

Glossary of Equity, Inclusion and Belonging (EIB) Terms for Pennsylvania Learning Environments

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Overview

This document was developed by a subcommittee of the statewide EIB Task Force workgroup and included representation from vested partners in early education, elementary and secondary education, higher education, and libraries across the Commonwealth of Pennsylvania. The purpose of the glossary is to clarify language that is commonly used in schools, early childhood centers, and libraries to promote a sense of belonging among all learners and to support ongoing work in educational institutions to ensure teaching and learning is aimed at eliminating the systemic and institutional barriers that inhibit the success of all learners.

This resource is composed primarily of adaptations from the Merriam Webster Dictionary¹, the Pennsylvania Department of Education Equity and Inclusion Toolkit², the Anti-Defamation League's Education Glossary Terms³, and the National Association of School Psychologists Social Justice Definitions.⁴ When a definition was drawn or adapted from a different source, it is referenced in footnotes. For ease of reading, the resource is divided into four main sections: General EIB Terms; Terms Associated with Equity, Inclusion, and Belonging (EIB) in the Learning Environment; Terms to Describe Biases; and Terms to Describe the Effects of Biases in the Learning Environment.

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¹ Merriam Webster Dictionary Online. https://www.merriam-webster.com/?utm_source=google&utm_campaign=dictionary&utm_medium=cpc&gclid=CjwKCAjw5P2aBhAIeIwAAAdY7dJRkbtKiEQI7IUUF2of0-8FxoYySwQHkYEaRdMPkCWC1ZAYXo1SyGBoCLeUQAvD_BwE

² Pennsylvania Department of Education. "Equity and Inclusion Toolkit." March 2, 2017. <https://www.education.pa.gov/Documents/K-12/Safe%20Schools/EquityInclusion/PA%20Equity%20Inclusion%20Toolkit.pdf>

³ ADL. "Education Glossary Terms." July 3, 2018. <https://www.adl.org/resources/glossary-term/education-glossary-terms>

⁴ National Association of School Psychologists. "Social Justice Definitions." Accessed March 16, 2022. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/social-justice-definitions>

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General EIB Terms

A common language supports educators as they enter into dialogue about issues that impact equity, inclusion and belonging, and it can provide a foundation for the type of continuous learning that is necessary for organizations to make progress toward equity goals. These general EIB terms offer a starting point for building a common language at the local level. Educators are encouraged to consult with their communities and work with their Equity Inclusion and Belonging Teams to explore these topics further and expand upon this list of terms.

AANHPI - Asian American and Native Hawaiian/Pacific Islander, including people with heritage rooted in over 50 Pacific islands and Asian countries. It is intended to be more inclusive than the term AAPI (Asian American Pacific Islander).

ANTIRACISM - as opposed to the relatively passive state of being a nonracist, antiracism refers to a process of explicit action towards eradicating oppressive systems and unequal social practices.

BIPOC - an umbrella term which stands for “Black, Indigenous, and People of Color.” It is intended to be more inclusive than the term POC (People of Color), countering indigenous invisibility.

CISGENDER - A term used to describe a person whose gender identity, expression, or lived experience aligns with what is typically associated with the sex they were assigned at birth.⁵

CULTURE – integrated patterns of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.

DIVERSITY – The presence of variety within a group. The term is used to describe various human differences (such as personality, learning styles, and life experiences), group or social differences (such as race, ethnicity, class, gender/gender identity, orientation, country of origin, ability), as well as cultural, political, religious, or other affiliations that exist within a population and can be engaged when people work or learn together.⁶

TIP: When the word diverse is used to describe individuals, it may be seen as coded language to identify an individual holding marginalized status within a larger group (e.g., diverse referring to non-White individuals). Diverse should be used as a descriptor of groups (e.g., racially diverse group) instead of individuals (e.g., racially diverse person).

EQUALITY - Everyone having the same rights, opportunities, and resources. Equality stresses fairness and parity in having access to social goods and services regardless of demographic characteristics, cultural background, identities, or ecological contexts. It is often contrasted with

⁵ Human Rights Campaign. “Resources: Glossary of Terms.” Accessed June 1, 2022, <https://www.hrc.org/resources/glossary-of-terms>

⁶ Adapted from: PA Office of the Governor, Office of Advocacy and Reform. “Diversity Equity and Inclusion Common Language.”

equity, which recognizes and responds to the unique needs of disproportionately underserved groups.

ETHNICITY - A person's identification with a group based on characteristics such as shared history, ancestry, geographic and language origin, and culture.

GENDER – The cultural roles, behaviors, activities, and attributes expected of people based on their perceived sex. Dominant western culture generally defines gender as a binary system—men and women. Throughout history, many cultures have defined and continue to define gender as existing on a continuum.

