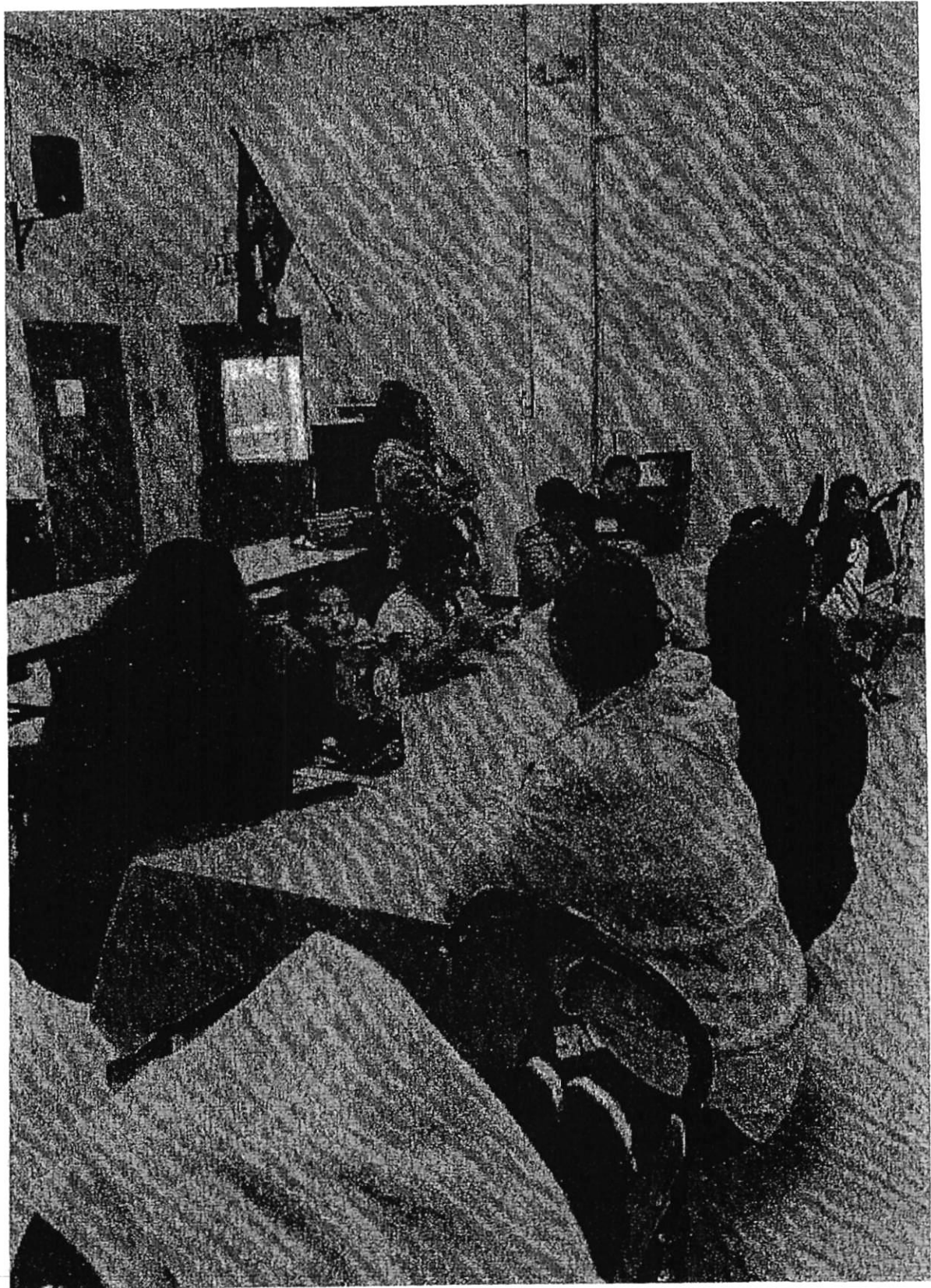
Student name	Parent name	Signature
Emma Ventura	<del>Margarita</del>	Dima P... <del>Margarita</del>
Angel Martiñez	Margarita Ortiz	
Emily Martiñez	Margarita Ortiz	
Leticia Morales		
Denis A. Gomez	Griselda Juarez	
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Isabella Morales	Martha Perez	
Krista Morales	Patricia Urdujo	
Dylan Uriarte	Ciria y Oswaldo Uriarte	
Juan Ramirez	Mireya Martinez	
Alenda Paiz		

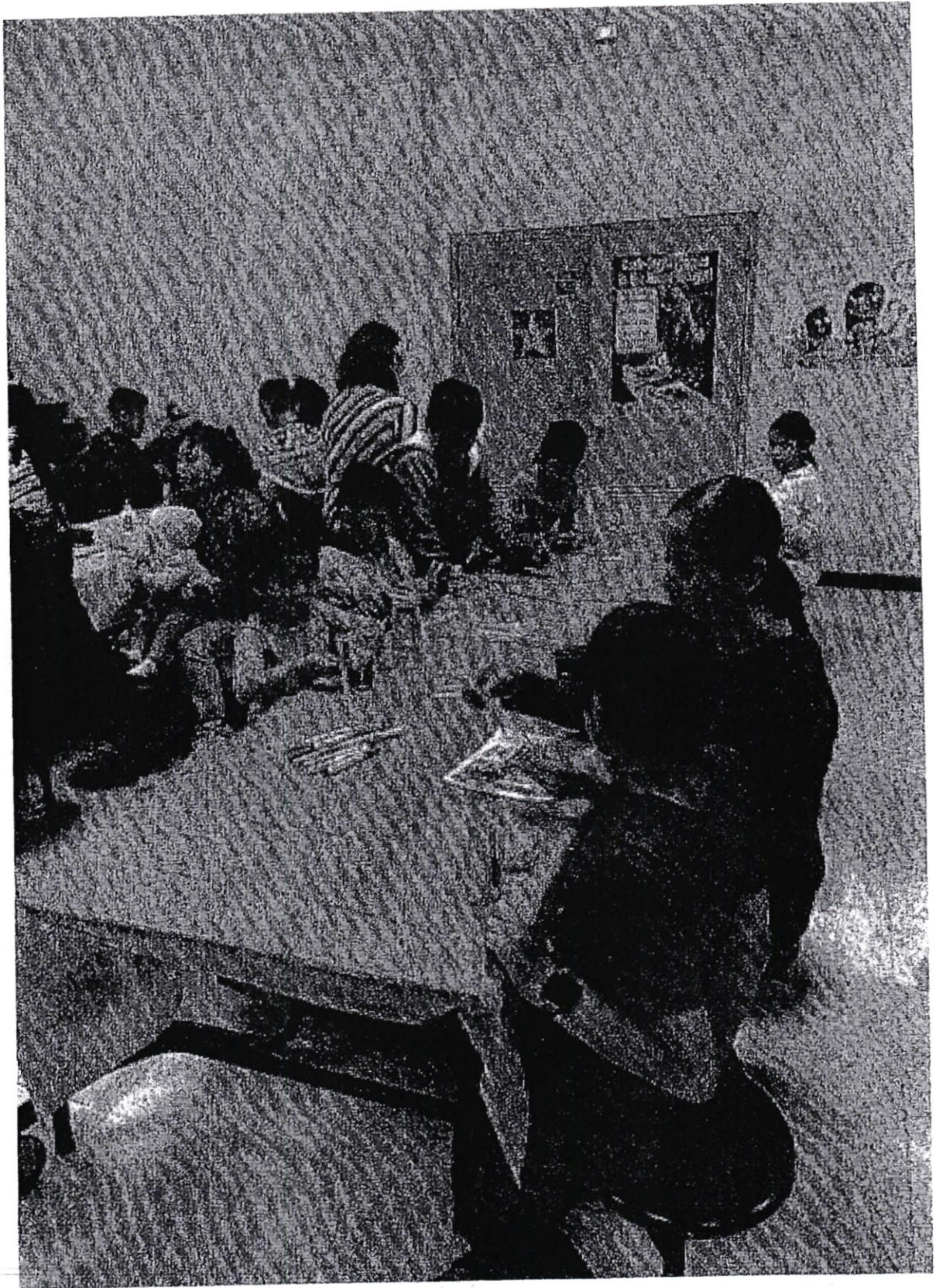


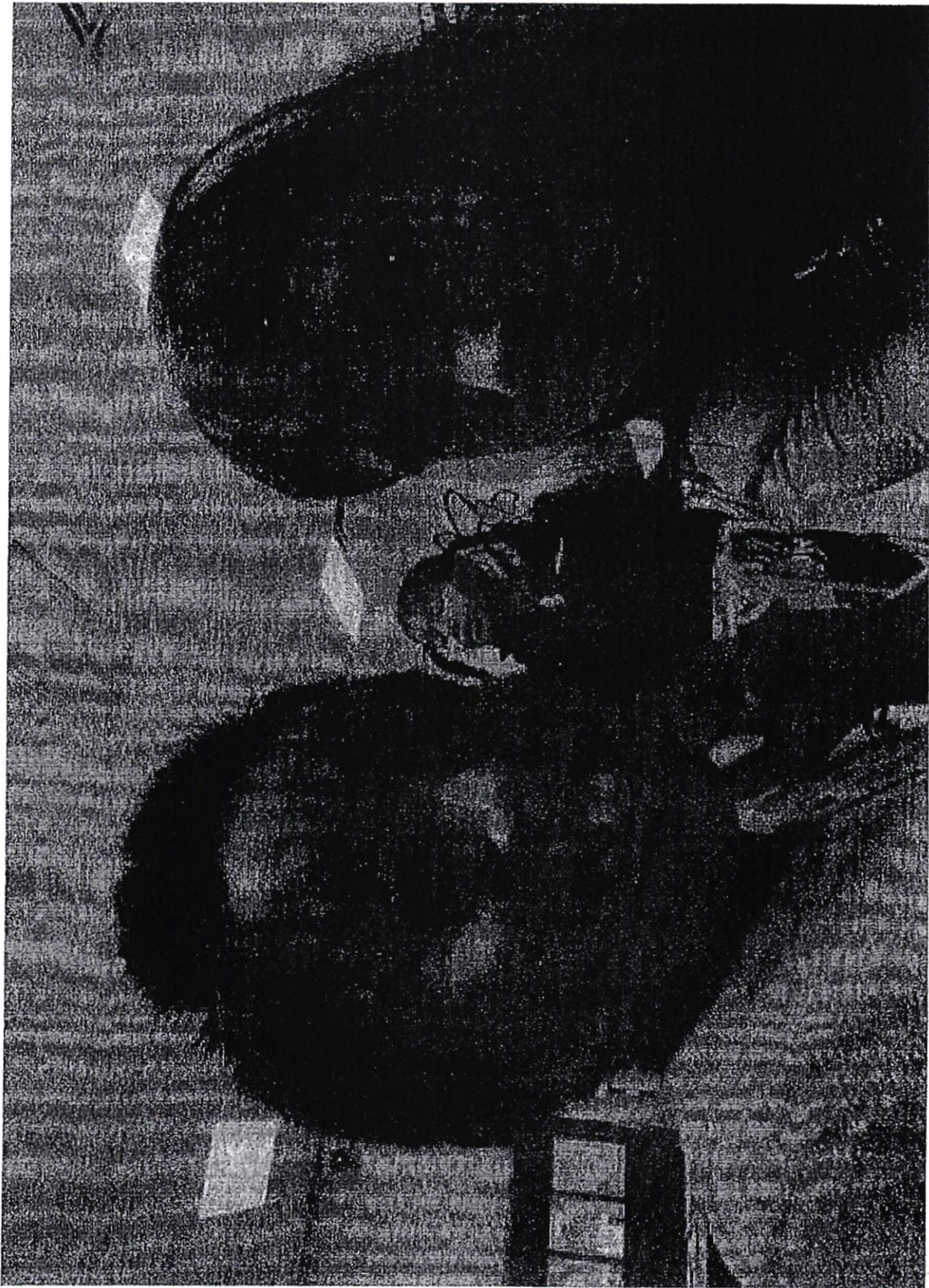






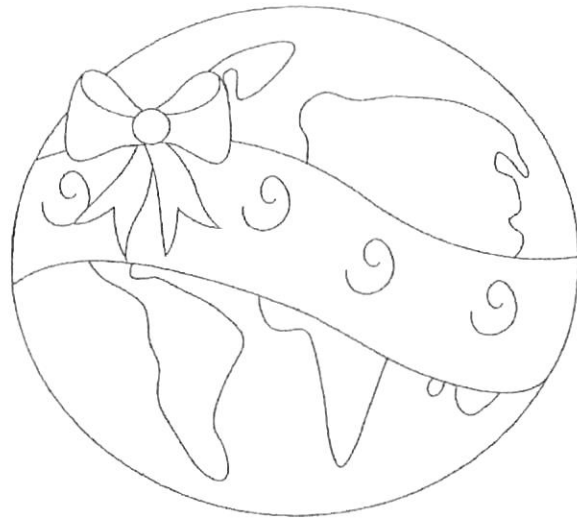








Mrs. Goins in the  
Library did Christmas  
Around the World  
using various books  
and activities to see  
how different cultures  
celebrate Christmas.



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# Holidays Around the World Journal

# Holidays Around the World

## **Kwanzaa**

Who?

What?

When?

Where?

Why?

How?

# Holidays Around the World

## Hanukkah

Who?

What?

When?

Where?

Why?

How?

# Holidays Around the World

## **Italy**

Who?

What?

When?

Where?

Why?

How?

