
CADA Area B Advisor Conference

— Dave and Buster's —
8/27/16

Jeff Culver

MAA Program and Navigating the CADA Website

Liz Mogin and Jacob Headley

Food Laws and the Student Store

Food Laws & Student Stores

— Liz Mogin —
Crittenden Middle School

Best Resource

Quick Reference Card (Handout)

<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>

Distribute:

- Leadership students
- Clubs & Booster clubs
- Sports teams & Athletic directors
- Administration

PTA

Basically, anyone who does any fundraising

ASB Food Sales

Food sales have been one of the most popular methods of fundraising, but has also become the most regulated

Designed to protect school meal program

Laws limit when and how often food sales can occur

No food sales from midnight to ½ hour after school

Laws regulate nutritional standards

Middle School & High School Food Sales

Must meet nutritional requirements (see handout)

Foods or beverages cannot be prepared on campus or in private homes

4 Annual sales (grams, fundraisers like See's)

Only one student organization can sell per day

Daily sales (student store)

Up to 3 categories of food or beverages must be sold (chips, sandwiches, juices, etc.)

No competition with food services

So what can you sell?

Beverages

Middle schools: water, milk, juices (50% fruit, no added sweetener), Izze's

High schools: drinks with electrolytes (max 42 g sweetener per 20 oz)

Popcorn

Fruit based popsicles

Meir's Ice Cream (818-771-0824)

<http://miersicecream.com/>

1oz bags of chips

Any questions?

— emogin@mvwsd.org —

Stephanie Gibson

The 7 Habits of Highly Effective Teens PBL

Project-Based Learning: *The 7 Habits of Highly Effective Teens*

Stephanie Gibson, Enrollment Coordinator for the San Mateo-Foster
City School District
sgibson@smfcsd.net
CADA Area B Advisor Conference

My Approach to Curriculum for the Leadership Class

50/50 model:

50% of class time is spent working on planning, practicing, preparing for, and carrying out *student activities*.

50% of class time is spent on projects and assignments that focus on *growing and developing personal leadership skills*.

This project is in the 50% of curriculum for projects and assignments.

CADA Standards

- Written Communication
- Public Speaking
- Conflict Resolution
- Creative Thinking
- Evaluation
- Interpersonal Skills

Personal and Social Responsibilities

- Group Dynamics
- Goal Setting
- Interpersonal Skills

Objective

- ★ Students will study *The 7 Habits of Highly Effective Teens*.
- ★ Students will analyze the 7 Habits.
- ★ **Students will create and present a children's book that is aligned with a chapter in *The 7 Habits*... . The children's book teaches the lesson of that chapter to the readers.**

Materials

Class set of *The 7 Habits of Highly Effective Teens*

Class set of the *7 Habits of Highly Effective Teens Workbook (optional)*

Cognitive Reading Journal

Class-created project guidelines

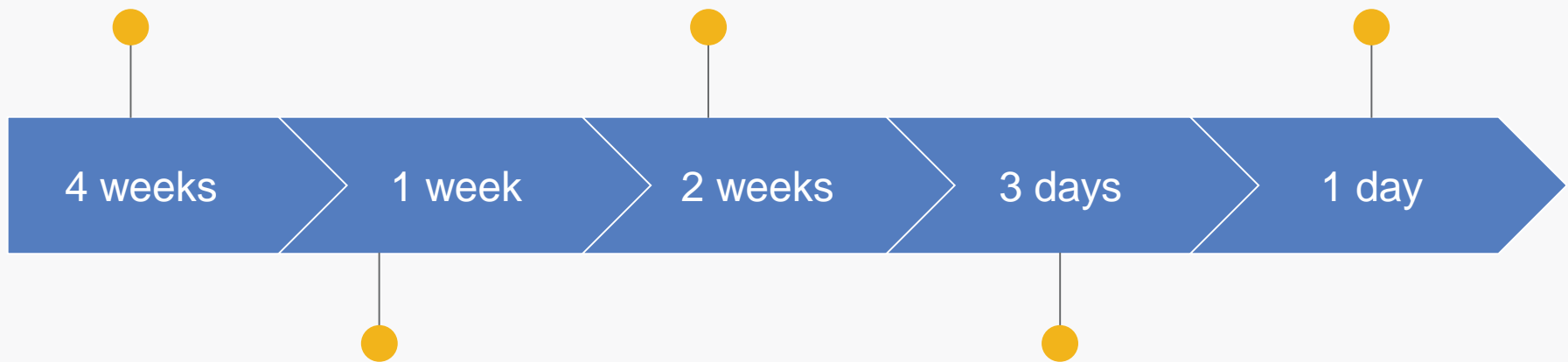
TRUST!

The Plan

Students individually read the book and track their learning in a cognitive reading log and share in pairs after assigned reading, OR if you have a set, have students read and respond using the *7 Habits Workbook*.

Students work in groups to create their children's books.

Visit an elementary school and read the books to younger students :)



Students and teacher collaborate on guidelines for the children's book. Students sign up for a 7 Habits chapter for the project.

Groups present their children's books to the Leadership class.

The Leadership class' brainstorm for the children's book guidelines/requirements.

REMEMBER: **BLACK OR BLUE INK. OR PENCIL ONLY!!!!**

HEADS UP FEET DOWN

WHINING

WATER IS O.K. AT ALL TIMES (BE RESPONSIBLE)

EATING IS NOT ALLOWED

PLEASE YOUR H

WARNING

The lesson of

• 7 Habits + 3 "banks" = 10 topics

• groups - 3 ish / group

• product - children's book to teach the class about the habit or bank

✓ graded: ^{content/lesson story} information, originality, creativity ^{ill./printing} (make sense, color, illustrations, own thoughts)

• ^{60%} book: ^{2%} 8-10 pages at least, picture / colors optional ^{2%}

• ^{98%} pictures & colors, but not graded on artistic ability ^{2%}

• construction: construction paper, printer paper, cover, hand-drawn / digital book, ^{2%}

• no page requirement ✓

• chapter / group, make one big book, common theme / characters ✓ ^{2%}

• easy to read, color, illustrations, font ✓

• ^{91%} young kids read the books ✓ - message, books go to them ✓

• ^{99%/100%} get to the point

• ^{30%} ^{real-life} examples of the habit

• ^{99%} represent the topic, 3 examples ← grading

• simple, unique, couple of sentences / page

• one common character limits creativity

• anthology

• collection of characters, 10 different book

• moral

1	2	3
4	5	6

7	B1
B2	B3

Here's an example of one of the books produced by the students...

https://drive.google.com/file/d/0B_geWA71dEX1a0U1VjVjTzgybmc/view?usp=sharing

Resources

- ❑ [7 Habits...Cognitive Reading Journal](#)
- ❑ [7 Habits... Project Guidelines/Planning/Rubric](#)
- ❑ <http://www.seancovey.com/teens.html>

Other project options

Common craft video

E-book

Live skit

Prezi/iMovie/PPT/Keynote

Thank you!
Do you have any questions?