GENDER EXPANSIVE - A term used to describe a person with a wider, more flexible range of gender identity or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people who are still exploring the possibilities of their gender expression and/or identity.⁷

GENDER IDENTITY – How individuals identify their own gender, which may or may not align with the sex assigned at birth based on initial physiological and biological indicators.

HISPANIC – A pan-ethnic term which describes a collection of ethnicities and cultural origins with roots in Spain or Spanish-speaking countries.

IMMIGRANT - A person who migrates to another country, usually for permanent residence. Immigrants are motivated to leave their countries of citizenship for a variety of reasons, including a desire for economic prosperity, to change one's quality of life, job opportunities, family reunification, retirement, climate or environmentally induced migration, exile, and escape from prejudice, conflict, or natural disaster.⁸

INTERSECTIONALITY - A way of looking at the overlap and intersections of people's social group identities (e.g., race, gender, class, gender identity, religion, orientation, disability, etc.) that addresses the related and intersecting systems of bias, discrimination and oppression that impact individuals and groups.

LATINO/LATINA/LATINX – A person with Latin American ancestry, regardless of their language of origin, and excludes people from Spain. Latino (male and female) and Latina (female) are gendered terms, while Latinx is a gender-neutral or nonbinary alternative.

TIP: The issue of whether a person identifies as Hispanic, Latino/Latina, or Latinx is personal, as an individual's identity preference may be influenced by generational, linguistic, historical, cultural, and regional factors. Institutions should consult with their communities in deciding what terms to use in public communications. On an individual basis, it is always best to create space for people to self-identify.

LGBTQIA/LGBTQ+ - Acronym that groups lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, agender and other individuals based on their common experience as targets of gender-based or sexuality-based oppression. This term is generally

⁷ Human Rights Campaign. "Resources: Glossary of Terms." Accessed June 1, 2022, <https://www.hrc.org/resources/glossary-of-terms>

⁸ Usimmigration.org. "Immigrant definition." Accessed June 1, 2022. <https://www.usimmigration.org/glossary/immigrant>

considered a more inclusive and affirming descriptor than the more limited “gay” or the outdated “homosexual.”⁹

LIVED EXPERIENCE - The experience(s) of people on whom a social issue, or combination of issues, has had a direct impact.¹⁰

MIGRANT - A person who moves from one place to another, especially in order to find work or better living conditions. ¹¹

MULTICULTURAL - Having many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

TIP: Some definitions, like “migrant,” are defined differently across governmental agencies and may include definitional subcategories that are relevant in specific contexts. According to the U.S. Department of Education, for example, a “migrant child” is defined as a child aged 3-21 who has moved across a school district line with (or to join) a migrant parent or guardian, or on their own, within the preceding 36 months, to obtain temporary or seasonal employment in qualifying business (agricultural or fishing work, including agri-related businesses such as meat or vegetable processing).

MULTIDIMENSIONAL IDENTITY – Recognition that identity is not easily summarized by one concept, but is multidimensional and can include many markers of social identity, such as race, language, country or region of origin, gender, region, military status, etc.

NEURODIVERSITY/NEURODIVERGENT – A concept that regards individuals with differences in brain function and behavioral traits as part of normal variation in the human population.¹²

PEOPLE FIRST LANGUAGE – Language that puts the person before group affiliation. It describes what the person has or is experiencing and not who the person is. PFL uses phrases such as “person with a limited hearing,” “individuals experiencing homelessness,” and “child in foster care,” as opposed to phrases that identify people based primarily on a disability or condition, such as “disabled child,” “homeless person” or “foster child.”¹³

TIP: People first language is generally considered more inclusive and recommended; however, as with other descriptors of identity, people first language is not embraced by every person. Some people prefer “identity first language” (e.g., I am an autistic person) because their

⁹ For more definitions of LGBTQ terms, visit the GLSN webpage on [Gender Terminology](#) or view the GLSEN [Key Concepts and Terms](#).

¹⁰ Sandhu, Baljeet. "The Value of Lived Experience in Social Change." July 2017. <https://knowledgeequity.org/wp-content/uploads/2021/06/The-Value-of-Lived-Experience-in-Social-Change.pdf>

¹¹ This definition is frequently used in education. “Migrant” may be defined differently by other governmental agencies (e.g., U.S. Department of Labor, etc.) or funding organizations.

¹² Stanford Medicine: Stanford Neurodiversity Project. “Awareness and Education.” Accessed June 14, 2022. <https://med.stanford.edu/neurodiversity/education.html>

¹³ For more examples, see: PA Office of Governor Office or Advocacy and Reform. “Communicating with an Equity Lens.” November 2021. https://www.lanconfound.org/wp-content/uploads/CommunicatingWithAnEquityLens_PA-Office-of-Advocacy-Reform.pdf

disability or condition is such a big part of their identity.¹⁴ Rather than making assumptions, when possible, it is best to ask individuals how they describe themselves.

