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Re: Oral testimony for Education Interim Committee on Achievement

December 1<sup>st</sup>, 2021

Dear Honorable Chairwoman Williams and Members of Committee,

Thank you for the opportunity to provide testimony to you on student achievement and concerns I have about the current situation in our public schools specifically the impact it is having on our student's mental health and student achievement.

My name is Elaine Cluff. I am a mother of four children with one still school age. In May of 2020, I graduated with my degree in Elementary Education and then moved to Lenexa, Ks. and the Shawnee Mission School District. Due to this being in the middle of the pandemic and school being remote, I decided to wait a year to learn more about the school districts before looking for a teaching position and this allowed me to be home with my son. I quickly realized that I could not teach in any district in Johnson County or have my son participate in public education any longer.

On February 8<sup>th</sup> of this year, I spent the day listening to my 8<sup>th</sup> grade son and his classmates trying to come to terms with the suicide of one of their classmates. Just a few months prior, sophomores in Blue Valley were doing the same thing. At the end of October, Olathe lost 2 of their high school students within a week of one another. Over the past year, I have been to several school board meetings in Johnson County where mental health professionals explained that they are being overwhelmed with referrals and they cannot keep up. Parents have shared how their children are developing eating disorders, are harming themselves by cutting, or that their child is so full of stress and anxiety that they are scratching themselves raw. We have heard reports that there has been a substantial increase of children being admitted to the hospital for self-harm or suicide ideation. In May of this year, I asked the Shawnee Mission School District if they have followed the increase in referrals to mental health professionals, have they tracked the increase in calls to suicide hotlines, have they looked at how many students in our district and county have committed suicide? I cannot find any type of tracking on a local, county, state, or national level but we can see that there is something happening with our student's mental health which is impacting student achievement and we need to ask why.

To really understand what is happening in our schools regarding student achievement and their mental health, you must look at SEL, Deep Equity training, which go hand and hand, and the actual assignments our students are being asked to complete. In the KESA OVT Spring 2020 report, the Shawnee Mission School District stated that "the deep equity work is connected to SEL which is connected to increasing student achievement." I started the Corwin Deep Equity Training while

student teaching and could spend months talking about this topic, but I will give a brief overview. Throughout these trainings teachers are told that they are inherently racist, that students are not achieving because of their implicit and unconscious biases, and that their classrooms are equal to a police state where students must give up a piece of their identity when they enter the classroom. Teachers are told that white people are racist and oppressors, that students of color are victims, and every interaction needs to be examined through a racial lens. The training leads to the teacher using their classrooms as a platform for activism. Teachers are instructed to observe their peers to ensure they are utilizing this training in their classrooms and are required to report back to the administrators. The facilitators are trained on how to deal with their peers who do not agree with the training to get them on board or to remove them. This creates a very hostile environment for the teachers that seeps into the classroom, and many are leaving the profession because of this. Through the deep equity program, they have started affinity groups that are segregated by race. The next step in this training is to start the Youth Equity Stewardship Program which Shawnee Mission will start in the Spring of 2022.

While Social Emotional Learning has always been part of a well-rounded education, these programs have moved from learning social skills, to teaching our children what to think and how to feel. Through SEL, we are telling our students that there are specific things they should care about, have empathy for. Through SEL, we are asking our children to constantly self-reflect on their thoughts, actions, and feelings. They are also asked to complete Panorama surveys under SEL that ask very personal and intrusive questions of our students, as well, they are collecting and storing this personal data. SEL is part of Kansas State Standards, but how can you standardize emotions and behaviors? Who decides what attributes and behaviors should be taught or which are appropriate? Then we are adding on Positive Behavior Intervention Systems that use public shaming to drive positive behavior. Right now, there is a push for schools to focus more on SEL attributes than on academics with little data supporting that SEL does improve student achievement. However, it is placing undue pressure on our children to act or behave in specific ways.

Through their assignments, you can see how deep equity and SEL are being used together to promote activism in the classroom. They are asked to watch a documentary on whiteness and reflect on it. They are asked about policing in America and defunding the police. They are asked to research George Floyd, Black Lives Matter, what is racism and create projects. These are very politicized, divisive topics being pushed on our children in the classroom. So, how can our students have academic success when we are putting so much stress on them? We are sending them to school where they are being taught that they need to worry about racism, sexism, gender inequality. Students are being told that they are privileged, or a victim based on the color of their skin or their sexuality or their gender identity. Our students are being encouraged to take a stand on these issues even if it goes against their beliefs.

Our districts are spending 100's of thousands of dollars on deep equity training and SEL programs citing that this is the answer to increasing student achievement without providing any evidence that it is working. Instead of seeing an improvement in student achievement, we are

seeing a decline in the mental well-being of our children, and we need to address what is causing it.

Thank you for the opportunity to provide testimony on student achievement and mental health.