Natalie Young

Lunch Time Activities and Organization

Lunch Time Activity Checklist

Natalie Young: Fallon Middle School

Pre-Planning

- LTA Responsible Individual: RI
- LTA Sub Responsible Individual: SRI:
- Name of Group Members:
- Lunch time activity name:
- Days/Dates of Activity:
- Location of Activity:
- Signups Needed: Yes or No If yes, where will they take place?
- Risk Level of LTA: (How embarrassing is it?)

Pre-Planning

- What two categories are your LTA?
- Explain your reasoning for assigning it to this risk level:
- Who are your backup helpers for each group member?
- What are the safety rules for this activity?
- What are the safety concerns for this activity?
- How many rounds of the game are you going to play?

FLYER

- ☐ Who will be making the flyer?
- ☐ How many copies of flyer will you need?
- ☐ How many copies of the flyers were actually made?
- ☐ How many copies of the flyers were put up?
- ☐ Who is responsible for putting them up?
- ☐ When will the flyers be put up?
- ☐ Where will they be put up?
- ☐ How many pieces of tape will be used to put up on flyer?
- ☐ Draw an example of a taped up flyer below:

FLYER

- ☐ What day/date will the flyers be taken down?
- ☐ Who will take them down?
- ☐ Who will be responsible for counting the shown amount of taken down flyers?
- ☐ Where will the taken down flyers and tape be placed?
- ☐ Who will be responsible to double check the campus to make sure that all of the flyers and tape are taken down?
- ☐ When will this double check take place?

Announcements

1. You may start announcing the LTA two days before it happens?
What are those dates?
1. Write your announcement on the back or on a google document.. (Do not start your announcement with Hey Fallon)
1. Who is responsible for sharing/emailing the announcement to Mrs. Young?
1. You need to share/email the announcement at least two days before the announcement is made. What date is that deadline? You need to communicate to Mrs. Young what are the exact dates to say the announcements in the email.

Supply List

1. What are all the supplies do you need for this activity?
2. How much do you need of each?
3. Who will ask Mrs. Young if any of the supplies are already at Fallon?
4. If supplies are at Fallon, who will be responsible for gathering them ahead of time?
5. Where will those supplies be stored in a safe and secure location?
6. What are the approximate costs (if any) of these supplies?
7. Who will email Mrs. Young with the supplies needed?
8. The email supply list is due four days before the LTA. What date is that?
9. You need to communicate to Mrs. Young when you need the supplies by.

Prizes

1. What small prizes would you like to give out for anyone who participates in the activity?
2. What big prizes would you like to give out to the winners of the activity?
3. Who will ask Mrs. Young if any of the prizes are already at Fallon?
4. Who is emailing Mrs. Young of the prizes needed?

Organization

1. Draw A Diagram (with key) of Your LTA Space. What are each person's role on the day of the activity? Attach separately
1. How many jobs does each person have throughout the whole LTA? List out the names of each person in charge of the LTA and how the # of jobs they have.. Example: Bob 2
1. What If/Plan B: List out four possible problems that could happen with your activity and what you will do if they occur.

Thank you!

youngnatalie@dublinusd.org

Christina Carreras and Laura Castro

Community Service Projects

Community Building Through Service

Christina Carreras & Laura Castro
Area B Advisor Conference
August 27, 2016

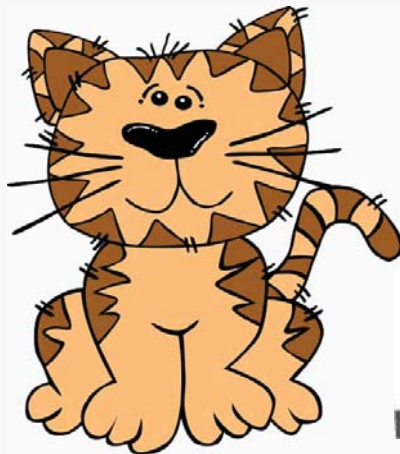
The why



Types of Community Service Projects



TRICK-OR-TREAT
FOR UNICEF



Steps:

1. Connect with the organization.
2. Publicity: Teacher & Parent support, Announcements, Posters, Noontime Activities
3. Set up competitions: Class, grade level, teams
4. Update often.
5. Results

Connect with the organization



Connect with them to set up your dates.

They will come and meet leadership class.

They provide the school with collection boxes & posters.



Staff Buy in is Key!

- *Kick off letter
- *Give them updates
- *School-wide warm-ups that support the drive.
 - Math statistics
 - ELA grammar sentences with information about the drive

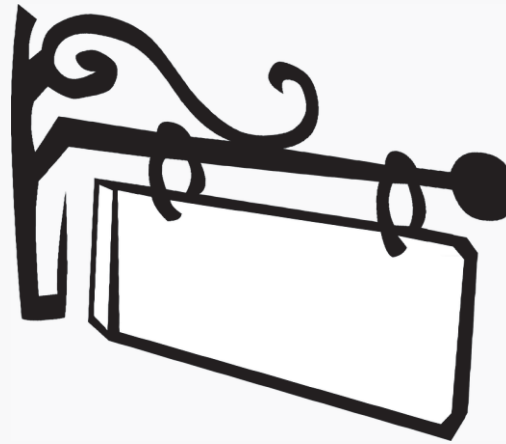
Union Middle School Reverse Coin Drive - Feb.1 - 11, 2016

To benefit the Leukemia & Lymphoma Society's: Pennies For Patients

The Reverse Coin Drive will be competitive through 1st period classes

Rules:

1. All coins and paper bills are accepted and count towards our school's total dollar amount donated.
2. Coins (other than pennies) and paper bills can be added during your 1st period designated class time from your class boxes.
3. i2L students will come around either 5th or 6th period to get an update of your daily points and collect your donations.
4. Pennies count against your grade level point total to earn spirit points. **DON'T put pennies in your class boxes!** - Put them in another grade level's bucket at break or lunch!
5. You can put your pennies in the penny bucket of another grade level at Break or Lunch for the chosen grade level to earn negative points.
 - ★ The top earning 6th, 7th, and 8th grade class will earn a pizza party as a class prize.
 - ★ The grade level with the most positive points earns spirit points for your grade level. Points will be counted every Tuesday and Thursday throughout the contest. Your goal: keep the most points in your grade level!



Run Tues. 2/2

Everyone loves pizza and everyone hates cancer! Donate silver coins and dollars to your homeroom class to help **Pennies For Patients** cure cancer. The homeroom class with the most donations wins a pizza party! One winner per grade level. Don't forget the penny wars are still on during break and lunch in room 11. (Carreras)

Advertise, Advertise, Advertise

Don't forget to brag

Run Mon. 2/22

The 2016 **Pennies for Patients** penny wars results are in! This year UMS collected a total of **2110.76**! Way to give back Tigers! A special thank you to our pizza party winners Ms. O'Brien, Ms. Malatesta, and Ms. Thompson's homeroom's for collecting the most money for their grade-level. Your pizza party will be held this Weds. during lunch. Congratulations!