# Holidays Around the World

## England

Who?	What?
When?	Where?
Why?	How?

# Holidays Around the World

## **Mexico**

Who?

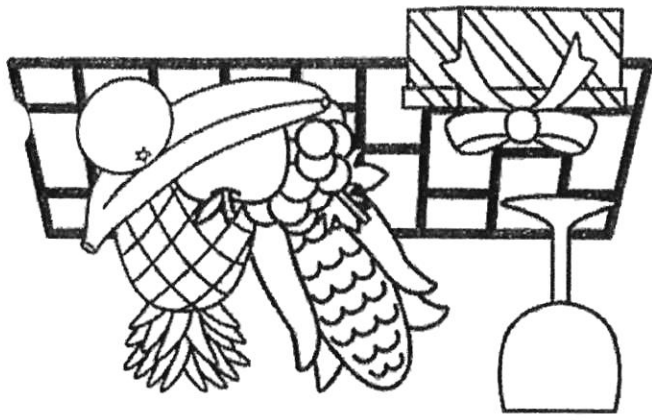
What?

When?

Where?

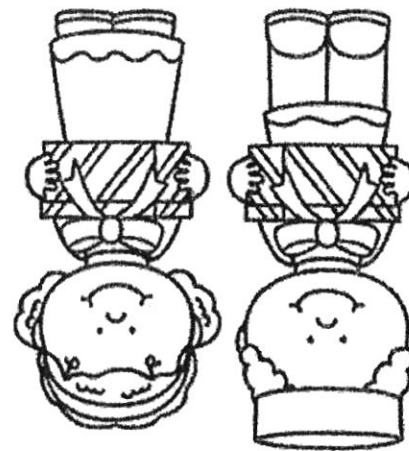
Why?

How?



Other symbols include a unity cup, ears of corn, food such as fruits, vegetables, and nuts, gifts, and a mat on which these items sit. Kwanzaa is a very important holiday in the African American community.

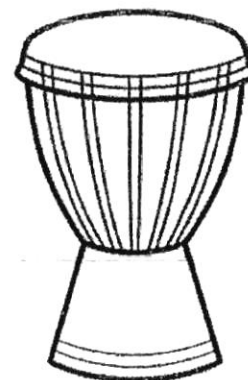
There are also seven symbols that are used to celebrate Kwanzaa. First, there is a candle holder which holds seven candles. During each night of Kwanzaa, one candle is lit to represent each of the seven principles.



December 26-January 1.  
 One holiday that many people celebrate is Kwanzaa. Kwanzaa is an African American celebration of life. Kwanzaa is celebrated in countries all around the world. Kwanzaa is celebrated from

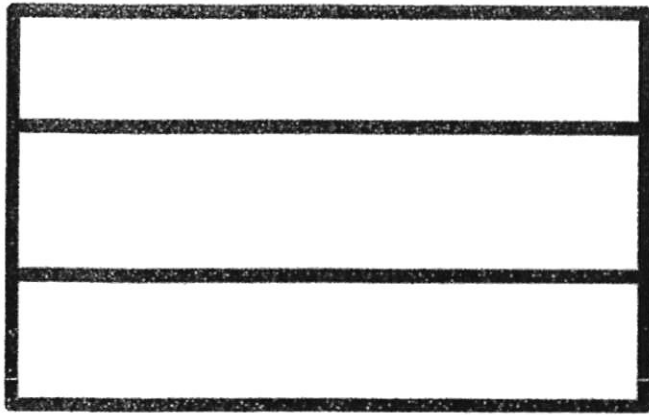
Kwanzaa was first celebrated in 1966 in California. The word Kwanzaa comes from the Swahili language and means first fruits of the harvest. It focuses on traditions and family togetherness.

When celebrating Kwanzaa, many families play music and make special crafts.



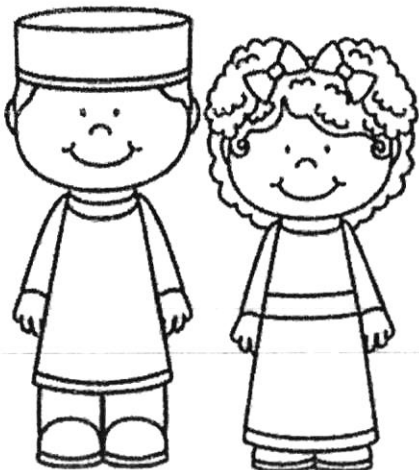


Name \_\_\_\_\_



# Kwanzaa

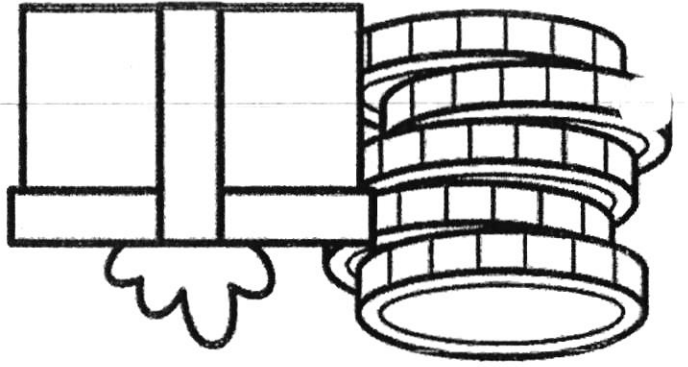
During Kwanzaa, people may decorate their homes with the colors green, black, and red. They may also dress in traditional African clothing. Men may wear a special type of shirt called a dashiki or a hat called a kufi. Women might wear a wrap called a kaftan.



# Kwanzaa Learning Reflection

Kwanzaa is based on seven principles, or beliefs. The seven principles are:

- Umoja- This means showing unity in the community.
- Kujichagulia- This means being responsible for yourself.
- Ujima- This means to work together and create businesses owned by African Americans.
- Ujamaa- This means being cooperative in your community.
- Nia- This means to develop the community.
- Kuumba- This means to be creative and make our community more beautiful.
- Imani- This means having faith that the world can become a better place.

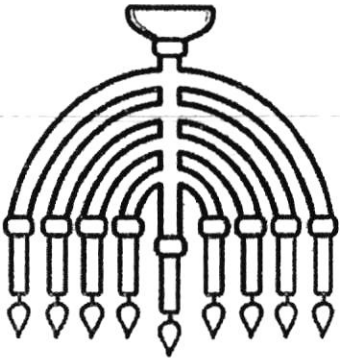


Children do not get big gifts during Hanukkah, although some families choose to exchange gifts. They may receive candy, chocolates, or "money". The word "gelt" means "money" in both Hebrew and Yiddish.

# Hanukkah



Name \_\_\_\_\_



The Menorah has nine branches. The eight branches on the outside symbolize the eight days of Hanukkah. The ninth candle fits in the middle branch of the menorah and is called the shamash or "helper candle". This candle is used to light the other candles each night from right to left.

## Hanukkah

### Learning Reflection

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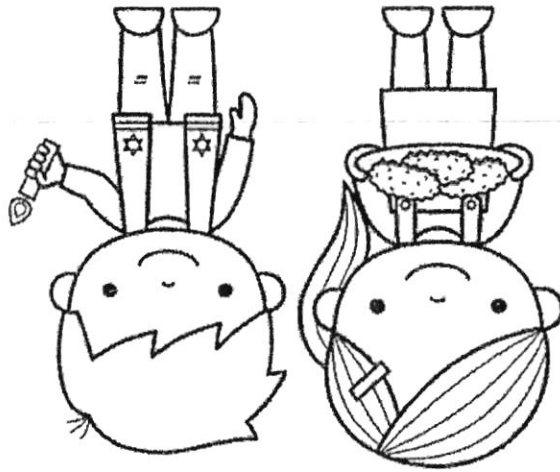
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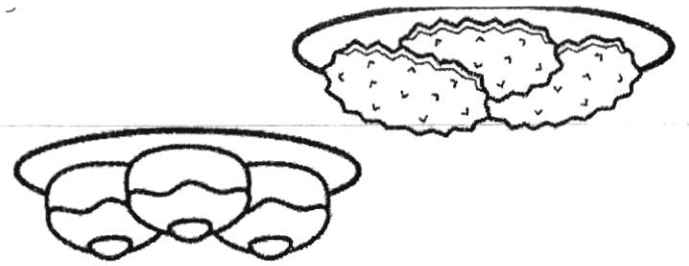
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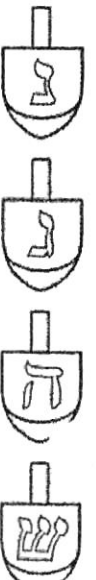
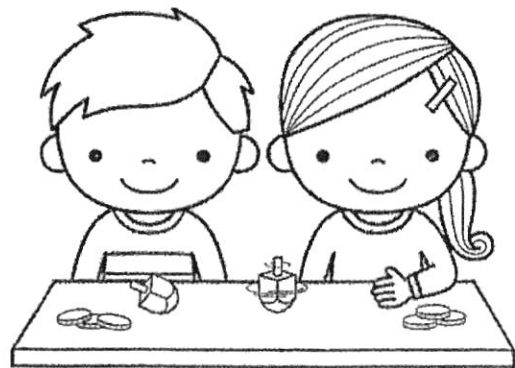
The Hanukkah celebration grew out of their excitement about this miracle and each year it reminds them that strength and hope will always win. Hanukkah is also known as The Festival of Lights.

Many Jewish people around the world celebrate Hanukkah. Hanukkah is an important time to be with family and friends. It originated in Israel. Hanukkah is recognized because a miracle happened in Jerusalem. After a war, there was very little oil left to burn the candle, barely enough for one night, but it burned for eight days!



During Hanukkah, families gather together around the table to eat potato latkes. Latkes are similar to potato pancakes. Families often enjoy them with applesauce and sour cream. Another popular Hanukkah treat are sufganiyot. These are jelly-filled donuts.

Many children play dreidel during Hanukkah. A dreidel is a top with four sides. There are symbols on each side of the dreidel. The four symbols on each side mean, 'A great miracle happened there.'



Name \_\_\_\_\_

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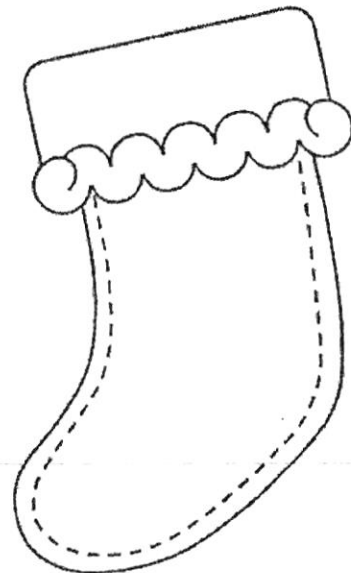
# Holidays in Italy

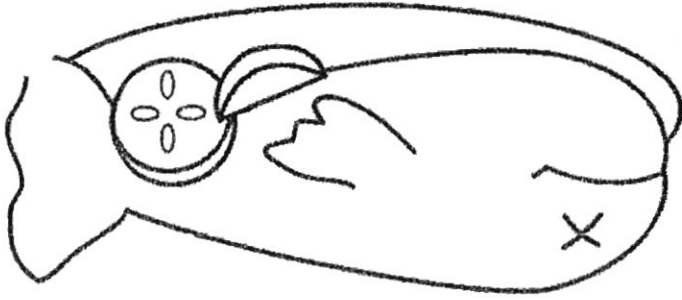
The Yule log, is called a "Ceppo."  
It is burned and toasts and well wishes are made.



# Holidays in Italy Learning Reflection

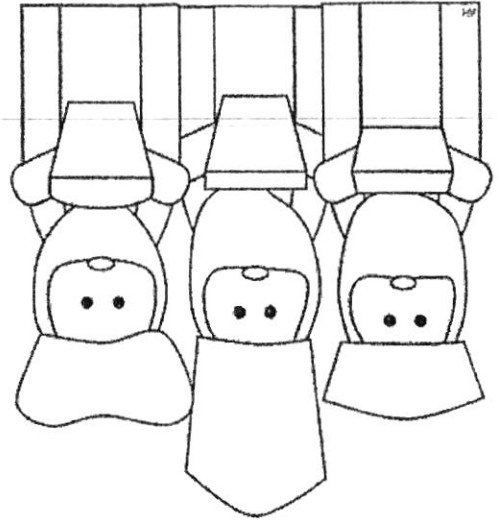
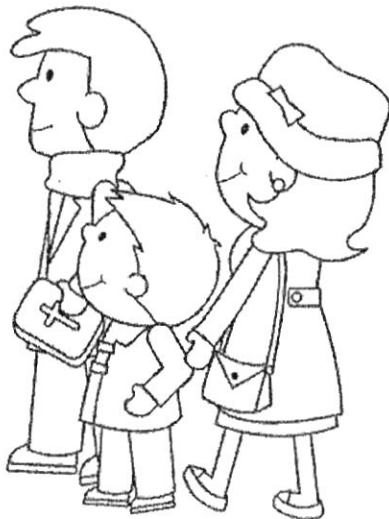
The children of Italy hang up their stockings on January 6<sup>th</sup>, or "Epiphany." "Epiphany" is believed to be the day the Three Kings came to Bethlehem.





The traditional Christmas dinner in Italy is called "Cenome." This dinner consists of spaghetti, anchovies, fish, salad, and desserts.