RACE – The categories into which society places individuals on the basis of physical traits (such as skin color, hair type, facial form and eye shape) regarded as common among people of shared ancestry. Though many believe that race is determined solely by biology, it is now widely accepted that this classification system was created for social and political reasons. There are actually more genetic and biological differences within the racial groups defined by society than between different groups.

REFUGEE - Any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution based on the person's race, religion, nationality, membership in a particular social group, or political opinion.¹⁵

SEXUAL ORIENTATION - The categories into which society places individuals on the basis of their emotional, physical and/or romantic attractions. Categories of orientation include, but are not limited to, gay, lesbian (attracted to some members of the same gender), bisexual (attracted to some members of more than one gender), asexual (complete or partial lack of sexual attraction or interest in sexual activity) and heterosexual (attracted to some members of another gender).

SOCIAL IDENTITY - A person's sense of who they are based upon their group membership.

TIP: While there are some common terms used to describe dimensions and forms of social identity that can apply to groups of people, it is important to create space for individuals to describe themselves using the terms that resonate with them. This resource does not encompass all diverse representations of social identity. Educators are encouraged to seek more information on these topics in collaboration with their organization's Equity Inclusion and Belonging Team.

SOCIAL POWER –The dynamic within a situation or context where one person or group holds more earned or unearned advantages and has the ability to negatively or positively influence or affect the other person or group.

SOCIOECONOMIC STATUS - An individual's or family's economic and social position in relation to others, as measured by factors such as income, wealth, and occupation.

SUPERFICIAL EQUITY – A short-cut or default practice associated with equity, inclusion and belonging work which may signify "equity" but that does not ignite the transformation needed to get to deep, equitable, and culturally sustaining learning.¹⁶

¹⁴ ASK: Advocates for Spectrum Knowledge. "Person First vs. Identity First Language." December 4, 2020. <https://www.askautism.org/blog/personfirstvsidentityfirstlanguage>

¹⁵ United Nations High Commissioner on Refugees: A Un Refugee Agency. "What is a Refugee." Accessed June 14, 2022. <https://www.unhcr.org/en-us/what-is-a-refugee.html>

¹⁶ Adapted from: Jamilla Dugan (2021). "Beware of Equity Traps and Tropes." *Educational Leadership* 78, 6: 35-40. <https://www.ascd.org/el/articles/beware-of-equity-traps-and-tropes>

VULNERABLE POPULATION OR GROUP – A group that is at increased risk of discrimination, oppression, or human rights violations based upon social or economic status, structural or institutional biases, and/or prejudice based upon its perceived social identity.

Terms Associated with Equity, Inclusion, and Belonging (EIB) in the Learning Environment

Safe and supportive learning environments emphasize equitable engagement; physical, emotional, and academic safety for all; and environmental factors that support every person’s physical and emotional wellness. Experiences in the learning environments can influence a variety of short-term and long-term outcomes for youth, including their self-concept and achievement; their physical and mental wellness; and how they understand their roles in communities. The following terms are associated with safe and supportive learning environments where equity, inclusion, and belonging are normative. Because this list is not a comprehensive list, educators are encouraged to seek more information on related topics in collaboration with their organization’s Equity Inclusion and Belonging Team.

BELONGING – Experiencing appreciation, validation, acceptance, and fair treatment within an environment.¹⁷

BRAVE SPACE – A learning space that encourages dialogue, recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings.¹⁸ Brave Space is often contrasted or linked with “safe space.”

TIP: Safety and “safe space(s)” are often considered an important precondition of many forms of learning. When the goal is to learn about issues related to power imbalances and exclusion, discomfort is an expected aspect of the learning process. Safety should not be conflated with comfort when preparing and engaging in dialogue related to these topics. The term “brave space(s)” is intended to convey the idea that any conversation about imbalances and exclusion can pose risks, especially for those who have been historically marginalized. These conversations should be approached with deliberation, courage, and care. Equity, inclusion, and belonging teams should emphasize and model the creation of brave spaces in their work so that learners are empowered to engage in constructive dialogue.

CULTURAL HUMILITY – A practice of self-reflection on how one’s own background and the background of others impacts teaching, learning, creative activity, engagement, leadership, etc.¹⁹

CULTURALLY RELEVANT AND SUSTAINING EDUCATION – Education that ensures equity for all learners and seeks to eliminate systemic institutional racial and cultural barriers that inhibit the success of all learners in this Commonwealth—particularly those who have been historically underrepresented. CR-SE encompasses skills for educators including, but not limited

¹⁷ PDE definition adapted from: Floyd Cobb and John Krownapple. *Belonging through a culture of dignity: The keys to successful equity implementation*. Mimi & Todd Press, 2019.