Mike White

Gender Neutral



Gender Neutral Activities

Letting all student participate equally

Changes made at Monta Vista High School

- GSA – Gender Sexuality Alliance
- Field Hockey Team
- Gender Neutral Bathroom
- Homecoming Court
- Graduation



Joanna Butcher

High School “A-G” Approved
Winter Wishes Rally

Getting your Leadership Class A-G

Approved

[Joanna Butcher-jbutcher@msd.org](mailto:Joanna.Butcher-jbutcher@msd.org)

Credit to Geniel Moon & Cari Strange for using parts
of their presentation

UC Course Submission Period

A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 - September 15:

Phase 1 (February 1 - May 31)

New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (September 15).

Phase 2 (June 1 - July 31)

New courses initially submitted during Phase 2 have only one opportunity for resubmission. Resubmissions must be sent to UC by the close of the "a-g" course submission period (September 15).

Phase 3 (August 1 - September 15)

New courses initially submitted during Phase 3 will have no opportunities for resubmission. Any courses not initially approved during Phase 3 will need to be submitted to UC in the following year's "a-g" course submission period.



* Phase 1: 1st resubmission due by July 31, 2nd resubmission due by September 15

[Forgot password?](#)

[Log In](#)

Don't have an existing account?

[Create a new user account](#)

INSTITUTION REGISTRATION

A California high school, online school, school network, program or online course publisher without an "a-g" course list must first register their institution.

[Register](#)

UC Course Submission Web-Site

<https://hs-articulation.ucop.edu/>

Go to www.ucop.edu or google [UC A-G Course submission](#)

CAREFULLY READ THE DIRECTIONS FOR SUBMITTING NEW COURSES

-the submission deadlines are on this page.

-all the details about how to submit, re-submit and FAQ can be found here.

Course Management Portal

Click on [Course Management Portal](#)

Create a new account or log-in if you already have an account.

This will take you to your HOME page for your school.

Under New Submission, Click on model after another institution's course.

UNIVERSITY
OF
CALIFORNIA

A-G CMP
Course Management Portal

Milpitas High School
Welcome, Joanna Butcher
[My Account](#) | [Logout](#)

2016-17 COURSE LIST / COURSE ARCHIVE

HOME MY COURSES MY INSTITUTION COURSE SEARCH SUBMISSIONS ▾

Home

New Submission

[Adopt a program course >](#)
[Adopt an online publisher course >](#)
[Model after another institution's course >](#)
[Add a brand new course >](#)

Existing Courses

[Revise a course >](#)
[Activate an archived course >](#)

NOTIFICATIONS

No notifications at this time.

QUICK LINKS

[My course drafts \(5\) >](#)

[2016-17 A-G Course List >](#)
[Course Archive >](#)

Course Search

All public courses ▾

Search

Announcements

Feb 1: 2016-17 course submission period now open!
The 2016-17 "a-g" course submission period opened on February 1 and courses can now be submitted for "a-g". All of

Type in the School Whose Course you want to copy

Milpitas High School; Rancho Cotate High School; Murrieta Valley High School;
Temescal Canyon High School

The screenshot shows a web browser window with the URL <https://hs-articulation.ucop.edu/agcmp#/dashboard>. The page is titled "A-G Course Modeled After an Approved Course". It features a form with a text input field containing "Rancho Cotate High School (052678)". Below this is a yellow warning box stating "Course content information is required when modeling after another institution's course." followed by a question "What is the title of the course?" and a text input field containing "Student Government and Leadership". A note below the title field says "NOTE: The course title can be changed on the next page." At the bottom of the form are "Continue" and "Cancel" buttons. The background shows the dashboard interface with navigation links like "Home", "New Submission", "Course Search", and "SUBMISSIONS".

UNIVERSITY OF CALIFORNIA A-G CMP Course M

Home

New Submission

- Adopt a program course >
- Adopt an online publisher course >
- Model after another institution's >
- Add a brand new course >

Course Search

A-G Course Modeled After an Approved Course

Rancho Cotate High School (052678)

Course content information is required when modeling after another institution's course.

What is the title of the course?

Student Government and Leadership

NOTE: The course title can be changed on the next page.

Continue Cancel

Milpitas High School
Welcome, Joanna Butcher
My Account | Logout

2016-17 COURSE LIST / COURSE ARCHIVE

COURSE SEARCH SUBMISSIONS

IFICATIONS

ations at this time.

LINKS

My course drafts (5) >

2016-17 A-G Course List >

Course Archive >

Student Government and Leadership

 Model of another institution's course

Basic Course Information

1

Course Description

2

Course Materials

3

Final Review



Fields marked with an asterisk (*) are required.

Course Overview * ?

Provide a brief summary/snapshot (3-5 sentences) of the course's content.

 View original Course Overview

Prerequisites ?

Prerequisite

Required

Recommended



+ Add another

Student Government and Leadership

Course Overview

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

Close

[View original](#)

Prerequisites

Prerequisite

[Add another](#)

Co-requisites ?

Co-requisite

Required

Recommended

[Add another](#)

Course Content * ?

For each unit of the course, provide:



Course overview:

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

Use CADA Standards Manual
<http://blogs.ksbe.edu/kskmsalakai/files/2016/07/CA-Student-Leadership-standards.pdf>
Copy and paste; some rewording necessary

Communication

1. Students will focus on subtopics including, but not limited to: Written Communication, Interviewing Skills, Public Speaking, Crowd Control, Conflict Resolution, Creative Thinking, Evaluation, and Interpersonal Skills. Critical thinking in Written Communication is evaluated by the creation of a portfolio regarding personal skills and talents, the writing of press releases, planning and organizing a meeting agenda using proper format, present reports for committee work and creating eye-catching, effective posters by evaluating the audience of the poster. During Interviewing Skills, students demonstrate confidence and attentiveness, understand the importance of appropriate and professional appearance, practice preparing and asking valuable questions, and know how to research the desired position. Public Speaking includes students practicing speaking clearly, holding a microphone at an appropriate distance while using a loud, clear voice, demonstration of style and enthusiasm, learning how to motivate an audience, demonstration of appropriate pacing and tempo, creating eye contact, and knowing the audience and purpose of whom they are speaking. Crowd control will include students understanding the importance of providing a safe location for the number in attendance, creation of appropriate comments to encourage cooperation, knowledge of when and who to talk to for questions and assistance, how to plan ahead for potential problems, and the preparation of location and manpower. Conflict Resolution includes students either solving the problem or leading those in conflict to the appropriate person, openly discussing problems and concerns being faced by the group or individuals, understanding the importance of coming to a solution in a variety of ways, and understanding the hierarchical nature of persons in charge. Creative Thinking includes students creating ways to grab an audience's attention by evaluating the audience, participating in brainstorming ideas, and planning timely events suitable for a particular audience. Through Evaluation, providing feedback in a constructive manner is essential, along with using appropriate positive and negative prompts to bring about constructive change. Interpersonal Skills include demonstration of teamwork and consensus building, showing knowledge of when to take each role, treating others the way they wish to be treated, listen to a variety of points of view, use constructive criticism, communicate using "I" statements, using appropriate body language, taking on a task without being asked, establish and practice guidelines and rules, accept constructive criticism and acknowledge the strengths and accomplishments of others.