Sincerely,

Elaine Cluff

## Attachments

<https://resources.finalsite.net/images/v1603986120/smsdorg/thfdtjukksk1qurky9ov/ShawneeMissionSchoolDistrictOVTReportSpring2020.pdf>

<https://www.smsd.org/families/diversity-and-equity>

## Examples of Teacher Training Sessions

### SMSD 2019-2020

- **IMPLICIT BIAS' relationship to setting Expectations for students:** Participants will learn what Implicit Bias is and is now, how Implicit Bias helps and hurts us, how Implicit Bias is formed, how Implicit Bias impacts our expectations for students, how to recognize and manage the Influence of Implicit Bias. Mindfulness And Conscious De-Biasing.
- **Lens of Differences:** This workshop will help participants understand how to suspend their own vision of the world and take on the perspective of others in an effort to make sense of the differences that often are the source of conflict and divide.
- **INTERSECTIONALITY OF RACE & POVERTY in EDUCATION:** Some evidence suggests that the intersection of race and social class information influences (a) stereotype expression, (b) categorization, (c) impressions, (d) prejudice, and (e) discrimination, revealing common links between Blackness and low social class and Whiteness and high social class in at least the United States. This workshop will illustrate that intersectionality and how it impacts educational outcomes for students.

[Professional Learning Workshops - Shawnee Mission School District \(smsd.org\)](#)

## Screen shots from Corwin Deep Equity Training for staff



## Systemic Gaps

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

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**SJ-16**

### From Social Dominance to Social Justice

**TOWARD A NEW PARADIGM FOR HUMAN COMMUNITY**

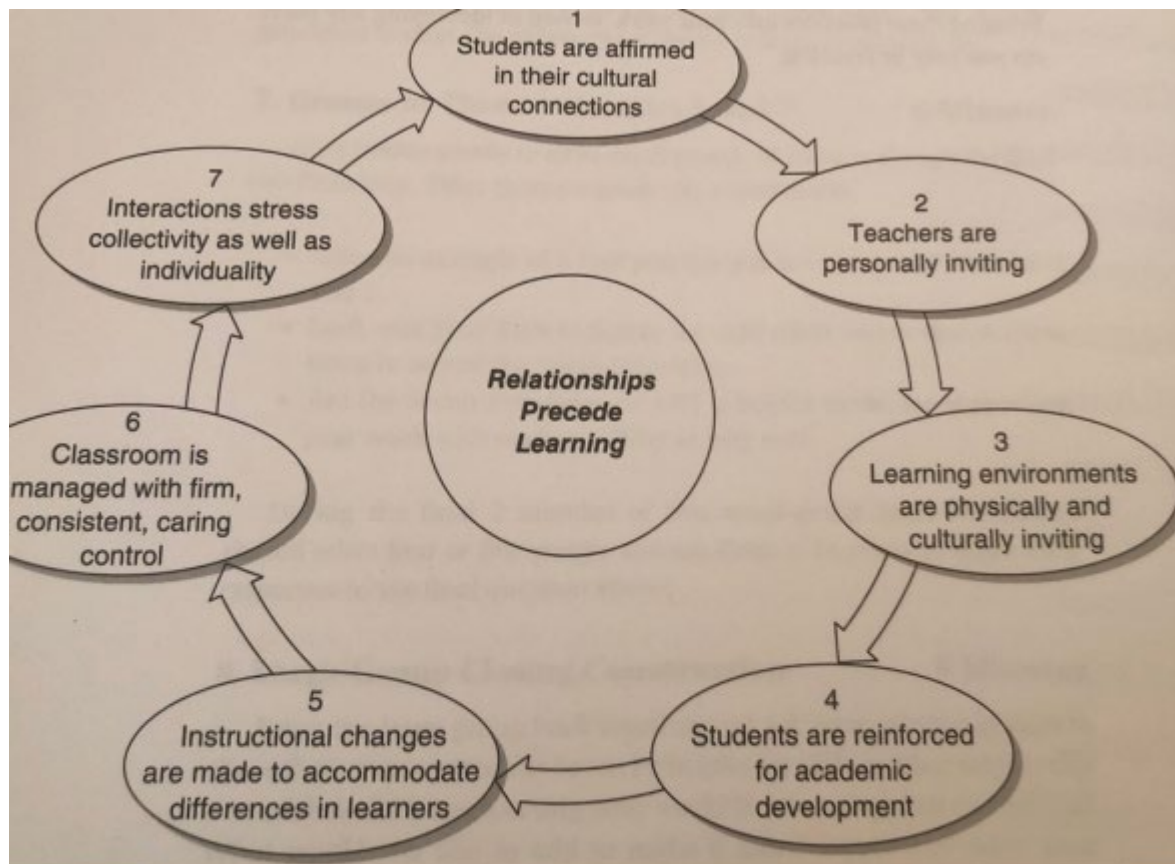
<b>SOCIAL DOMINANCE PARADIGM</b>	<b>SOCIAL JUSTICE PARADIGM</b>
• Human Beings Over Nature	• Harmony and Sustainability
• Male Over Female	• Gender Equity
• Whites Over Other Races	• Racial Understanding and Justice
• Christianity Over Other Religions	• Religious/Spiritual Pluralism
• Heterosexual Over Other Gender/Sexual Identities	• Affectional/Sexual Pluralism and Equal Rights
• Able Over "Disabled"	• Equitable Access and Opportunity
• Haves Over "Have-nots"	• Distributive Justice
• Youth Over Old Age	• Honoring All Stages of Life
• "Superiors" Over "Subordinates"	• Respecting and Including Everyone
• English Only	• Language Preservation and Respect
• Diversity as a Problem	• Diversity as an Opportunity