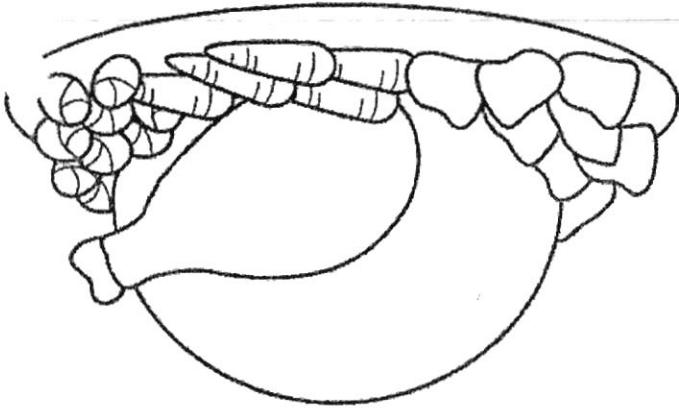
Christmas, or "Natale," is a very religious holiday in Italy. Many people in Italy celebrate Christmas by attending and getting involved with the church.



In Italy, Children do not wait for Santa Claus. They wait for "La Befana." People believe the Three Kings stopped to ask Befana for directions along the way, but she refused.

Ever since that night in Bethlehem, Befana has been looking for the Christ Child to give him gifts. Each year she gives gifts to the good children of Italy, and coal to the naughty ones.





Turkey for Christmas dinner is also a tradition adopted by the people of England. The turkeys were imported from the Americas.

Holidays in England  
Learning Reflection

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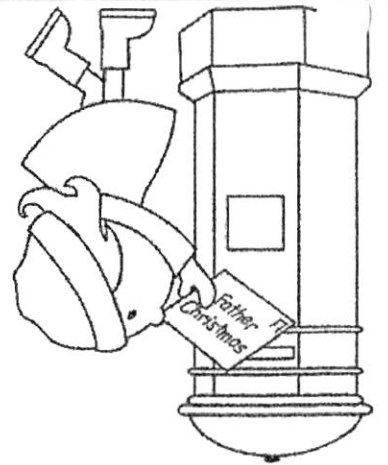
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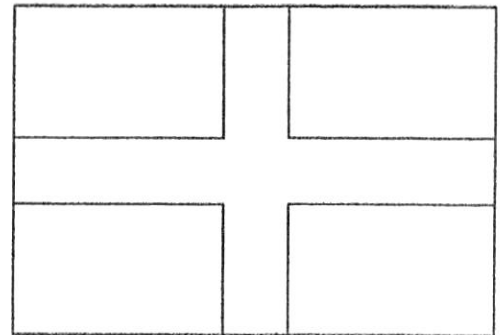
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The people of England started the tradition of mailing a Christmas card to loved ones.

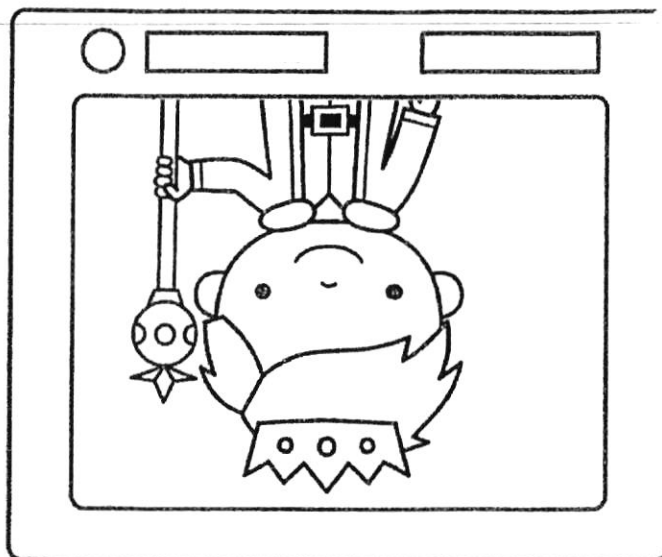
# Holidays in England



Name \_\_\_\_\_



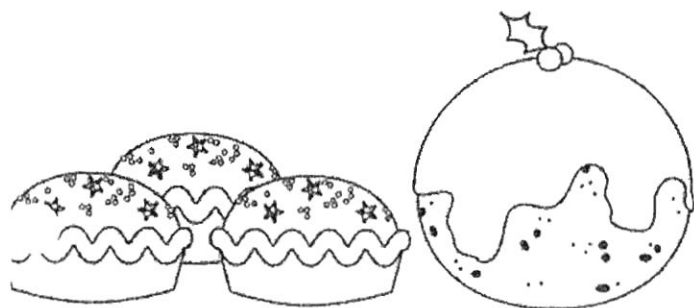
The tradition of the mistletoe started in England. It is believed that when you are standing under a mistletoe you have to kiss the person for friendship and goodwill.



Everyone in England gathers around the television to hear the king's speech on Christmas Day.

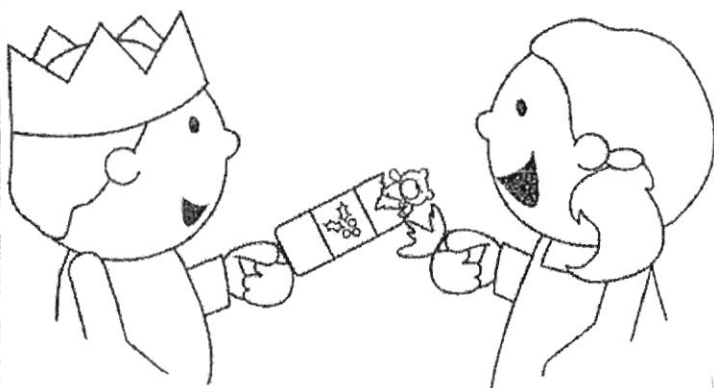
People all across the United Kingdom enjoy mince pie. Typically, it contains fruit, meat, and spices. Preparing and eating plum pudding is another Christmas tradition in England. Despite its name, it actually contains no plums!

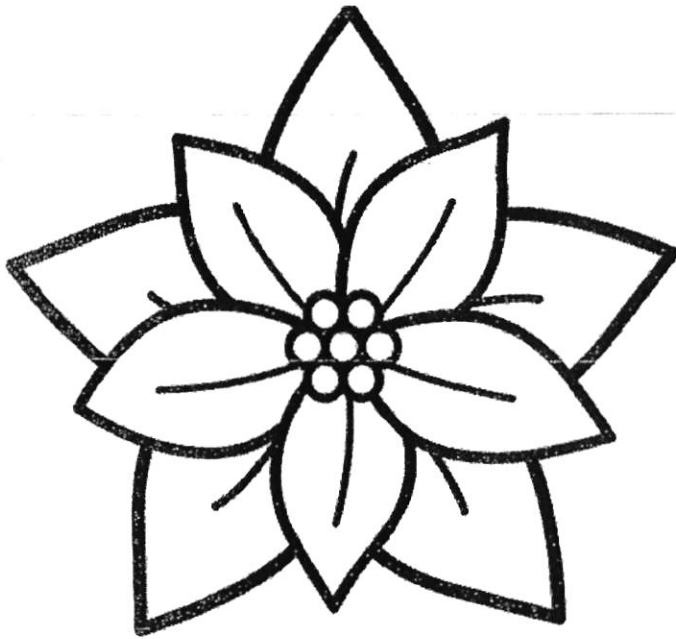
It is a tradition to have a Christmas Cracker at each place setting. When a cracker is pulled apart, it makes a loud sound.



Mince Pie

Plum Pudding





Poinsettias are popular around Christmas time in Mexico. The poinsettia will flower in the winter.

Holidays in Mexico  
Learning Reflection

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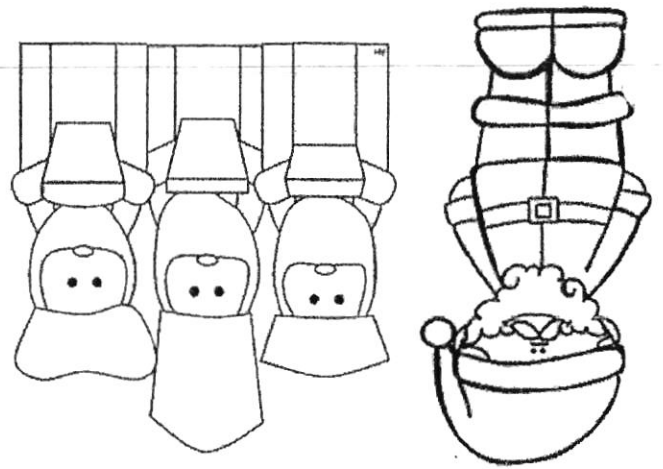
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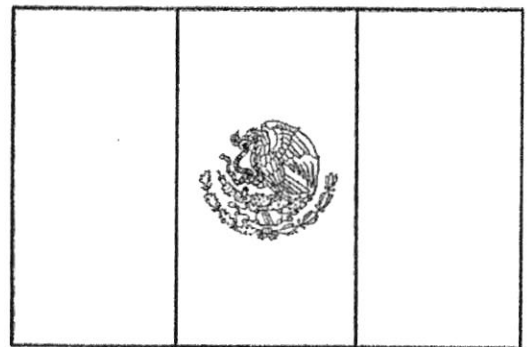
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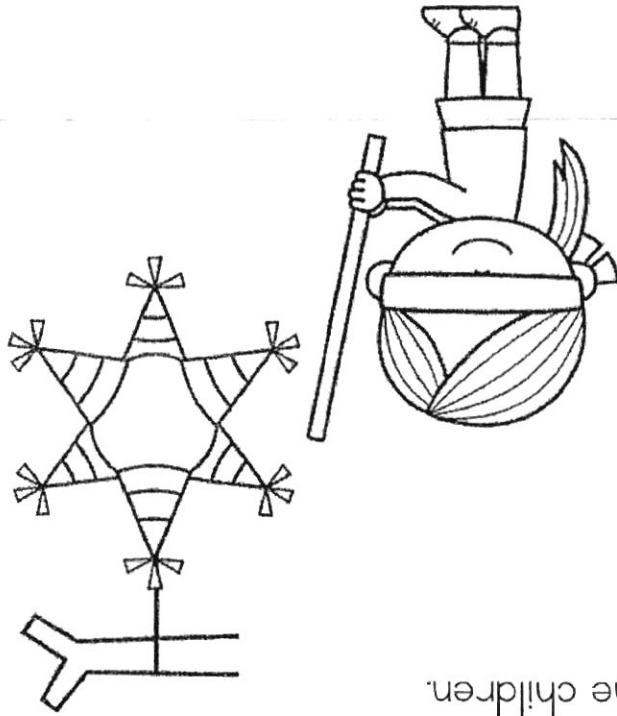
In some areas of Mexico, the Three Wise Men and Santo Cós bring presents to the children.

# Holidays in Mexico



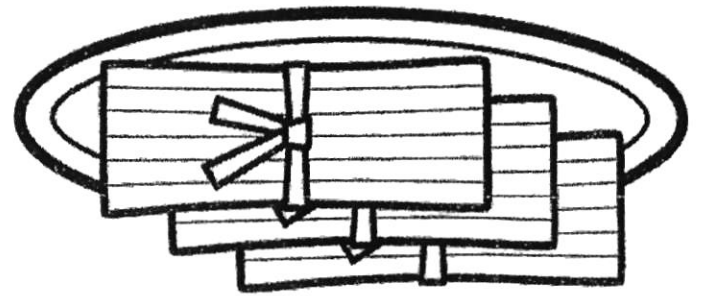
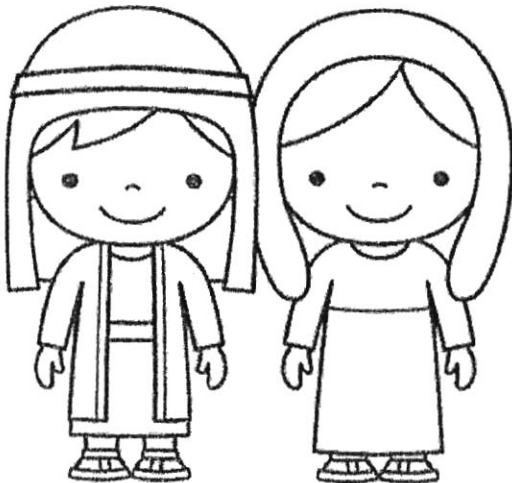
Name \_\_\_\_\_





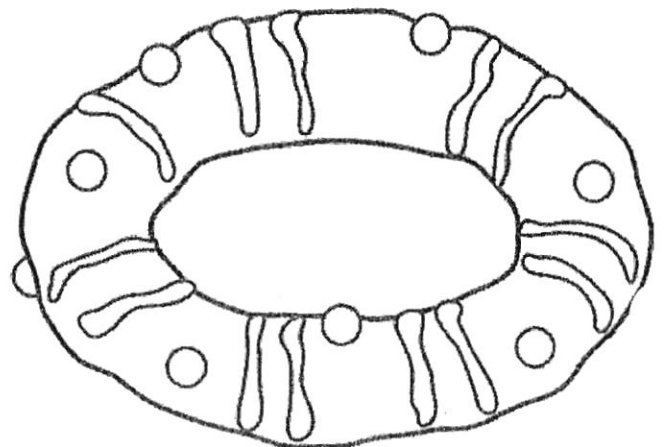
After recognizing Mary and Joseph, the resident invites them in. Inside is a dinner, and a piñata for the children.

During Christmas, or "Navidad," the people of Mexico celebrate "Las Posadas." This is a tradition where people go from house to house acting as Mary and Joseph and looking for shelter.



The people of Mexico celebrate the Christmas season by making tamales and serving them to friends and family. Tamales are made with a dough called masa. They have a corn husk wrapping.