2.Public Speaking:Debate





Course materials help UC understand what materials are used to support student learning and the delivery of this course.

+ Add course material -

- Textbook
- Literary Text
- Manual
- Periodical
- Scholarly Article
- Website
- Primary Document
- Multimedia
- Other

Add what you will use for text

Delete what you won't use

	Author	Publisher	Edition	Website	Read in entirety	
	Bob Burton	SpiritWorks	Fifth Edition	[empty]	Yes	 
	Linda Kott	self-published	1993	[empty]	Yes	 
	Sam Horn	Taylor Trade Publishing	2004	[empty]	No	 
California Association of Directors of Activities Leadership and Student Activities Standards Manual	[empty]	California Association of Directors of Activities	2001	www.cada1.org	Yes	 
Robert's Rules of Order Newly Revised	Henry M Robert III, Daniel H. Honemann, and Thomas J. Balch	Da Capo Press	Second Edition	[empty]	No	 

Previous

Next

✕ Save and return to my courses

Derek Padilla

Servant Learning and the Jefferson
Awards Foundation

Servant Leadership

or How we stopped being called event planners?

The Servant by James C. Hunter

“To lead, you must serve.”

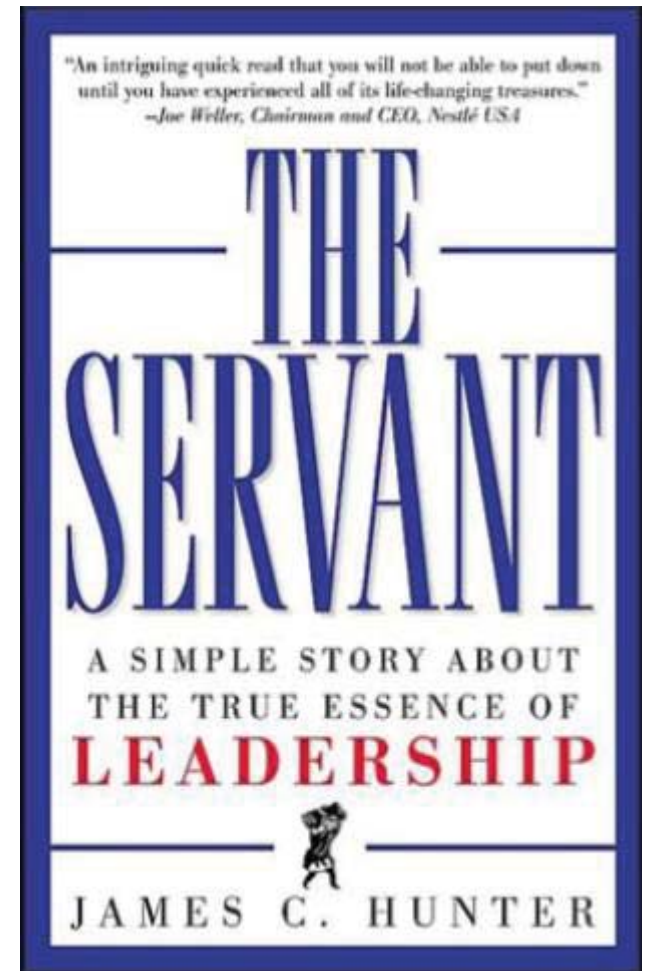
Power vs. Authority

Need vs. Want

Shifting paradigms

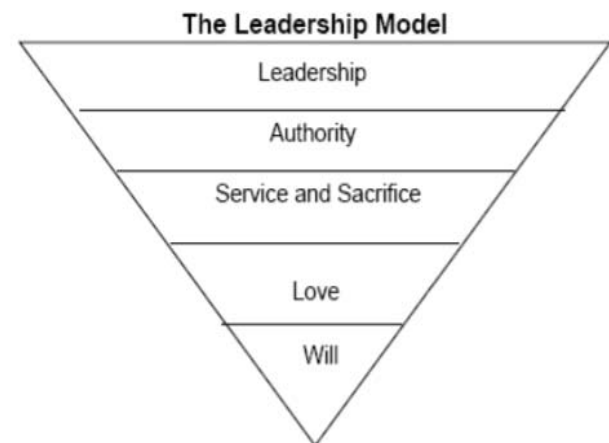
Attributes of Love and Leadership

onlineaccesscenter.com/bmm/library1/The%20Servant.pdf



Paradigm Shift

I did not appreciate that many students and faculty considered Leadership to be a non-academic course. I hated hearing we were just glorified event planners. How was I going to get them to understand that everything we did was for them? After 10 years on the job, I needed to reinvent myself.



Resources needed to make this shift

My students, parents, alumni

My colleagues on staff who were my allies

CADA - fellow activity directors, the MAA program, camp, state convention

Jostens Renaissance

Link Crew

TEDTalks and management books

Phil Boyte - the Student Body Presidents Workshop

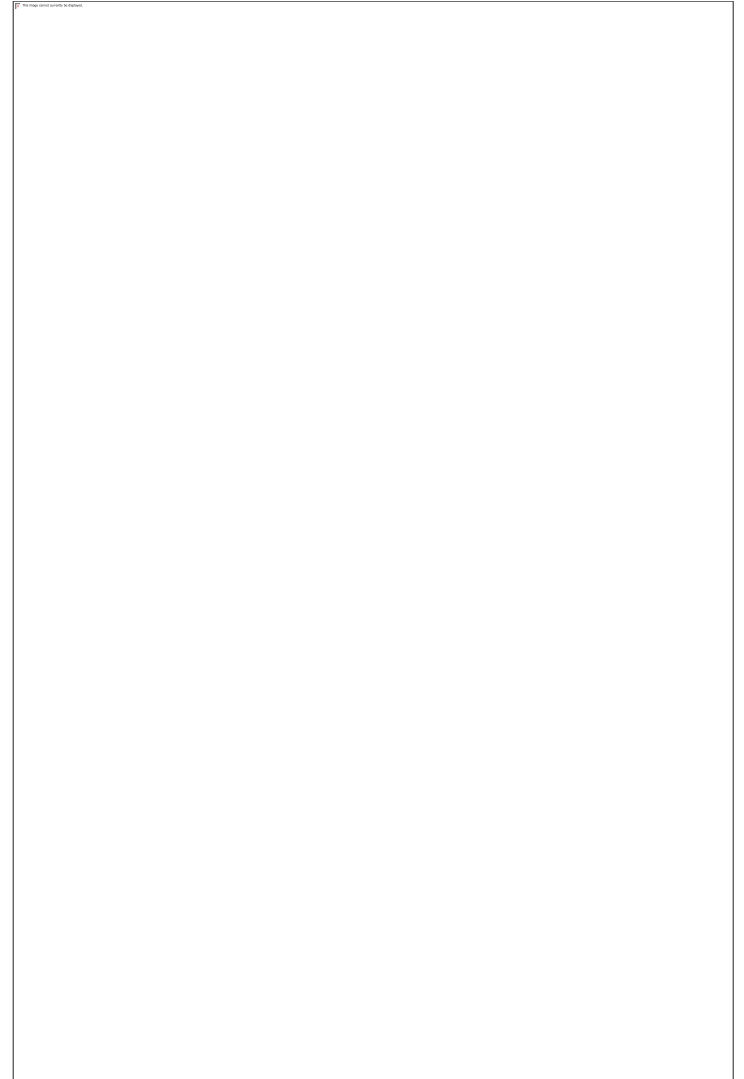
Jefferson Awards Foundation

JAF came to me at the right time.