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## Cultural Bingo

Who has attended a potlatch?	Who has traveled overseas at least twice?	Who speaks and understands two or more languages?	Who has hosted or recently met someone from another country?	Who is wearing something made in a foreign country?
Who has relatives living in another country?	Who has attended Bon O Dori?	Who has read a book by Alice Walker?	Who knows dances from 3 different cultures?	Who has lived on a farm?
Who has participated in the bone game?	Who has been to both Canada and Mexico?	<b>Put Your Name Here</b>	Who makes good Italian food?	Who has a Spanish surname?
Who has lived in more than 5 states?	Who can name 3 Motown hits?	Who has been to Lucia Bride Festival?	Who knows why the Ethiopian New Year is on a different date?	Who has participated in a Seder celebration?
Who has worked for a woman supervisor?	Who is a first-generation immigrant to the U.S.?	Who comes from a family of seven or more children?	Who has attended a Cinco de Mayo celebration?	Who can name at least 10 American Indian tribes or nations?



### **Facilitator Note: Integrating CRT Into Your School Improvement Process**

*Once your faculty has become familiar with the Seven Principles and the Peer Observation process, you can move toward systemic integration of CRT into your school change efforts. This is best achieved by building CRT language and the Seven Principles into any Look-For or Walkthrough instruments your school district is currently using. You can also build CRT outcomes into your teacher evaluation process. This is where the work becomes real, when it becomes part of business-as-usual for your school and part of the DNA of your school district.*

\*CRT is referencing Culturally Responsive Teaching



Youth Equity Stewardship Program (YES!) starting Spring of 2022 in SMSD

## ***Leading with the heart — an arts-based curriculum to build student leadership, resiliency, and advocacy.***

**T**hrough the 5 Phases of YES, students will gain the skills, training, and empowerment necessary to help recognize educational disparities and become active contributors to bottom-up school improvement efforts. They will be trained to facilitate professional development for their schools, recognize how to stop bullying driven by inequity, and how to positively impact their community's understanding and acceptance of all citizens. When implemented with Deep Equity, YES empowers students to form intergenerational teams with adult equity leaders.



## GATHERING 2 SOCIAL DOMINANCE TO SOCIAL JUSTICE

Today is about understanding how social dominance (power over others) shows up in our personal experiences, our relationships, and in our schools and institutions. Through sharing our personal stories, we will gain a deeper understanding of how we are impacted by and can perpetuate the dynamics of social dominance. We will also come to see that when we can recognize oppression and name it, we are more prepared to act as stewards working towards social justice.

**Stewardship** is action that arises from caring and informed relationships to one's natural and cultural communities.

*"In Iroquois society, leaders are encouraged to remember seven generations in the past and consider seven generations in the future when making decisions that affect the people."*

- Wilma Mankiller, Cherokee

Stewardship is **power among others**  
as opposed to having power over others

## SOCIAL JUSTICE...IN OTHER WORDS

"The good of the many over the greed of a few."  
- Gary Howard

"What love looks like in public."  
- Cornell West

"The way we treat the earth is  
inseparable from the way our society  
treats women."  
- Tracy Rector, Seminole

"The opposite of poverty is justice."  
- Bryan Stevenson

"It is never really won.  
You earn it and win it in every generation."  
- Coretta Scott King

### **"Bring it Home" Conversation**

Have a conversation and share a story about a time when you experienced one of the dynamics of dominance. You may use the following questions to guide your story.