The people of Mexico celebrate "La Merienda de Reyes." They celebrate by serving rosca, or King's Cake. Rosca is a sweet cake with a figurine of baby Jesus inside the cake.



## Re: Cultural Competency Agenda

Amanda Miglore <amanda.miglore@rcstn.net>

Thu 1/11/2024 9:20 AM

To: Marie Resha <marie.resha@rcstn.net>; 2023-2024 Cultural Competency <2023-2024culturalcompetency@rcstn.net>

Also, we are asking each team to brainstorm and new ideas or activities to incorporate this semester. We want to teachers to have a voice and the ability to share their ideas!

---

**From:** Marie Resha <marie.resha@rcstn.net>

**Sent:** Thursday, January 11, 2024 6:42 AM

**To:** 2023-2024 Cultural Competency <2023-2024culturalcompetency@rcstn.net>

**Subject:** Cultural Competency Agenda

Today we will meet in the Title Lab with the RTI2B committee after school. The items listed below are topics from Admin that need to be addressed.

- May 3rd: Cinco de Mayo assembly
  - There is a middle school group at Innovation Academy called the Jalapeno Hotties. They have performed at other elementary schools and we have invited them to perform for Krisle on May 3<sup>rd</sup> at 12:45
- Ideas to increase attendance: ways to incentivize parents?

Other items that we need to discuss are Black History Month, January and February Potlucks.

# Krisle Elementary School

---

6712 Highway 49 East ♦ Springfield, TN 37172 ♦ Phone (615) 384-2596 ♦ Fax: (615) 384-9022  
*Amanda Miglore, Principal ♦ Danielle Holden, Assistant Principal*

## Cultural Competency January 11, 2024

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## Cultural Competency January 11, 2024

Marie Resha Marie C Resha

Amissa Green Amissa Green

Charley Jo Vaughn Charley Jo Vaughn

Elyse Cummings Elyse Cummings

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Marie Resha Marie C Resha

Amissa Green Amissa Green

Charley Jo Vaughn Charley Jo Vaughn

Elyse Cummings Elyse Cummings

Krisle Elementary celebrated Black History February 5<sup>th</sup>-February 9<sup>th</sup> with a fact given during the morning announcements. Miglore or Holden would read the fact and then each teacher could visit the Brainpop video to go more in depth with the person.

Marie Resha created a power point about the History of Krisle. This power point was shared with the entire faculty and each classroom teacher shared the power point with their class.

Materials were also emailed to teachers with activities in celebration of this month. I have attached one of the activities that was emailed out. Various activities across various grade levels were given.

# Black History Month Announcements

February 5<sup>th</sup>

MARTIN LUTHER KING, JR.

One of the most well-known civil rights leaders, Martin Luther King, Jr. was a Baptist minister and activist who fought against racial inequality. King was a proponent of nonviolence and peaceful protest. He was one of the founders of the Southern Christian Leadership Conference (SCLC), which aims to achieve racial equality peacefully. He went down in history as a hero and one of the most influential leaders in the world.

Teachers at this time feel free to watch the Martin Luther King Jr. video on Brainpop.

February 6th

ROSA PARKS

Rosa Parks was a civil rights activist in Alabama and the secretary of the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP). Parks is known most for her refusal to give up her seat to a white man on a bus in Montgomery, Alabama, which inspired the Montgomery Bus Boycott. This boycott brought about the ruling by the Supreme Court that segregation on public buses is unconstitutional.

Teachers at this time feel free to watch the Rosa Parks video on Brainpop.



February 7<sup>th</sup>

### JACKIE ROBINSON

As a player for the Brooklyn Dodgers, Jackie Robinson was the first African American professional baseball player in U.S. Major League Baseball. After he retired, Robinson was dedicated to civil rights activism and worked to raise money for both the NAACP and SCLC.

Teachers at this time feel free to watch the Jackie Robinson video on Brainpop.

February 8<sup>th</sup>

### HARRIET TUBMAN

A brave leader during the Underground Railroad movement, Harriet Tubman escaped from slavery and spent 11 years guiding other enslaved people to freedom through the Underground Railroad as a "conductor." Tubman was also a spy, scout, nurse, and soldier during the Civil War for the Union Army.

Teachers at this time feel free to watch the Harriet Tubman video on Brainpop.

February 9<sup>th</sup>

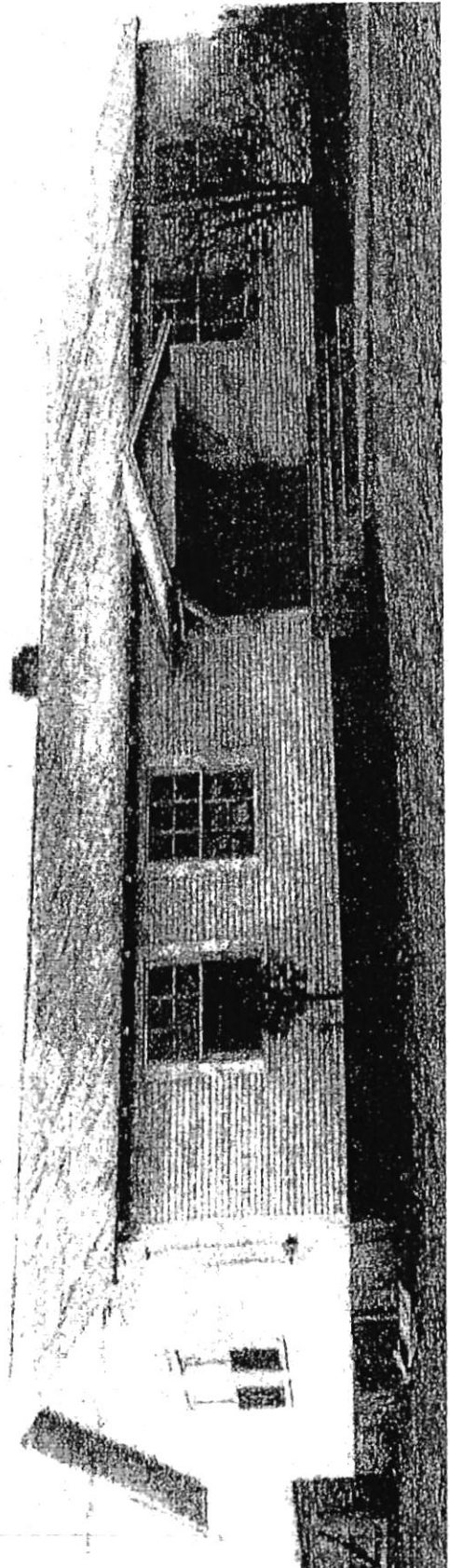
### Ruby Bridges

At the young age of just six years old, Ruby Bridges steps made history and ignited a big part of the civil rights movement in November 1960 when she stepped into school and became the first African American student to integrate an elementary school in the South.

Teachers at this time feel free to watch the Ruby Bridges video on Brainpop.

# THE HISTORY OF KRISLIE

1/2



# DID YOU KNOW?

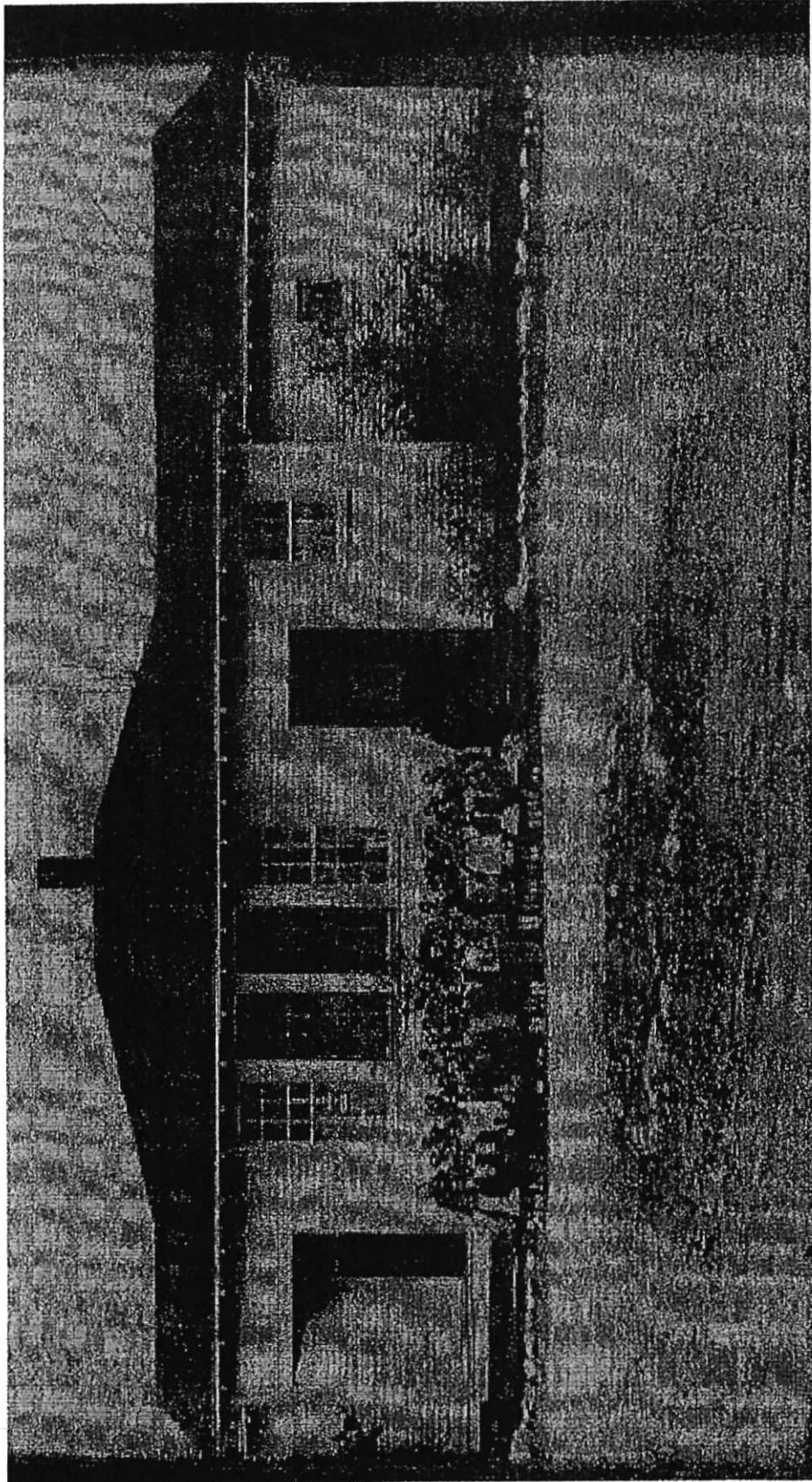
- Krisle was originally established in 1918 and was named for a family in the community.



# THE ORIGINAL SCHOOL

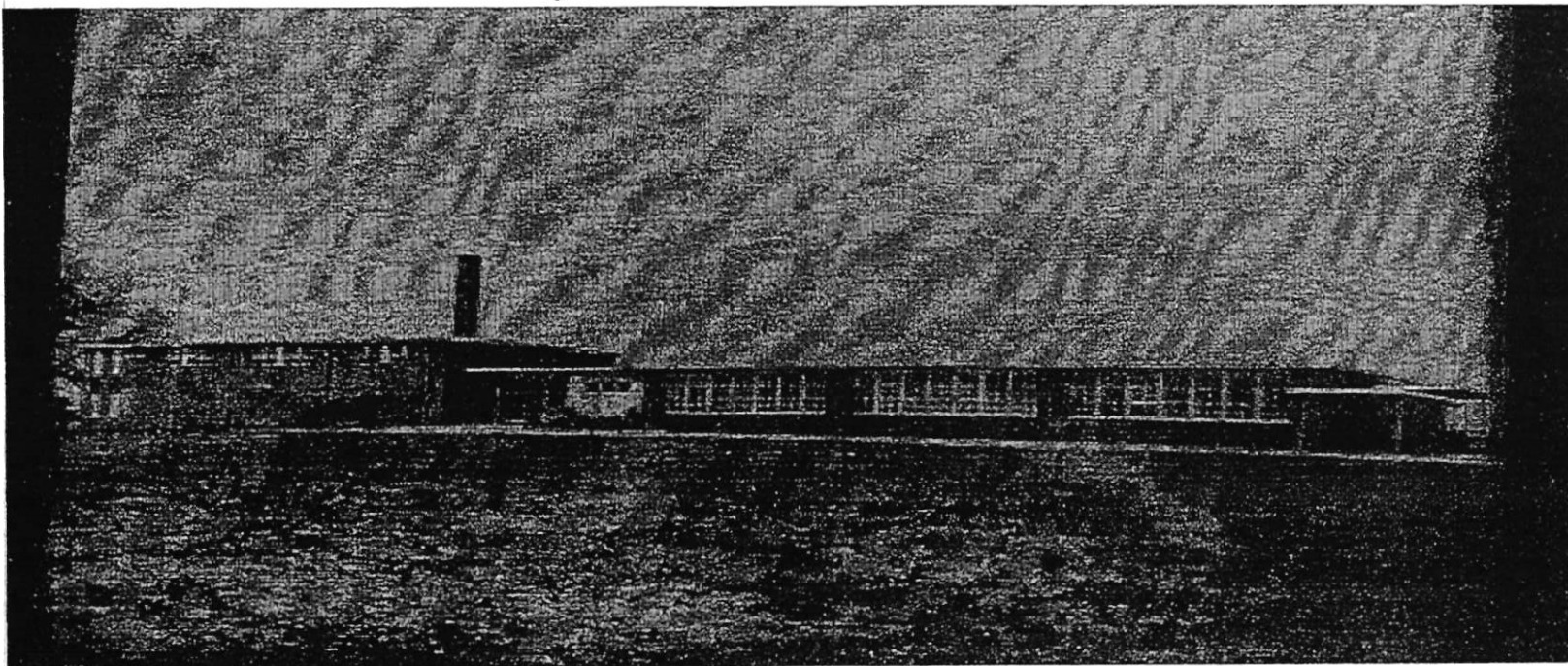
- The original building was built of wood and provided a school for African- American students in the northern area of Robertson County.