I was open to new ideas to revitalize
my sense of professional worth.

Thanks to Joanna and Sara and SF Giants

www.jeffersonawards.org



Intro video

<https://player.vimeo.com/video/163859672>

Students in Action

www.studentsinaction.jeffersonawards.org

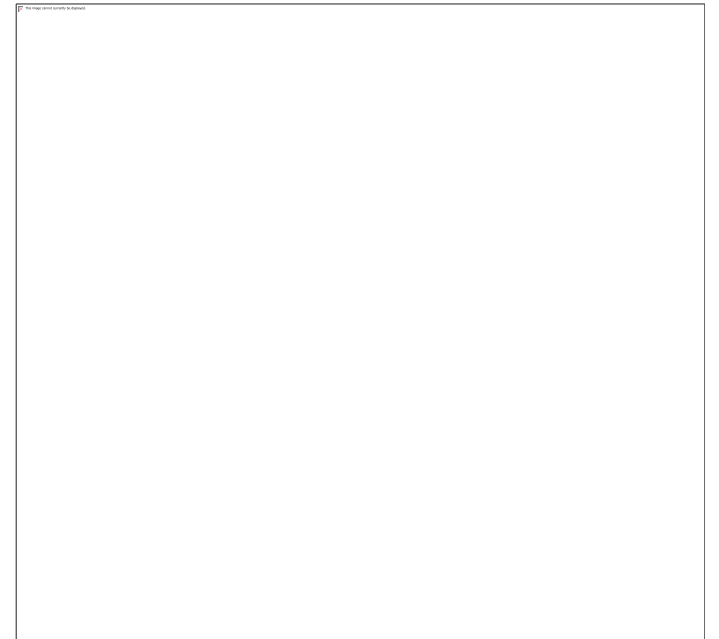
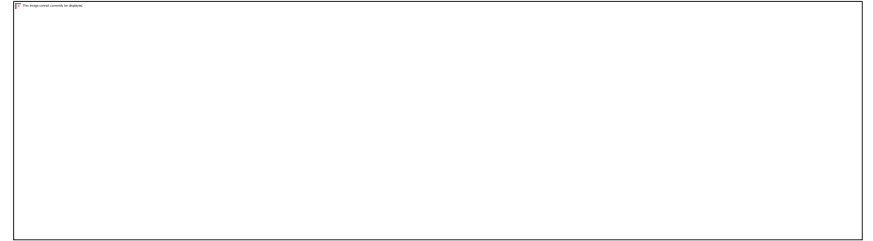
SIA is the first level of participation with the Jefferson Awards.

At first, I thought...

Do I have the time? How much more work is this?

Do I really want to have more responsibilities?

How will this affect my leadership class?



Why SIA made sense?

Our class/school was already doing most of this. We would just need to document everything differently. And this probably applies to you...

The Three Pillars of Students In Action

1 LEADERSHIP

Develop current and future leadership potential within students.

2 ENGAGEMENT

Promote the value of service and grow volunteerism within the school community.

3 IMPACT

Measure the impact of volunteerism and reward efforts to develop measurement systems.

SIA Goals



Students Work to Meet Goals

The Seven Goals help students build LEADERSHIP skills, supports their efforts to ENGAGE others in volunteer service, and results in positive IMPACT for their local communities.

1. Engage the School Community
2. Establish an Effective Leadership Team
3. Expand Volunteer Capacity
4. Expand Financial Capacity
5. Tell Service Stories
6. Grow and Expand the Mission of SIA
7. Innovate

When surveyed, participating students said that being a part of the SIA has changed them...

84%

feel part of something
"bigger than myself"

81%

are inspired to continue
to serve

74%

have reached out
beyond their schools to
work with community
organizations

SIA Competition



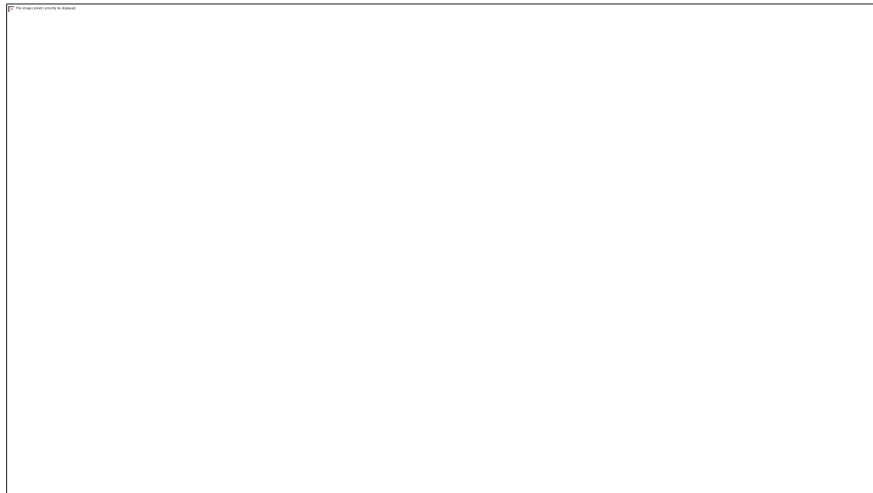
Validation



JEFFERSON
AWARDS
FOUNDATION

Recognize your students, staff, parents, volunteers with a Jefferson Award.

We often give without expecting any recognition. It's just how we are wired. JAF wants to shine a light on all servant leaders in all arenas of life. Plus, you can bring attention to the charity or cause that is that person's passion.



Partnerships and Network



www.Aboveapathy.org

Patricia Manubay

1. Youth leading Youth
2. Different type of service organization. Passion-driven. Projects aim to provide aide, inspiration, connection and an experience.
3. Empathy over apathy.

Dreamboxes on TFC <https://www.youtube.com/watch?v=tlh-TRLuGHU>

Super Bowl 50 spotlight <https://www.youtube.com/watch?v=1VnSBfzNYkc>

Interview <https://www.youtube.com/watch?v=e-n5-aVwsaE>

“Safe and Sound” - Sebu Simonian at EC



Sara Cowey

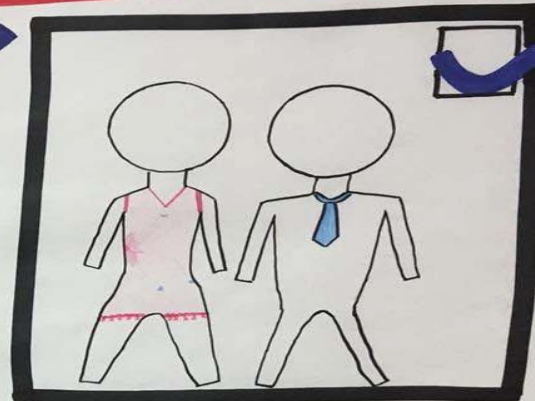
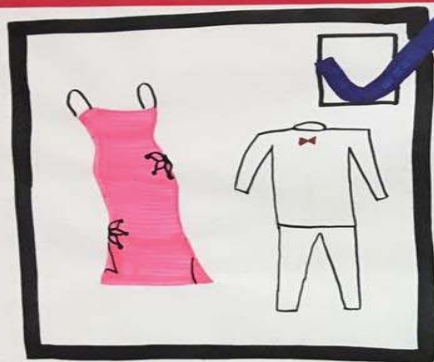
Inclusiveness



Epic Inclusion

San Mateo Union High School District

**Creating Celebrations, Rituals & Ceremonies for ALL
students!**



ONLY ONE THING LEFT

PROM

2016

Context: CADA 2015



District Discussion: Are we serving ALL our students?