**Where were you?**

**Who was involved?**

**What happened?**

**What was the impact of the experience?**

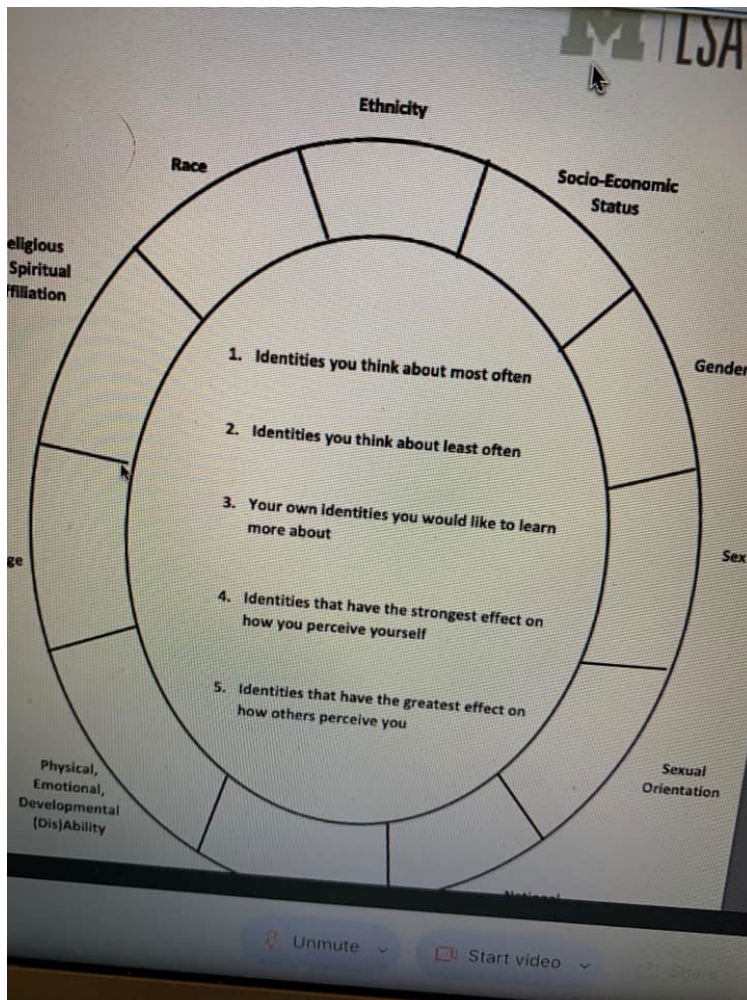
**Challenge Question:**

**Can you recall a time when you acted out a dynamic of dominance?**

*"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality."*

- Desmond Tutu

## Homework Examples from Shawnee Mission Northwest High School



Vocab 7 Slides

**Violence is the repartee of the illiterate**  
-Alan Brien

**Repartee (noun)**  
In the debate, one candidate's repartees were witty and factual, while the other's banter was mostly argumentative and baseless.

Slide 4

Previous Next



ELA 3: Tuesday 9/22

Dozens of shell casing littered 33rd and Benton yesterday after reports of a drive by shooting. Three adults and a toddler were in the vehicle. Two adults are in critical condition, and the toddler was killed.



*Why do you believe the crime is so high? What connections can you make to current events? Reflect.*

## VIOLENCE IN KANSAS CITY

CRIME IS SKYROCKETING! IN 2019, THE KC METRO RECORDED 225 HOMICIDES. AS OF TODAY, WE ARE SITTING AT 210 FOR 2020.

*As a response to the increasing violence in KC, a special task force was sent by the Department of Justice for supporting unsolved homicides and non-fatal shooting investigations; any outside help will not be used for regular policing or patrol activities—and solely to clear unsolved murders and shootings.*

# Operation LeGend

“

We don't have to defund police departments. We have to make sure they meet minimum basic standards of decency.

Joe Biden  
US presidential candidate



ARTS 3-Moberg > Assignments > "White People" Documentary & Reflection

### "White People" Documentary & Reflection

Due Friday by 11:59pm Points 10 Submitting an external tool

The embedded document below is a document that your teacher has created for you called a Cloud Assignment. You'll be able to edit the document. Once you have completed the assignment, you'll be able to submit it by using the submit button located on this page.

["White People" Documentary Reflection](#)

"White People" Documentary Reflection

File Edit View Insert Format Tools Add-ons Help Last edit was seconds ago

100% Normal text Times New... 13 + B I U A

1 2 3 4 5 6 7

"White People" Documentary & Reflection

What does it mean to be white? MTV's 'White People' is a documentary on race that aims to answer that question from the viewpoint of young white people living in America today. Watch [MTV's "White People"](#) documentary and answer the following reflection questions. Responses should be detailed 5-6 sentences each.

1. Share your initial thoughts of the documentary.

## Description

### [Article link](#)

In a 300 word response, properly embedding at least 2 quotes, and using MelCON respond to one of the following prompts:

Do you support the decriminalization of marijuana? Why or why not?