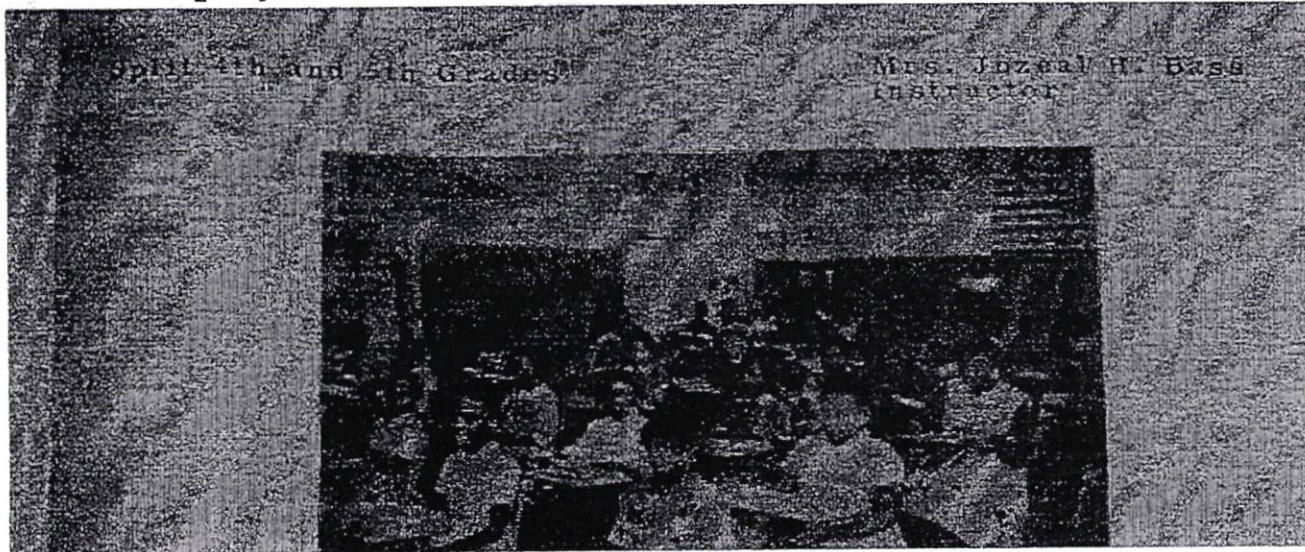
# 1957

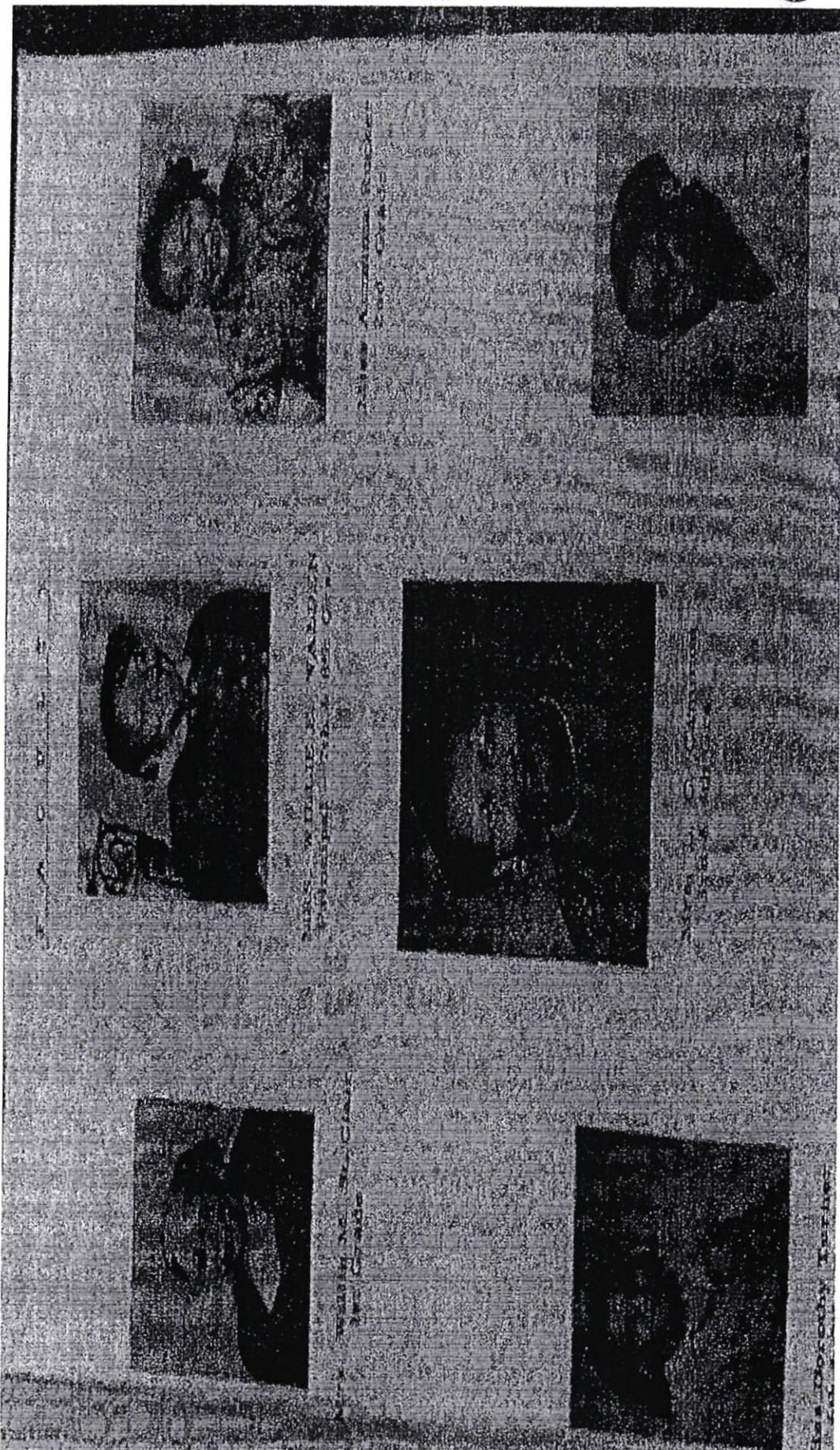
- In 1957, the need became apparent for a new building, and a brick building was built behind the original wooden school. Students from three African-American schools in the Springfield area (Oregon School, Krisle School, and Woodard School) moved into the new building in 1960.



## WHAT DID THE NEW SCHOOL AND STAFF LOOK LIKE?

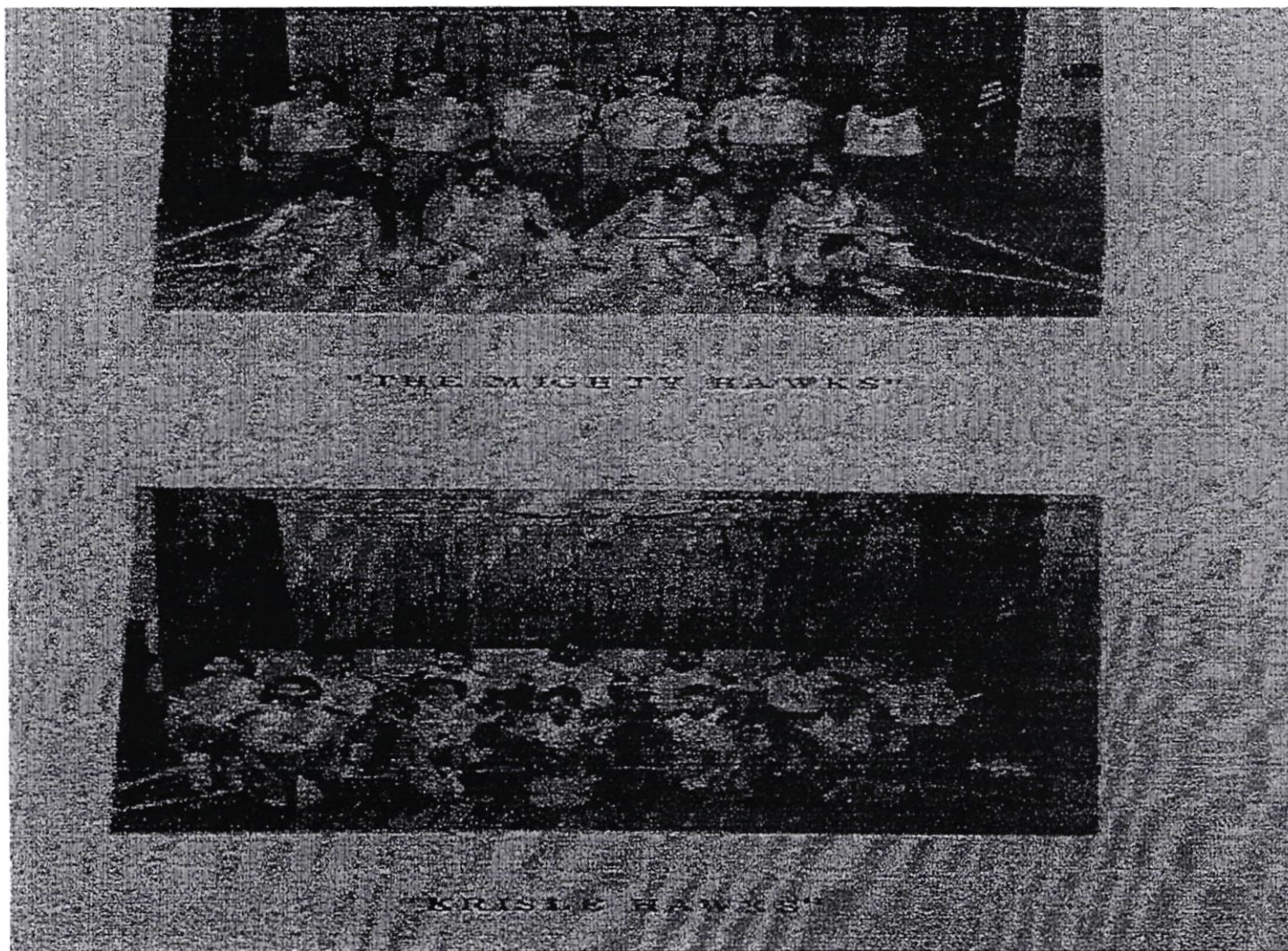
- The new school had 7 classrooms, a library, clinic, kitchen, and auditorium. There were six teachers with one of the teachers serving as Principal. Krisle also had a cook and a full-time janitor. The school served students 1st-8th grade with 201 students. All employees and students were African American.

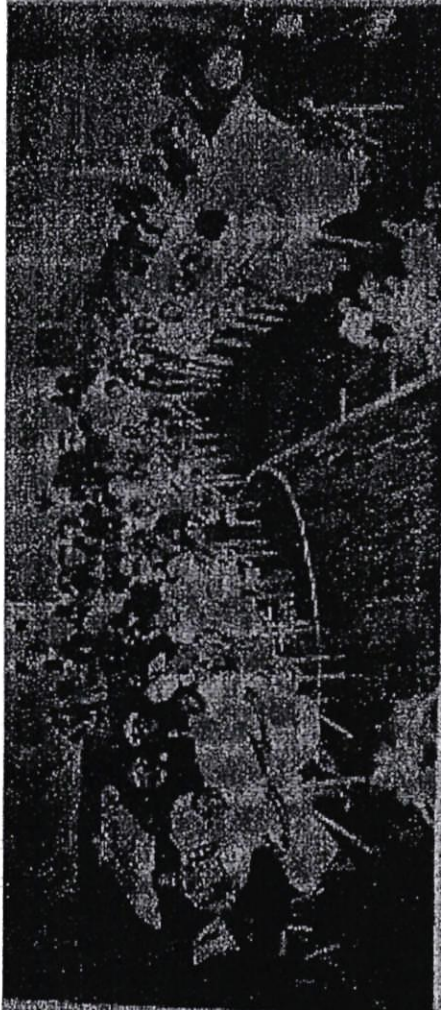






Krisle was  
formally known  
as the Hawks.