“When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.” -

Adrienne Rich

A look at our Activities & Traditions

Many of our events & traditions are tied to gender & sexuality:

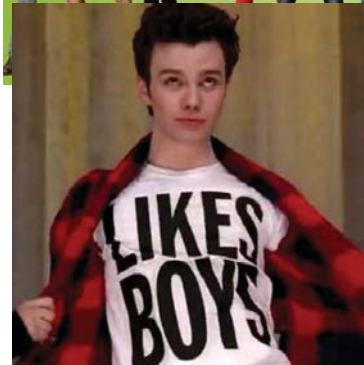
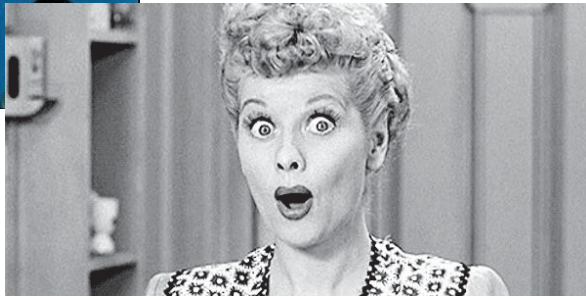
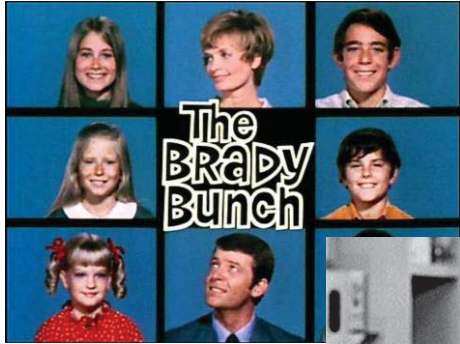


ESSENTIAL QUESTION:

How do we look at the traditions we have and that we love and adjust them to be more inclusive?

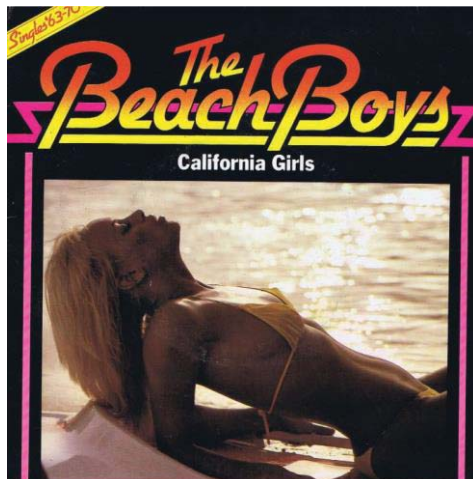
**Times have
Changed...
BIG TIME!**

Pop Culture: TV



Pop Culture: Music

him and love him
And show him that you care
Show him that you care, just for him
Do the things he likes to do
Wear your hair just for him
'Cause you won't get him thinkin' and
a prayin'
Wishin' and hopin'



I Kissed A Girl
And I Liked
It The Taste
Of Her Cherry
Chapstick I
Kissed A Girl



And I can't
change, even if
I tried, even if
I wanted to

BABY, I WAS
**BORN
THIS
WAY**

Disney Princesses



An overview of today

Improving Our Ability to See

Understanding

- **Language**
- **Laws**
- **The Human Experience**

Collaboration

- **Looking at our events through a new lens**

Reflection & Action Plan

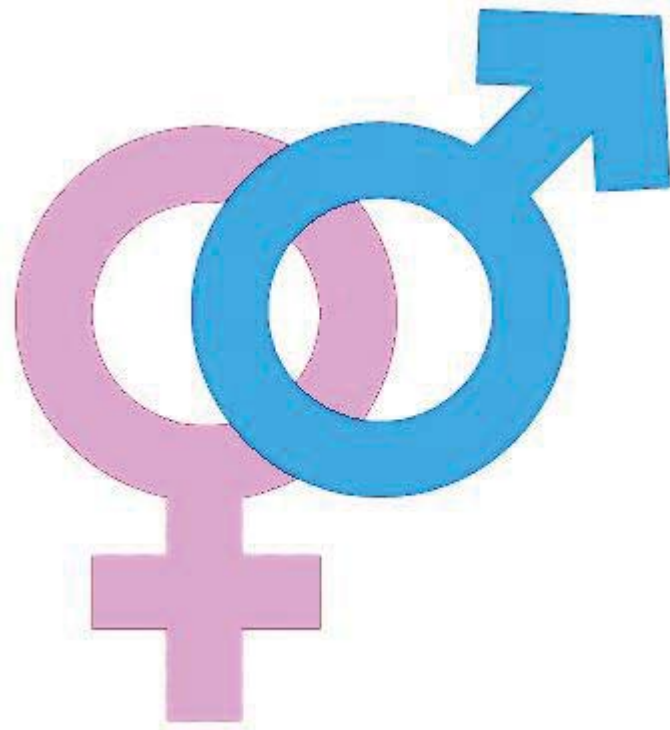
- **What to take back to your campus**



Understand gender *Terms to Know*

Sex

Biology at birth.



Gender Spectrum

Multiple domains defining gender.

Shifting away from binary (male or female)...to a range of possibilities.

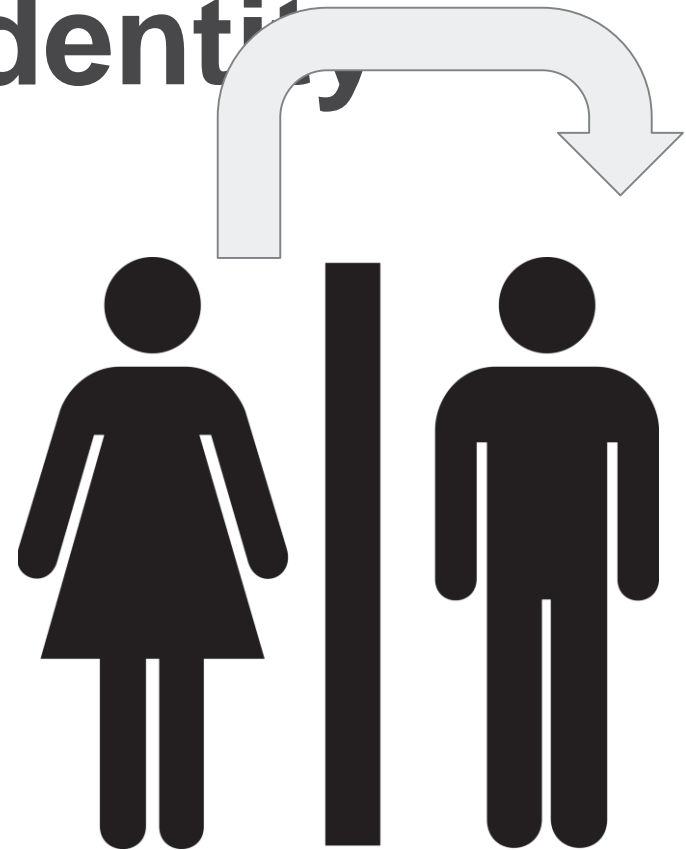


Gender Identity

Innermost concept of self.