Do you support the assertion that the criminalization of marijuana has been especially damaging to communities of color

**dystopian** | dis'tōpēən |

adjective

relating to or denoting an imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one: *the dystopian future of a society bereft of reason | the utopian dream that became a dystopian nightmare.*

noun

a person who advocates or describes an imagined place or state in which everything is unpleasant or bad: *a lot of things those dystopians feared did not come true.*

## Policing in America

Submit Assignment

Due Thursday by 11:59pm Points 30 Submitting a file upload

- What is community policing? How could its implementation in US cities help the police regain public trust?
- What does "defund the police" mean? Do you agree or disagree with the relocation of some police spending into other community organizations?

In addition to the in-class articles, videos, and discussion, find an article from a reputable news source to help you answer ONE of the above questions; sorry, no Wiki.

Your MelCON paragraph must include:

2 embedded quotes with in-text citations

a Works Cited citation



## Background Information Jigsaw Links

- **Topic 1:** [Black Lives Matter Website](#)
- **Topic 2:** [What is Racism?](#)
- **Topic 3:** [George Floyd Protests](#)
- **Topic 4:** [Interview with Author](#)
- **Topic 5:** [Policing in America](#)
- **Topic 6:** [Is the Hate U Give Based on a True Story?](#)
- **Topic 7:** [Blue Lives Matter Wiki/Website](#)

Read the information sheet that you are given. Then, assign a group member to each of the following tasks (put each group member's name next to their task):

- A- Summary Bullet Points:
- B- Key Words/Concepts:
- C- Identifying Importance:
- D- Text-to-world Connections:

If a group member does not do their part, DO NOT do it for them. You must be able to complete your own part.

1) **Summary Bullet Points:** Summarize your information in five bullet points. Do not copy straight from the sheet-- put the information in your own words. Make sure everyone understands your points.

# SHAWNEE MISSION SCHOOL DISTRICT SMSD AFFINITY GROUPS (SAG)



## WHAT ARE AFFINITY GROUPS?

In accordance with **Board Policy AC**, The Shawnee Mission School District (SMSD) is supporting the establishment of affinity groups, which are assemblies of underrepresented individuals (e.g. LGBTQ+, Hispanic, African American, Jewish, Muslim, etc.) who share common interests, backgrounds, and experiences and who come together to support each other and the district. These affinity groups are intended to support our underrepresented staff, students and the Shawnee Mission School District.

## HOW WILL THE GROUPS BE STRUCTURED?

These groups will exist at the desire of students or staff members of a school feeder pattern. Members of advisory groups will govern themselves. A district administrator will be assigned to support each affinity group.



## HOW CAN AN AFFINITY GROUP BE FORMED?

A group consisting of at least 5 people can identify themselves as an affinity group. An email sent to the Coordinator of Diversity, Equity, & Inclusion to document the group's formation will constitute an affinity group formation. Groups formed will be listed on the **SMSD website** for others to know whom to contact for joining.



#### What and Why:

Racial Affinity Groups offer a structure of inquiry and can address many needs. They support us in exploring what has been forbidden, forgotten, and unhealed. For example, in Racial Affinity Groups, white people can discover together their group identity. They can cultivate racial solidarity and compassion and support each other in sitting with the discomfort, confusion, and numbness that often accompany white racial awakening. They can also discern white privilege and its impact without the aid of or dependence on People of Color (POC). White people who have formed Racial Affinity Groups report that they recognized their collective commonality and shared history, as well as the impact that their privilege has had on other races and on each Racial Affinity Group member.

While many POC may not need an affinity group to help them relate to their racial group membership, they may need to explore the diversity that exists among POC and across POC without having the distraction of having to educate white people on whiteness and its harm. A habitual focus on white people can distract POC from knowing themselves as a diverse body. Exploring this tender territory in a Racial Affinity Group can be a wholesome alternative to expecting white people at large, who often are not aware of being racial beings, to relieve the intense distress experienced by POC.

In a Racial Affinity Group, whether for POC or for whites, we have the opportunity to share our experiences and histories, examine our impulses, reinterpret meaning, and see clearly our role in racial harming and healing. Such groups support us in being more vulnerable and in grieving the ignorance, shame, and disgrace that often accommodate racial inquiry.

A Racial Affinity Group brings us into clear intention and is a critical step in developing, from the inside out, racial intimacy, literacy, and skillfulness. To separate into same-race groups, in this sense, is not intended to divide us but rather to leverage the fact that, in relative reality, we are racially divided. In a Racial Affinity Group, we use separation to more deeply understand this conditioning.

Racial Affinity Groups are fundamental to transforming habits of harm and to healing racism. Regardless of how you identify racially, no one is exempt from the need to intimately examine racial conditioning.

Excerpted and adapted from *Mindful of Race: Transforming Racism from the Inside Out* (King, 2018).