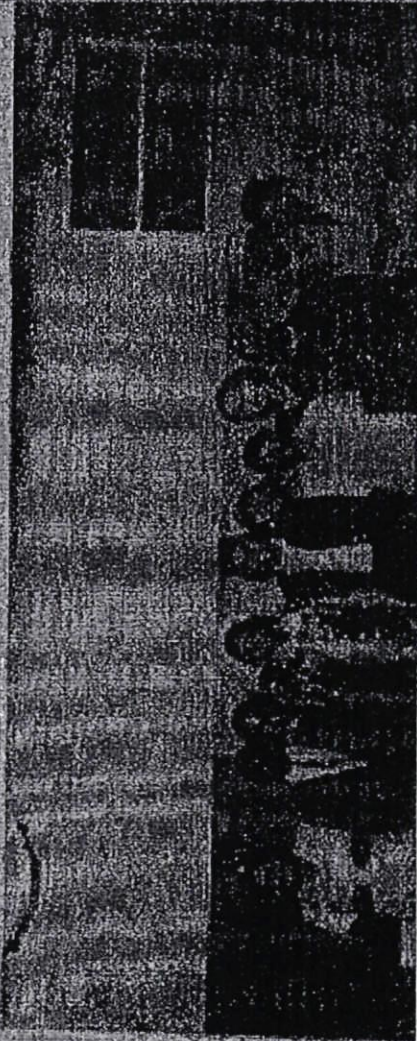


A Gai

BA NC

# WHERE WAS THE GYM?

The Gym was swallowed up by the campus.  
Now the gym has moved to classes.  
By James, and 6 or 8 others.



# KRISLE IS MORE THAN A SCHOOL BUILDING

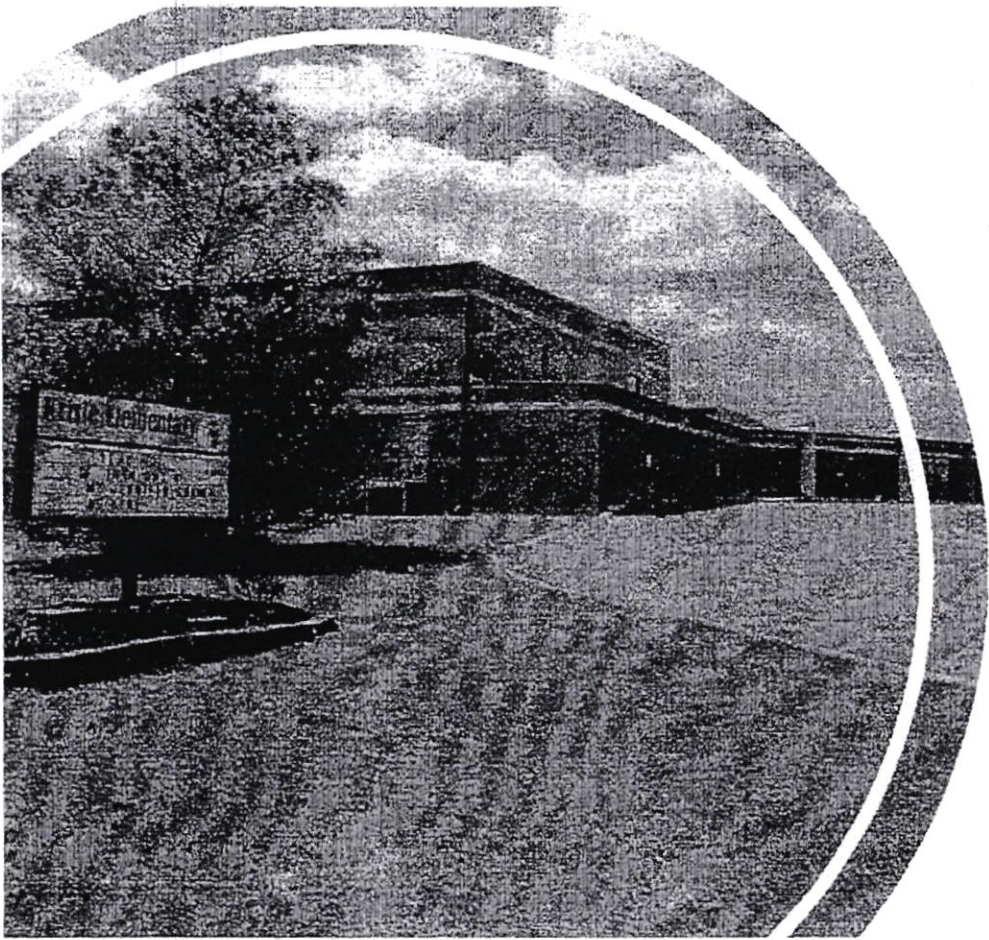
Krisle Elementary is more than a school building it is apart of history at a time when segregation was happening in Robertson County. During the 70's , the student population changed from predominately African-American as Krisle School began to serve all students from grades K-8.



# CHANGES THROUGHOUT THE YEARS

- In 1980, Krisle School served 110 students with a faculty of 10. During this time students in 6<sup>th</sup>-8<sup>th</sup> grade had the opportunity to play basketball for the then called Krisle Vikings.
- Completed in 1990, an addition to the school happened due to the growing population and four new classrooms, restrooms, storage rooms, and a library were built.
- In 1997, more rooms were needed and this time fourteen classrooms and new gymnasium was built while parts of the older building underwent remodeling. The 7<sup>th</sup> and 8<sup>th</sup> grade classes were moved to Springfield Middle School (now known as the IA).
- In the fall of 2003, 6<sup>th</sup> grade students were moved to Springfield Middle School and the first PreK was started.





## **KRISLE NOW**

- Krisle now serves almost 400 students with various demographics and diversities with opportunities for students in technology, fine arts, and a high integrity for education.







“I have a dream that my four  
little children will one day live  
in a nation where they will  
not be judged by the color of  
their skin, but by the  
content of their character.”

Martin Luther King, Jr.



“I have decided to stick  
with love. Hate is too  
great a burden to bear.”

Martin Luther King, Jr.



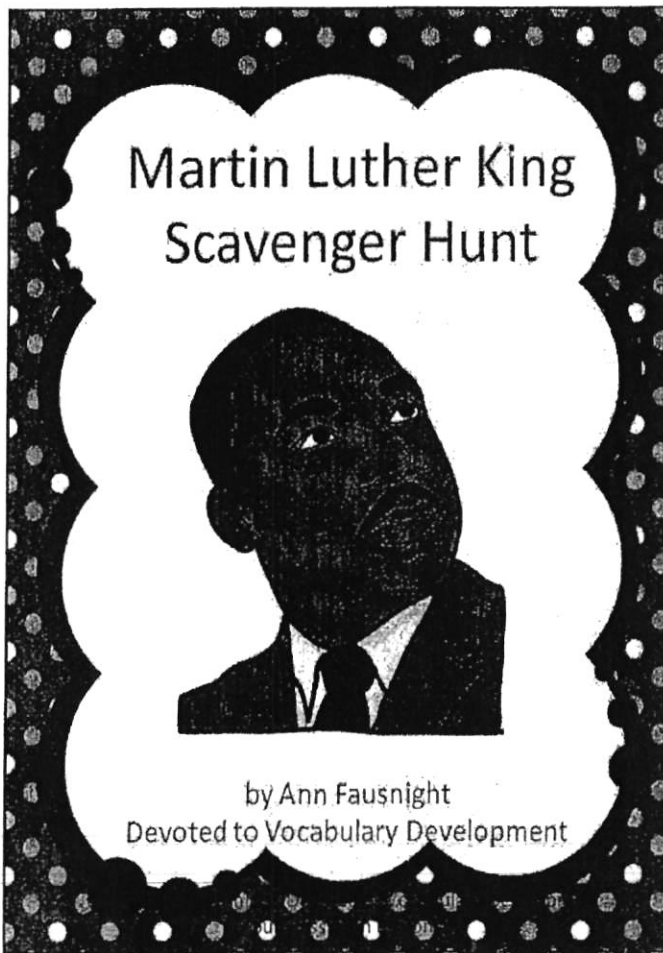
# Directions for the Martin Luther King Scavenger Hunt

This scavenger hunt introduces students to information about Dr. Martin Luther King Jr. It also includes posters with 2 Dr. King quotes.

1. Print the Martin Luther King Scavenger Hunt cards on card stock or brightly-colored paper and cut them apart along the dotted lines.
2. Make copies of the Martin Luther King Scavenger Hunt questions worksheet (2-sided). Each student needs a copy.
3. Place the Martin Luther King Scavenger Hunt cards around your classroom where students will be able to find them. You can put them on chairs, on the computer keyboard, on the back of your classroom door, on the sides of student desks, on the chalkboard, or wherever you like.
4. Students have to search the room and find all of the sentence cards to answer the questions. You can differentiate by having students work alone or with a classmate.

With the Scavenger Hunt game I have the students complete it as part of a rotation during reading groups. I only have 4 or 5 students walking around with clipboards to locate the sentence cards and write their answers. Students needing extra support can be paired with a partner for this activity. I have also done similar activities with the whole class or as a filler for early finishers, especially if you made the cards a little bit tricky to find. My students enjoy this activity.

Print this cover page to help organize your scavenger hunts.



The Martin Luther King Scavenger Hunt student pages are stored

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The answer key is stored

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# Martin Luther King Scavenger Hunt



by Ann Fausnight  
Devoted to Vocabulary Development

© Ann Fausnight  
MLK Scavenger Hunt

### Card 1

Martin Luther King was born on January 15, 1929 in Atlanta, Georgia. He was a bright student and was able to skip two grades in high school. He was only 15 when he graduated from Booker T. Washington High School.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 2

Martin's father and grandfather were both preachers, so he was inspired by them to become a minister, too. He got college degrees from Morehouse College, Crozer Seminary, and Boston University.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 3

Martin learned about Mohandas Gandhi's philosophy of nonviolent action while studying at Crozer Seminary. Gandhi's teachings greatly influenced Martin's life. He later went to India to learn more about Gandhi.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 4

Nonviolent means without violence. When people are not violent they do not hurt other people.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 5

In 1953 Martin married Coretta Scott, who was also a strong supporter of civil rights. She worked with Martin to gain equal rights for all people. They had 4 children; two sons and 2 daughters.

Equality

© Ann Fausnight  
MLK Scavenger Hunt

### Card 6

In 1954, Reverend King became pastor of the Drexel Ave. Baptist Church in Montgomery, Alabama.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 7

Reverend King led the Montgomery Bus Boycott that began after Rosa Parks was arrested for not giving up her seat on a bus to a white man. The boycott lasted 381 days. The unfair laws were changed.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 8

A **boycott** is when people act together to refuse to use, buy, or participate in order to bring about change.

Justice

© Ann Fausnight  
MLK Scavenger Hunt

### Card 9

On June 23, 1963 Dr. King led a Freedom Walk in Detroit, Michigan. 125,000 people walked with him to promote equal chances for all people to have jobs, houses, and education.

Freedom

© Ann Fausnight  
MLK Scavenger Hunt

### Card 10

On August 28, 1963, Dr. King led the March on Washington for Jobs and Freedom. 250,000 Americans came together to ask for jobs, freedom, racial equality, and the end of discrimination.



© Ann Fausnight  
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### Card 11

During the March on Washington on August 28, 1963 Dr. King gave his famous "I have a dream" speech. This speech is still considered one of the most powerful ever given.

I Have  
a DREAM...

© Ann Fausnight  
MLK Scavenger Hunt

### Card 12

On October 14, 1964 Dr. Martin Luther King Jr. became the youngest man to win the Nobel Peace Prize. He won it for combating inequality with nonviolence. Each year the Nobel Prize is given to one person who is working to make the world a more peaceful place.



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### Card 13

In 1964 Dr. King was present when President Lyndon Johnson signed the Civil Rights Act. This Act threw out all of the old, unfair laws. It was a great victory for equality, but more work needed to be done.

Equality

© Ann Fausnight  
MLK Scavenger Hunt

### Card 14

On April 4, 1968 Dr. King was in Memphis, Tennessee to join a garbage workers strike. Here he was shot by a gunman who was against racial equality.

The country lost a great leader that day. He was only 39 years old.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 15

President Reagan signed a bill in 1983 making Dr. King's birthday a national holiday. It is celebrated on the third Monday of January each year.



© Ann Fausnight  
MLK Scavenger Hunt

### Card 16

"I look to a day when people will not be judged by the color of their skin, but by the content of their character."

Martin Luther King, Jr.



© Ann Fausnight  
MLK Scavenger Hunt

**Card 17**

“Injustice anywhere is  
a threat to justice  
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Martin Luther King, Jr.

Justice

© Ann Fausnight  
MLK Scavenger Hunt

**Card 18**

“The time is always right  
to do what is right.”

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© Ann Fausnight  
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**Card 19**

“At the center of  
non-violence stands the  
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MLK Scavenger Hunt

**Card 20**

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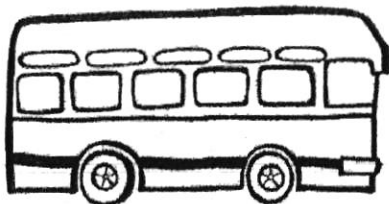
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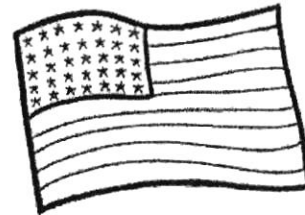
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# Martin Luther King Scavenger Hunt

**Card 1:** How old was Martin when he graduated from high school?

---

**Card 2:** What job or profession did Martin study for at college?

---

**Card 3:** What was Mohandas Gandhi's philosophy?

---

**Card 4:** What is nonviolence?

---

**Card 5:** Who was Coretta Scott?

---

**Card 6:** Where did Dr. King begin his career as pastor of a church?

---

**Card 7:** Whose actions started the Montgomery Bus Boycott?

---

**Card 8:** What is a boycott?

---

**Card 9:** What was the name of the march in Detroit, Michigan?

---

**Card 10:** About how many people participated in the March on Washington?

---

# Martin Luther King Scavenger Hunt

**Card 11:** What famous speech did Dr. King give in Washington D.C. in 1963?

---

**Card 12:** Who wins the Nobel Peace Prize each year?

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**Card 13:** What did the Civil Rights Act of 1964 do?