Shaped from 18 months-3 years.

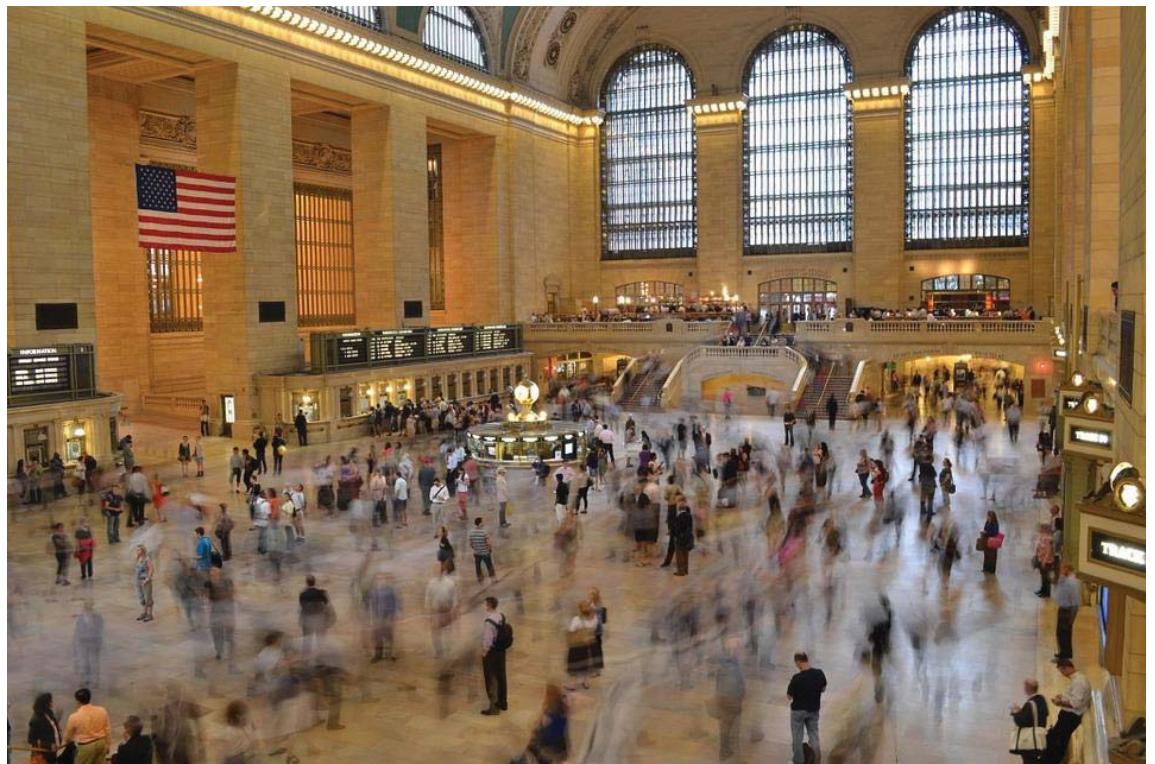
IDENTITY does not always match sex at birth.



Gender Expression

**External
communication of
self.**

**Behavior, haircut,
voice, dress.**



Transgender

Trans-across

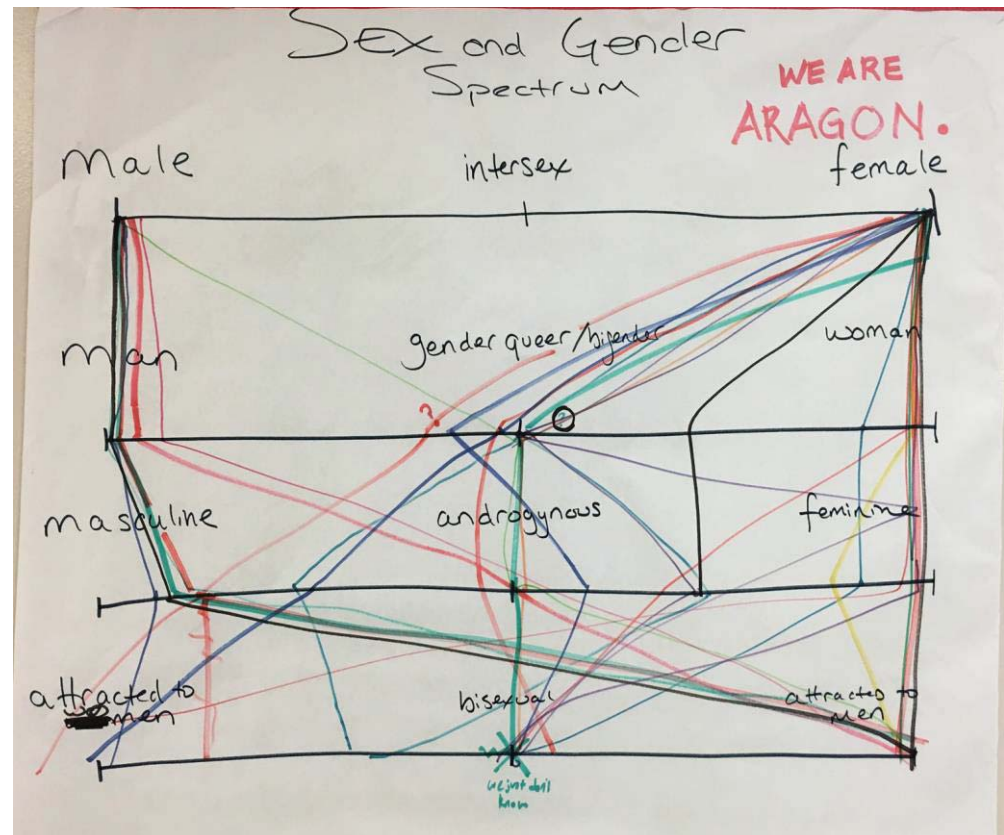
Identity does not match sex assigned at birth.

Does not determine sexual orientation.



Sexual Orientation

Who they are attracted to.



**Gender &
Schools
Legal +
Policy
Issues**

Protected Classes

Race/ethnicity

Religion

Protected class groups are groups of people protected from discrimination and harassment. The following protected class groups are legally protected.