**Racial Affinity Groups can be self-forming and completely voluntary.**

## WHAT ARE RACIAL AFFINITY GROUPS?

<b><u>Racial Affinity Groups ARE</u></b>	<b><u>Racial Affinity Group Are NOT</u></b>
<p>A time for <b>White folx</b> to do the following without harming and/or re-traumatizing BIPOC:</p> <ul style="list-style-type: none"><li>- Embrace, excavate, and reckon with their Whiteness, including their privilege and power.</li><li>- Examine how to center the voices and experiences of BIPOC</li></ul> <p>A time for <b>BIPOC</b> to take care of themselves and one another while doing the following in the absence of Whiteness:</p> <ul style="list-style-type: none"><li>- Unpack racism, internalized oppression, and racialized trauma</li><li>- Discuss the impact of White Supremacy Culture and the pressure of assimilation</li></ul>	<ul style="list-style-type: none"><li>- Racist or segregationist</li><li>- A replacement for doing mixed-race racial equity work</li><li>- A time for White folx to avoid discussion about race by focusing on other identities</li><li>- A time for White folx to rely on BIPOC to educate or coddle them</li></ul>



**Surveys**      **CORRECT:**    **INCORRECT:**

May not be used without written permission from Pride Surveys.

### I. PERSONAL AND FAMILY INFORMATION

1. Ethnic Origin: <input type="radio"/> White <input type="radio"/> African American <input type="radio"/> Hispanic/Latino <input type="radio"/> Asian/Pacific Islander <input type="radio"/> Native American <input type="radio"/> Mixed Origin <input type="radio"/> Other	3. Age: <input type="radio"/> 10 years old or less <input type="radio"/> 11 years old <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old <input type="radio"/> 17 years old <input type="radio"/> 18 years old <input type="radio"/> 19 years old or more	4. Grade: <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12	5. Do you live with... <input type="radio"/> both parents <input type="radio"/> mother only <input type="radio"/> father only <input type="radio"/> mother & stepfather <input type="radio"/> father & stepmother <input type="radio"/> other	7. Do your parents have a job? Father: <input type="radio"/> Yes, full-time <input type="radio"/> Yes, part-time <input type="radio"/> No Mother: <input type="radio"/> Yes, full-time <input type="radio"/> Yes, part-time <input type="radio"/> No
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6. Do you have a job?  
☐ Yes, full-time  
☐ Yes, part-time  
☐ No

8. What is the educational level of your...  
 father? ☐ Some high school  
              ☐ High school graduate  
              ☐ Some college  
              ☐ College graduate  
 mother? ☐ Some high school  
              ☐ High school graduate  
              ☐ Some college  
              ☐ College graduate

### II. STUDENT INFORMATION

	NEVER	SOMETIMES SELDOM	OFTEN A LOT
1. Do you make good grades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you get into trouble at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you take part in school sports teams?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you take part in school activities such as band, clubs, etc?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you take part in community activities such as scouts, rec. teams, youth clubs, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you attend church, synagogue, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do your parents talk with you about the problems of tobacco, alcohol and drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do your teachers talk with you about the problems of tobacco, alcohol and drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Have you skipped school without your parents' permission in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Does your school set clear rules on using drugs at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do your parents punish you when you break the rules?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Have you been in trouble with the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Do you take part in gang activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Have you thought about committing suicide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do your friends use tobacco (cigarettes, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Do your friends use alcohol (beer, liquor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Do your friends use marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Do your friends use prescription drugs not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Have you had 5 or more glasses of beer, coolers, breezers or liquor within a few hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Do you think that you are overweight?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Has a doctor told you that you are overweight?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Have you bought or sold drugs AT school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### III. WITHIN THE PAST YEAR HOW OFTEN HAVE YOU...

	DID NOT USE	ONCE A YEAR	TWICE A YEAR	3 TIMES A MONTH	EVERY DAY
1. Used tobacco (cigarettes, cigars, d.o., etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drunk alcohol (beer, coolers, liquor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoked marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Used cocaine (crack, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Used inhalants (glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Used hallucinogens (PCP, LSD, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Used heroin (opiates)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Used steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Used ecstasy (MDMA, Molly)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Used meth (crystal, ice, crank, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Used prescription drugs not prescribed to you (such as Ritalin, Xanax or OxyContin)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Used over-the-counter drugs (to get high)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Used synthetic marijuana (K2, Spice, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### IV. HOW DO YOU FEEL ABOUT SOMEONE YOUR AGE HAVING ONE OR TWO DRINKS OF AN ALCOHOLIC BEVERAGE NEARLY EVERY DAY?