---

**Card 14:** How old was Dr. King when he died?

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**Card 15:** In which month is Martin Luther King Day celebrated?

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**Card 16:** What do Dr. King's words mean to you?

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---

# **Martin Luther King Scavenger Hunt**

## **Answer Key**

- Card 1:** How old was Martin when he graduated from high school?  
15
- Card 2:** What job or profession did Martin study for at college?  
preacher, minister
- Card 3:** What was Mohandas Gandhi's philosophy?  
nonviolent action
- Card 4:** What is nonviolence?  
not hurting people
- Card 5:** Who was Coretta Scott?  
Martin Luther King's wife
- Card 6:** Where did Dr. King begin his career as pastor of a church?  
Drexel Ave. Baptist Church Montgomery Alabama
- Card 7:** Whose actions started the Montgomery Bus Boycott?  
Rosa Parks
- Card 8:** What is a boycott?  
Refusing to do, use, or participate
- Card 9:** What was the name of the march in Detroit, Michigan?  
Freedom Walk
- Card 10:** About how many people participated in the March on Washington?  
250,000

# Martin Luther King Scavenger Hunt

## Answer Key

**Card 11:** What famous speech did Dr. King give in Washington D.C. in 1963?  
"I have a dream"

**Card 12:** Who wins the Nobel Peace Prize each year?  
A person who is working to make the world a more peaceful place.

**Card 13:** What did the Civil Rights Act of 1964 do?  
threw out the old, unfair laws

**Card 14:** How old was Dr. King when he died?  
39

**Card 15:** In which month is Martin Luther King Day celebrated?  
January

**Card 16:** What do Dr. King's words mean to you?  
various responses

**Card 17:** What do Dr. King's words mean to you?  
various responses

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**Card 19:** What do Dr. King's words mean to you?  
various responses

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# Cultural Competency

Feb. 8th, 2024

Marie C Rosta

Elyse Amming

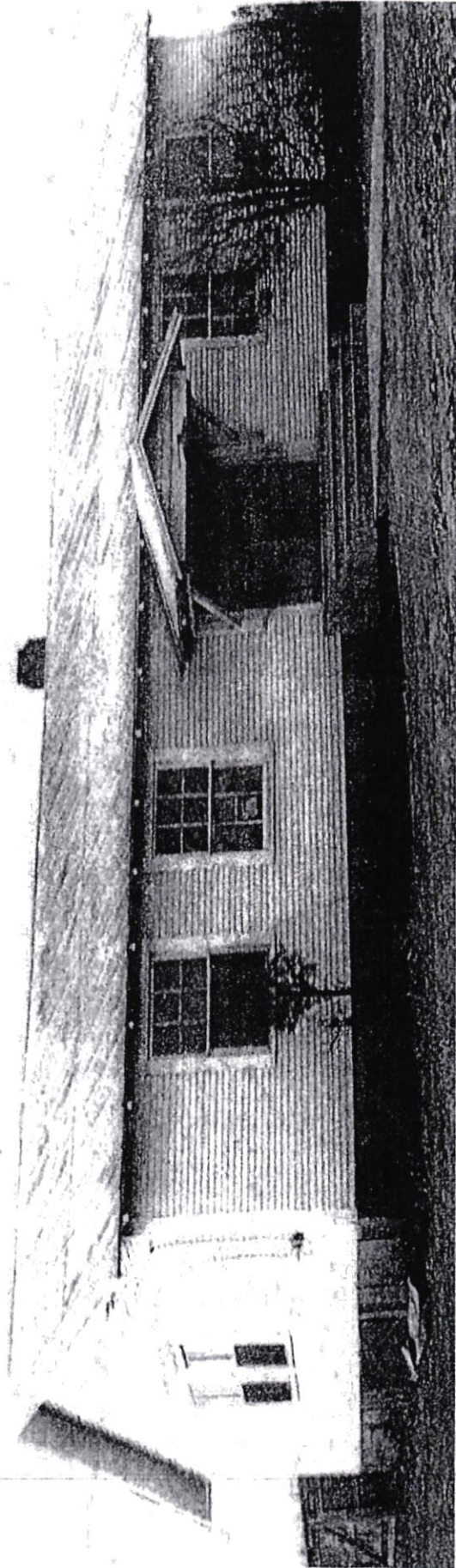
Amusa Duen

Charley J. Vaughn

Chances Martu

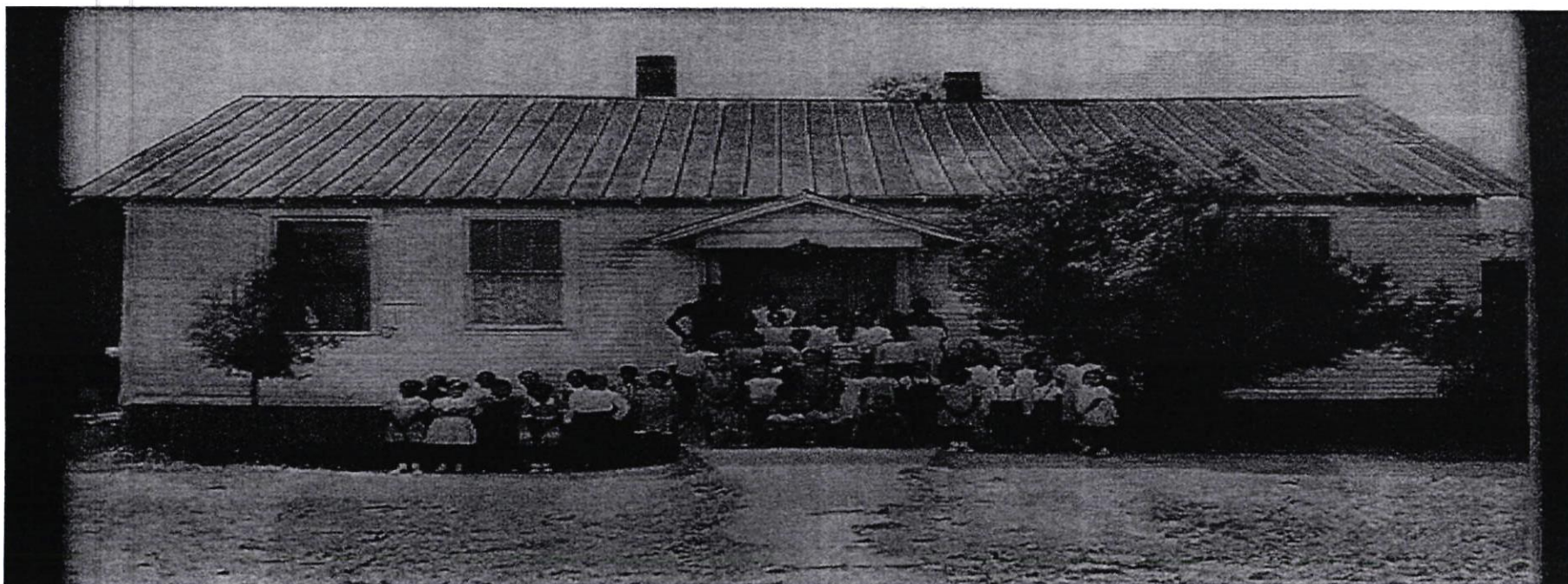
# THE HISTORY OF KRISLE

1/2



# DID YOU KNOW?

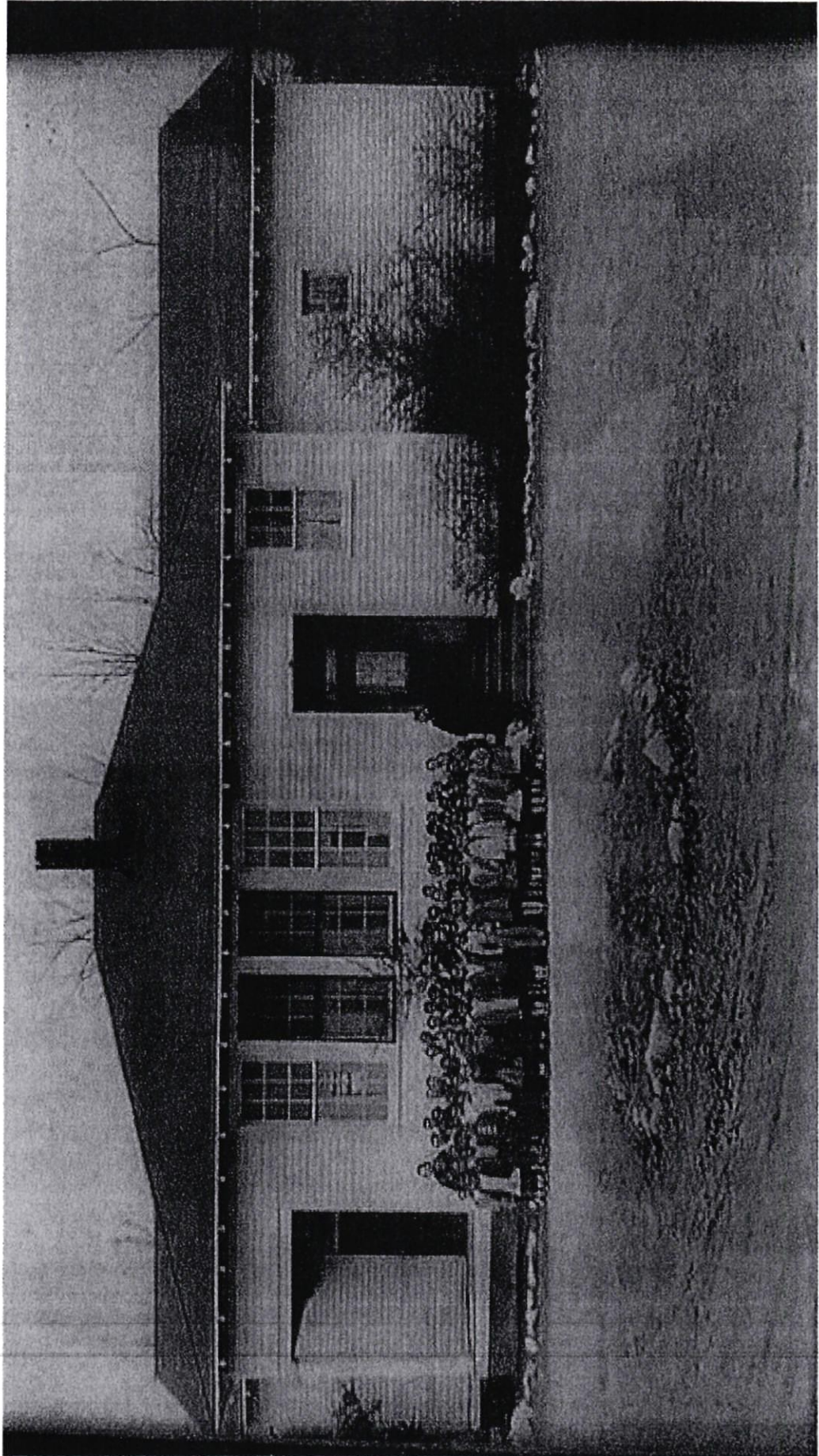
- Krisle was originally established in 1918 and was named for a family in the community.