Color (1964)

National origin

Sexual orientation

Individuals with disabilities

Sex

Height

Weight

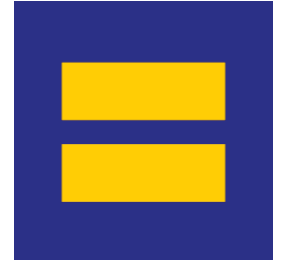
Age (40 and over)

Ed Code 221.5

It is the policy of the state that elementary & secondary school classes and courses, including nonacademic & elective classes & courses, be conducted, without regard to the sex of the pupil enrolled in these classes and courses.



Ed Code 200 (Amended)



..All persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

(Amended by Stats. 2011, Ch. 719, Sec. 2.)

AB-1266, Ammiano - Amended in 2013



The School Success and Opportunity Act:

Pupil rights: sex-segregated school programs and activities.

This bill requires that a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

Transgender teens speak to themselves 10 years from now

- ★ **What struggles are these students facing?**
- ★ **What external forces are contributing to these struggles?**



**Supporting
Gender
Expansive
youth in
School
Activities**

Our District/School

★ Cap and Gown

Acti

- **Before: gender based**
- **After:**
 - **student choice**
 - **all one color**



Impact on our campuses

We've all had different experiences.

- ★ **Students are overwhelming supportive**
- ★ **More participation in Student Council meetings**
- ★ **Student leaders are more informed and proactive about creating inclusive activities**
- ★ **More unified campus**
- ★ **Campus-wide and district-wide dialogue**

Let's make our activities more inclusive!

- ★ **Rallies**
- ★ **Marketing**
- ★ **Yearbook Superlatives**
- ★ **Spirit dress-up days**
- ★ **Powderpuff Game**
- ★ **School Dances**
- ★ **Dance Nominations (Court)**

QUESTION: What are some ways you might adjust the activity or tradition to maintain its spirit, but still be inclusive?

Share Out & Reflection

Time to SHARE OUT!

Each group, please share out:

- 1. How was your activity not inclusive?**
- 2. What changes did your group make to change the activity or tradition to maintain its spirit, but still be inclusive?**

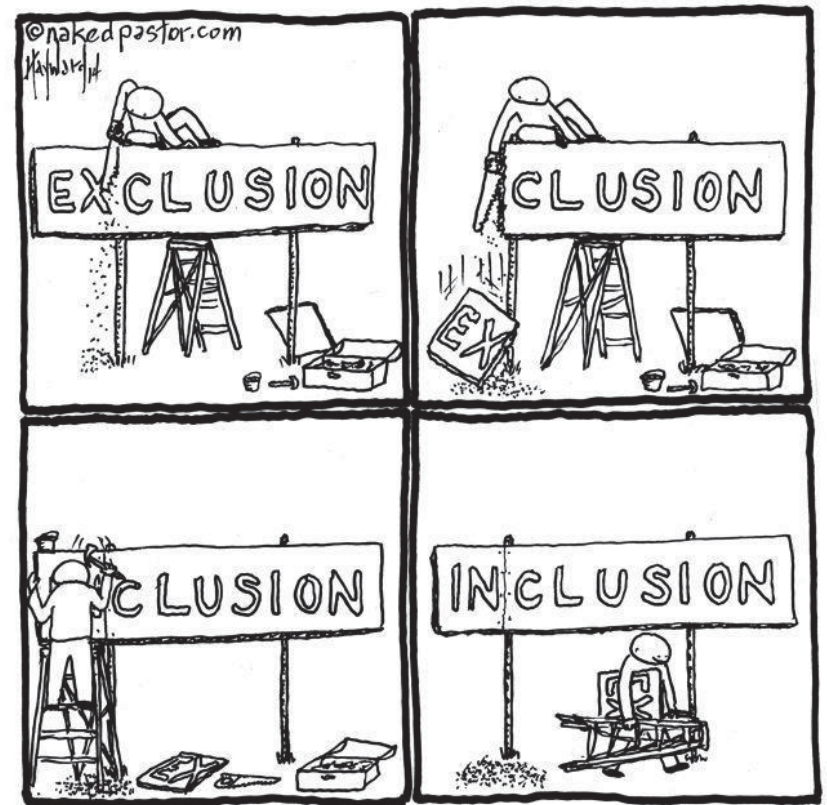


Why does this matter?

Our job as ADs is to:

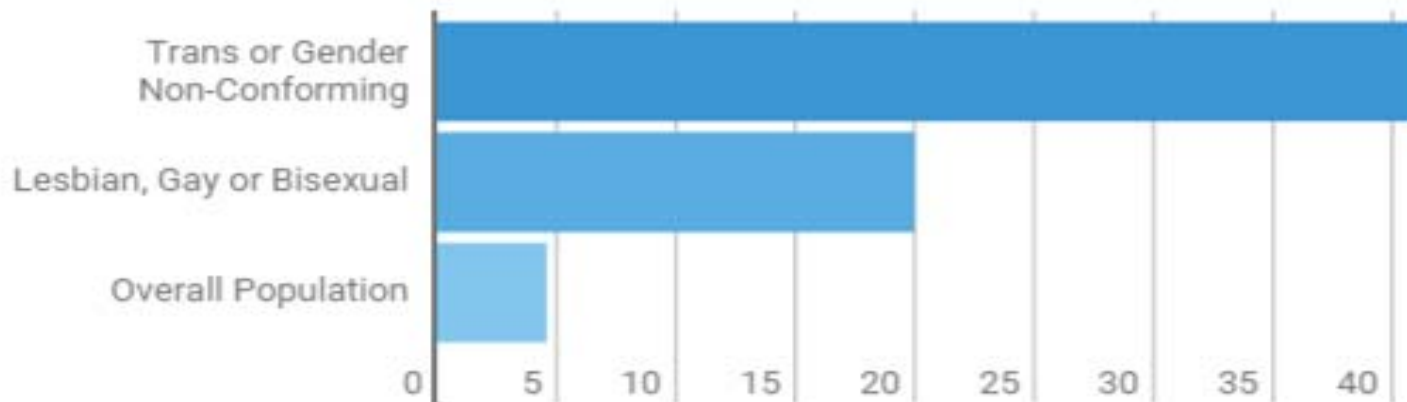
Provide equal opportunities to participate in (and be a member of) our school community

Ensure students feel safe and valued on our campuses



Why does this Matter?

Rate of suicide attempts (%)



Data: The Williams Institute

Why does this matter?

The events we plan & traditions we maintain can alienate an already-marginalized group of students.

Our events, therefore, need to be rebranded to authentically validate each student's "world"



Now What?

“It’s much easier not to know things sometimes.”

— **Stephen Chbosky, The Perks of Being a Wallflower**

“Leadership is a choice, not a position. “

-Stephen Covey



When you go back to your schools:

- ★ **Lines of communication open with the stakeholders of the school community**
- ★ **Inform the District Office early and often**
- ★ **Push back may come from parents/guardians(traditions)**
- ★ **Connect with your vendors, ie. cap and gown**

Communication is key!

Always Remember--You are an