☐ Neither approve nor disapprove    ☐ Strongly disapprove  
☐ Somewhat disapprove                  ☐ Don't know or can't say

### V. HOW MUCH DO YOU THINK PEOPLE RISK HARMING THEMSELVES PHYSICALLY OR IN OTHER WAYS IF THEY...

	NO RISK	SLIGHT RISK	MODERATE RISK	GREAT RISK
1. Smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Used an e-cigarette, vape pen, e-liquid rig, (JUUL, N2, Joytech etc.) excluding marijuana products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Have five or more drinks of an alcoholic beverage (beer, coolers, liquor) once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Take one or two drinks of an alcoholic beverage (beer, coolers, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Smoke marijuana once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use prescription drugs that are not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### VI. DURING THE PAST 30 DAYS:

	YES	NO
1. Did you smoke part or all of a cigarette?	<input type="radio"/>	<input type="radio"/>
2. Have you used an e-cigarette, vape pen, e-liquid rig, (JUUL, N2, Joytech etc.) excluding marijuana products?	<input type="radio"/>	<input type="radio"/>
3. Did you drink one or more drinks of an alcoholic beverage?	<input type="radio"/>	<input type="radio"/>
4. Have you used marijuana or hashish?	<input type="radio"/>	<input type="radio"/>
5. Have you used prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>
6. Have you used over-the-counter drugs (to get high)?	<input type="radio"/>	<input type="radio"/>
7. Have you used inhalants (glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT WRITE IN THIS AREA

**[SERIAL]**



# **VII. AT WHAT AGE DID YOU FIRST...**

	NEVER USED	10 OR UNDER	11	12	13	14	15	16	17 OR OLDER
1. Use tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use cocaine (crack, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Use inhalants (glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use hallucinogens (PCP, LSD, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Use heroin (opiates)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use ecstasy (MDMA)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Use meth (crystal, ice, crank, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Use over-the-counter drugs (to get high)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **VIII. HOW WRONG DO YOUR PARENTS FEEL IT WOULD BE FOR YOU TO...**

	NOT AT ALL WRONG	A LITTLE BIT WRONG	VERY WRONG
1. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **IX. HOW WRONG DO YOUR FRIENDS FEEL IT WOULD BE FOR YOU TO...**

	NOT AT ALL WRONG	A LITTLE BIT WRONG	VERY WRONG
1. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **XIV. VEHICLE SAFETY**

	NEVER	SOMETIMES	ALWAYS
1. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How often do you wear a seatbelt when driving a car?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How often do you wear a seat belt when riding in a car driven by someone else?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **XV. WHILE AT SCHOOL HAVE YOU...(Past Year)**

	NEVER	1-3 TIMES	4 OR MORE TIMES
1. Used the Internet or a cell phone to threaten or embarrass someone else by posting mean messages or photos of them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Been threatened or embarrassed by someone using the Internet or a cell phone to post mean messages or photos of you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Carried a knife, club or other weapon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Threatened a student with a handgun, knife or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Threatened to hurt a student by hitting, slapping or kicking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Hurt a student by using a handgun, knife or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Hurt a student by hitting, slapping or kicking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Been threatened with a handgun, knife or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **IX. HOW WRONG DO YOUR FRIENDS FEEL IT WOULD BE FOR YOU TO...**

	NOT AT ALL WRONG	A LITTLE BIT WRONG	VERY WRONG
1. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **X. WHERE DO YOU USUALLY... (You may mark more than one response for each question)**

	DO NOT USE	AT SCHOOL	AT HOME	IN A CAR	OTHER
1. Use tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **XI. WHEN DO YOU USUALLY... (You may mark more than one response for each question)**

	DO NOT USE	BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL	WEEKENDS
1. Use tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **XII. HOW EASY IS IT TO GET...**

	DO NOT KNOW	VERY DIFFICULT	FAIRLY DIFFICULT	FAIRLY EASY	VERY EASY
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# **XVI. IN MY SCHOOL, I FEEL SAFE...**

	NEVER	SOMETIMES	OFTEN	A LOT
1. In the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the cafeteria (lunchroom).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In the halls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the bathroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In the gym.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. On the school bus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. At school events (ballgames, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. In the parking lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. On the way to or from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **XVII. ADDITIONAL QUESTIONS**

2. Drink alcohol?

3. Smoke marijuana (pot, hash, etc.)?

4. Use prescription drugs not prescribed to you?

DO NOT USE

BEFORE SCHOOL

AFTER SCHOOL

WEEK NIGHTS

WEEKENDS

XI. WHEN DO YOU USUALLY...

(You may mark more than one response for each question)

1. Use tobacco?

2. Drink alcohol?

3. Smoke marijuana (pot, hash, etc.)?

4. Use prescription drugs not prescribed to you?

DO NOT USE

BEFORE SCHOOL

AFTER SCHOOL

WEEK NIGHTS

WEEKENDS

XII. HOW EASY IS IT TO GET...

1. Tobacco (cigarettes, cigars, dip, etc.)?

2. Alcohol (beer, coolers, liquor, etc.)?

3. Marijuana (pot, hash, etc.)?

4. Prescription drugs not prescribed to you?

DO NOT USE

BEFORE SCHOOL

AFTER SCHOOL

WEEK NIGHTS

WEEKENDS

XIII. WHAT EFFECT DO YOU MOST OFTEN GET WHEN YOU...

1. Drink alcohol?

2. Smoke marijuana (pot, hash, etc.)?

3. Use prescription drugs not prescribed to you?

DO NOT USE

BEFORE SCHOOL

AFTER SCHOOL

WEEK NIGHTS

WEEKENDS

or kicked you?