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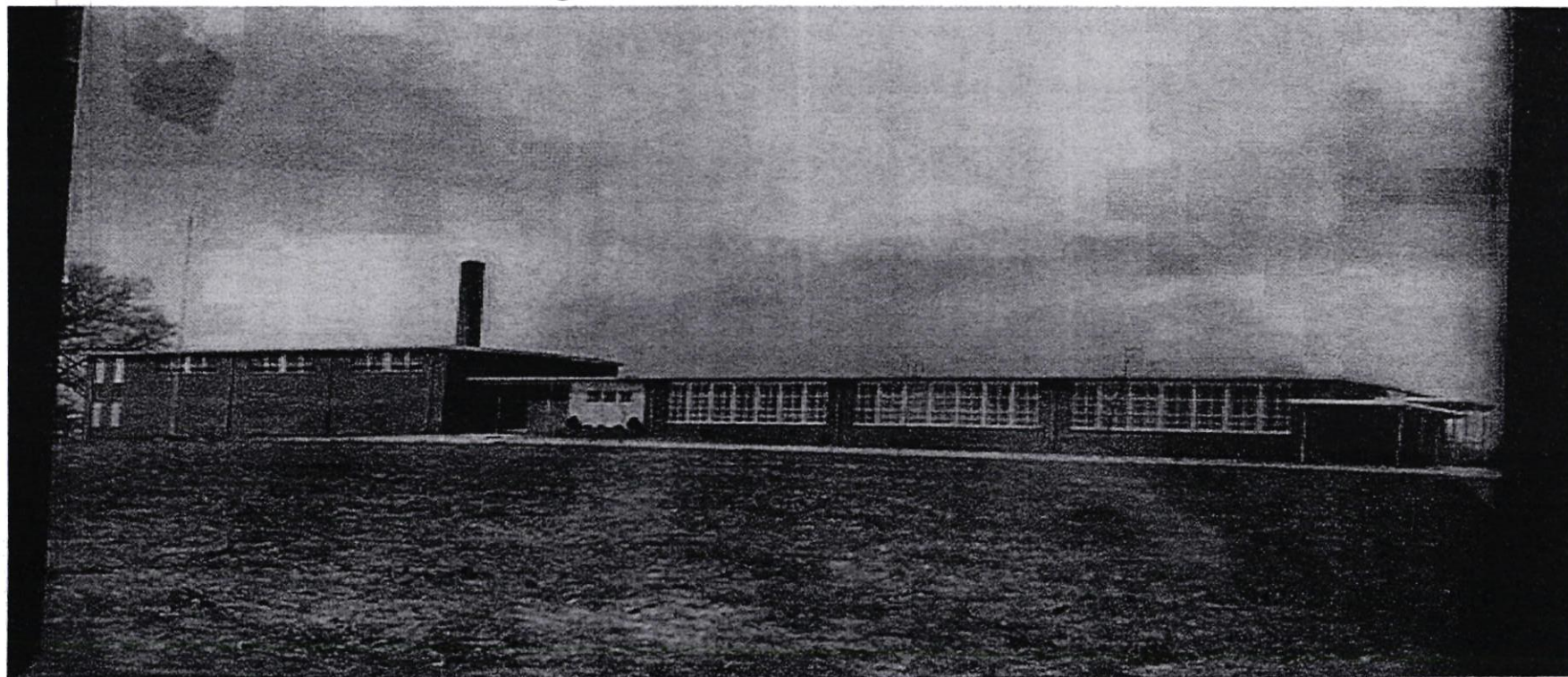
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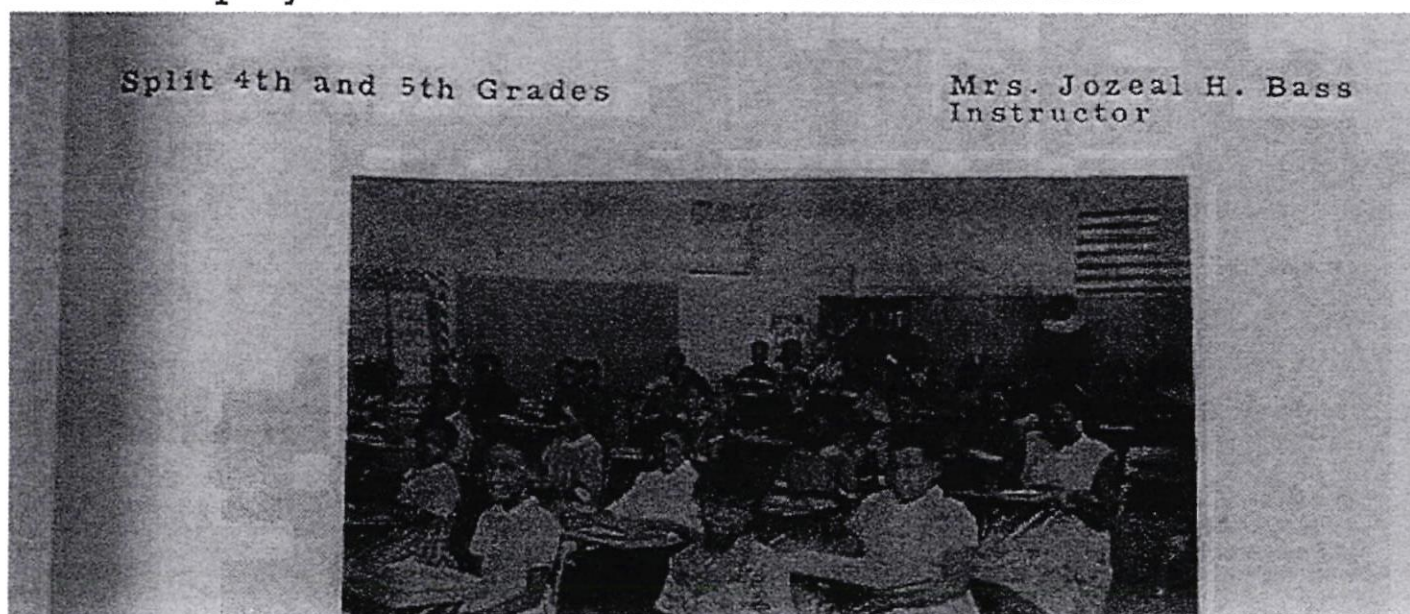
# 1957

- In 1957, the need became apparent for a new building, and a brick building was built behind the original wooden school. Students from three African-American schools in the Springfield area (Oregon School, Krisle School, and Woodard School) moved into the new building in 1960.



## WHAT DID THE NEW SCHOOL AND STAFF LOOK LIKE?

- The new school had 7 classrooms, a library, clinic, kitchen, and auditorium. There were six teachers with one of the teachers serving as Principal. Krisle also had a cook and a full- time janitor. The school served students 1st-8th Grade with 201 students. All employees and students were African American.



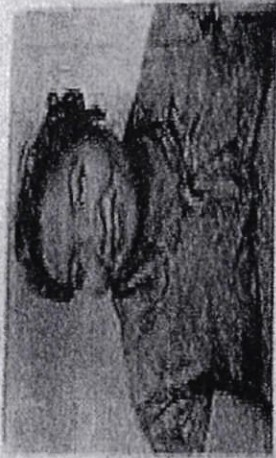
F A C U L T Y



Mrs. Willie M. St. Clair  
1st Grade



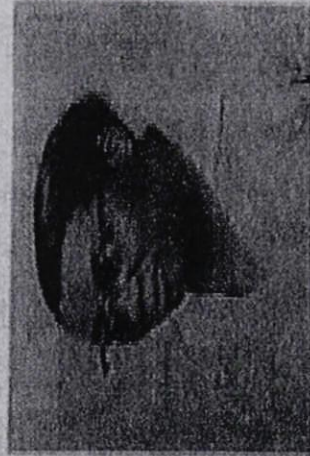
MRS. WILLIE E. WALDEN  
Principal - 7th & 8th Grs.



Miss Arminta Rucker  
2nd Grade



Mrs. L. C. Cammon  
3rd & 4th Grs.

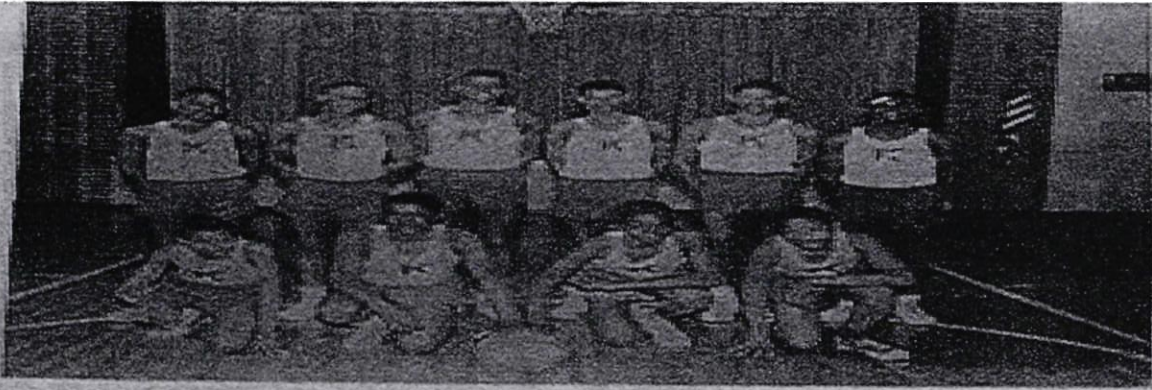


Mrs. Dorothy Turner

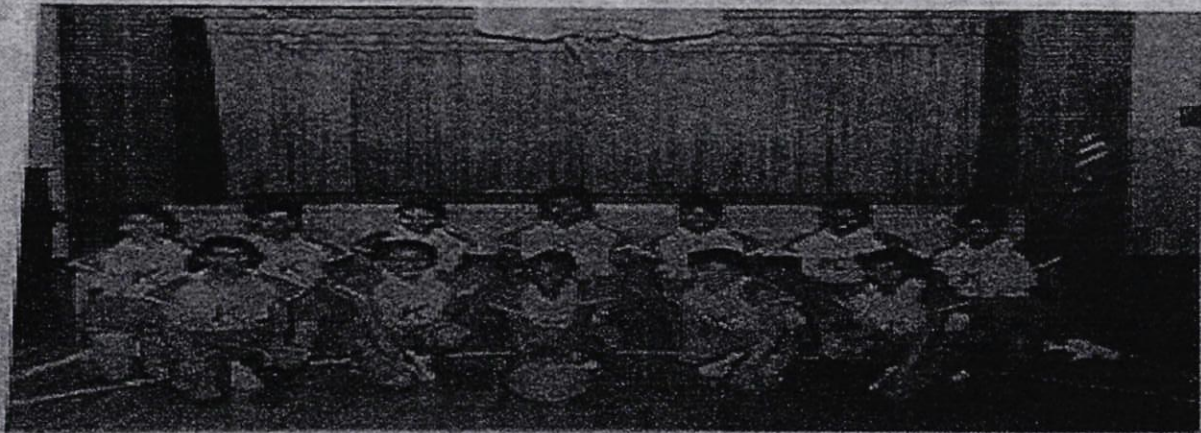




Krisle was  
formally known  
as the Hawks.



"THE MIGHTY HAWKS"



"KRISLE HAWKS"



A Gal

BANC

## WHERE WAS THE GYM?

The Gym was where the cafeteria is now. The gym served for classes, ballgames, and social events.



# KRISLE IS MORE THAN A SCHOOL BUILDING

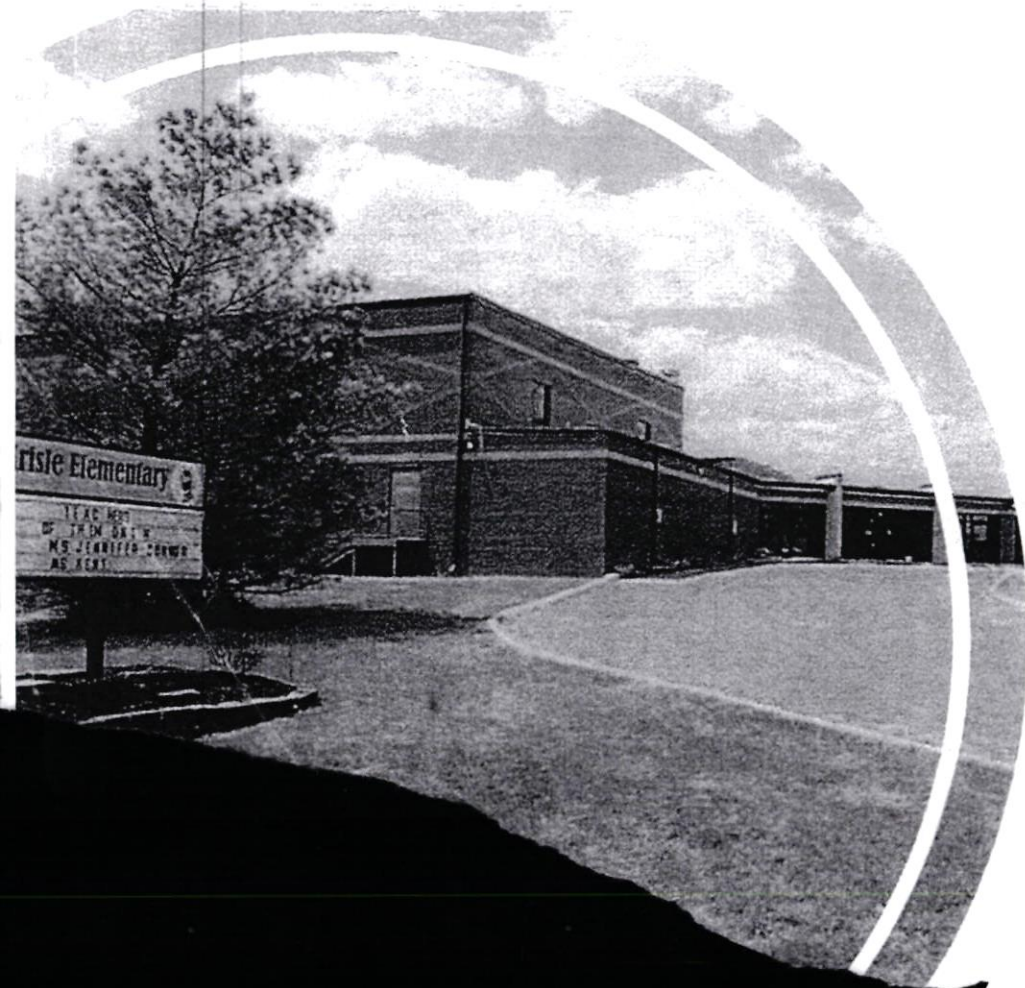
Krisle Elementary is more than a school building it is apart of history at a time when segregation was happening in Robertson County. During the 70's , the student population changed from predominately African-American as Krisle School began to serve all students from grades K-8.



# CHANGES THROUGHOUT THE YEARS

- In 1980, Krisle School served 110 students with a faculty of 10. During this time students in 6<sup>th</sup>-8<sup>th</sup> grade had the opportunity to play basketball for the then called Krisle Vikings.
- Completed in 1990, an addition to the school happened due to the growing population and four new classrooms, restrooms, storage rooms, and a library were built.
- In 1997, more rooms were needed and this time fourteen classrooms and new gymnasium was built while parts of the older building underwent remodeling. The 7<sup>th</sup> and 8<sup>th</sup> grade classes were moved to Springfield Middle School (now known as the IA).
- In the fall of 2003, 6<sup>th</sup> grade students were moved to Springfield Middle School and the first PreK was started.





## KRISLE NOW

- Krisle now serves almost 400 students with various demographics and diversities with opportunities for students in technology, fine arts, and a high integrity for education.