XVI. IN MY SCHOOL, I FEEL SAFE...

1. In the classroom.

2. In the cafeteria (lunchroom).

3. In the halls.

4. In the bathroom.

5. In the gym.

6. On the school bus.

7. At school events (ballgames, etc.).

8. In the parking lot.

9. On the way to or from school.

DO NOT USE

BEFORE SCHOOL

AFTER SCHOOL

WEEK NIGHTS

WEEKENDS

XVII. ADDITIONAL QUESTIONS

1. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

2. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

3. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

4. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

5. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

6. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

7. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

8. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

9. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

10. ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H

DO NOT USE

BEFORE SCHOOL

AFTER SCHOOL

WEEK NIGHTS

WEEKENDS



Compared to what the school says the questions are like

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**English:**

This school year (2019-2020) the Shawnee Mission School District is utilizing the Panorama Social-Emotional Learning survey to assess student's perseverance, grit, determination, school culture and student-teacher relationships. The Panorama Social-Emotional survey takes approximately 30 to 45 minutes to complete and will be administered once each semester. Parents must opt their student(s) in by signing into Skyward and completing a consent form. Survey data will be reviewed at the district and classroom level to determine areas of strength, as well as areas where more instruction and/or support is needed. Once survey results are returned, parents/guardians are welcome to see and discuss the results with their students' teachers, social workers, and counselors. Sample survey questions can be found [here](#) and [here](#).

We encourage you to visit the Kansas State Department of Education (KSDE) website to learn more about how Social Emotional Learning benefits your child and their environment: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-Character-Development-Standards-Assessment-and-Instruction>. All data is maintained by SMSD and will remain confidential! For more information about the Panorama SEL survey, visit <https://www.panoramaed.com/social-emotional-learning>

**Please log in to Skyward and complete the consent form by or before March 6, 2020.** [For more information about Panorama in SMSD, please contact your student's school and/or follow this link.](#) Thank you.



## **Panorama and the Shawnee Mission School District**

### **What is Panorama?**

Panorama is an assessment that is used to measure social-emotional learning in students who are in grades 3-12. These are skills that are key for success in school and life. Over 1,000 schools and districts use the Panorama Social Emotional Learning Survey to measure students' social and emotional skills.

### **What social-emotional skills are being measured?**

In the Shawnee Mission School District, the following skills are being measured: grit, growth mindset, self-management, school climate and teacher-student relationships. Sample questions can be found [here](#) and [here](#).

### **How often does my student take the Panorama survey?**

Students take the survey two times per year, once a semester. This allows your student's school to monitor trends and provide help and support.

### **How will I know the results of my student's Panorama survey?**

Once results are returned, parents will be notified and are encouraged to contact their student's school to see and discuss survey results.

### **Are Panorama results part of my student's report card or transcript?**

Panorama results are used to support your student's social-emotional growth and to help schools set social-emotional learning goals. The results are not part of a student's grade card or transcript.

### **What if I'm concerned about my student's Panorama results?**

Talk with your student's teacher, social worker and/or school counselor. Ask them what they observe in your student and what can be done to provide help and support. Your school will also have information about community resources for further support if needed.

*Please tell us about how you feel about your current class.*

1. If you walked into class upset, how concerned would your teacher be?

☐ Not at all concerned

☐ Slightly concerned

☐ Somewhat concerned

☐ Quite concerned

☐ Extremely concerned

Clear

2. When your teacher asks, "How are you?", how often do you feel

3. How excited would you be to have your teacher again?

☐ Not at all excited

☐ Slightly excited

☐ Somewhat excited

☐ Quite excited

☐ Extremely excited

Clear

4. How respectful is your teacher towards you?

☐ Not at all respectful

☐ Slightly respectful

☐ Somewhat respectful

5. How positive or negative is the energy of the school?

- ☐ Very negative
- ☐ Somewhat negative
- ☐ Slightly negative
- ☐ Neither negative nor positive
- ☐ Slightly positive
- ☐ Somewhat positive
- ☐ Very positive

Clear

6. How fair or unfair are the rules for the students at this school?

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8. How often do your teachers seem excited to be teaching your classes?

- ☐ Almost never
- ☐ Once in a while
- ☐ Sometimes
- ☐ Frequently
- ☐ Almost always

Clear

9. What is the one thing that makes you excited to come to school?

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