¹⁸ PA Office of the Governor, Office of Advocacy and Reform

¹⁹ Adapted from University of Oregon Division of Equity and Inclusion. “Cultural Humility”. Accessed June 14, 2022. <https://inclusion.uoregon.edu/cultural-humility>

to, approaches to mental wellness, trauma-informed approaches to instruction, technological and virtual engagement, cultural awareness, and emerging factors that inhibit equitable access for all learners in this Commonwealth.²⁰

CULTURAL RESPONSIVENESS - Infusing understanding of value for individual and groups' cultural differences and preferences into the design, implementation, and evaluation of practices and services.

EQUITY – Every learner having access to the resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity and expression, family background and/or family income.²¹

INCLUSION - Engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging.

ORGANIZATIONAL EQUITY– The continuous process of examination and change focused on ensuring organizational cultures support equity, inclusion and belonging for all members.

SAFE SPACE – A supportive space that does not incite judgment based on identity or experience, where the expression of both can exist and be affirmed without fear of repercussion and without the pressure to educate. ²² Often linked or contrasted with “brave space” (see tip above).

TRAUMA INFORMED - Includes a system-wide approach to education and a classroom-based approach to learning that recognizes the signs and symptoms of trauma and responds by fully integrating knowledge about trauma into policies, professional learning, procedures and practices for the purposes of recognizing the presence and onset of trauma, resisting the reoccurrence of trauma and promoting resiliency tailored to a school entity's culture, climate and demographics and the community as a whole.²³

TRAUMA-INFORMED TEACHING - Proactive strategies utilized in the educational setting that are responsive to the needs of learners suffering from traumatic stress. Trauma-informed teaching strategies are small changes that are made with a focus on increasing feelings of safety, creating a calm instructional environment, effectively managing triggers, and supporting learners' self-regulation. Some examples include focusing on relationship building, promoting predictability and consistency, fostering a feeling of safety, limiting exclusionary practices, and providing supportive feedback.²⁴

²⁰ From 22 Pa. Code § 49.1

²¹ PDE definition adapted from: Council of Chief State School Officers and The Aspen Institute. Leading for Equity: Opportunities for State Education Chiefs. December 2019.

https://ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf

²² PA Office of the Governor, Office of Advocacy and Reform

²³ From 38 Public School Code of 1949: Omnibus Amendments, Act 18 of 2019.

²⁴ Pennsylvania Department of Education. “Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools.” October 2020.

TRAUMA RESPONSIVE - Strategies applied at the individual, group, and systems levels to prevent and/or reduce the potential for re-traumatization.²⁵ May also be called trauma sensitive practices.²⁶

²⁵ Trauma-informed Modules. Wisconsin Department of Public Instruction, 2018.

²⁶ Pennsylvania Department of Education. "Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools." October 2020.

Terms to Describe Biases

Bias refers to a prejudice toward or against something or someone. It may be episodic, pervasive, or systematic. When directed against historically marginalized groups or people who are members of vulnerable populations, bias can further disadvantage them, work to maintain systemic inequalities, or even be experienced as traumatic. The following list includes some common terms that describe bias against vulnerable groups. Not every type of bias is included on this list. Educators are encouraged to seek more information on these topics in collaboration with their organization's Equity Inclusion and Belonging Team.

ABLEISM - Episodic or systematic marginalization, oppression, or discrimination against people who have disabilities, including temporary, developmental, physical, psychiatric, and/or intellectual disabilities.

AGEISM – Episodic or systematic marginalization, oppression, or discrimination against individuals or groups on the basis of their age often disadvantaging old and young people.

ANTISEMITISM - Episodic or systematic marginalization and/or oppression of people who are Jewish based on the belief in stereotypes and myths about Jewish people, Judaism, or Israel. According to the Jerusalem Declaration on Antisemitism, as it relates to Israel/Palestine, not all views or actions against Israel, such as supporting justice for Palestinians or opposing Zionism as a form of nationalism are, on the face of it, antisemitic.²⁷

CLASSISM – Belief that a person's social or economic station in society determines their value in that society. These beliefs contribute to systems of oppression and bias against those who experience a particular socioeconomic status.

ELITISM – A system of oppression and advantage that benefits a limited number of people who hold elite or favored status.

EXPLICIT BIASES - Conscious attitudes, stereotypes, or overt intentional actions toward members of an identity group merely because of their membership in that group.

GENDERISM - Episodic or systematic marginalization and/or oppression of people based upon their gender nonconforming status.

²⁷ The Jerusalem Declaration on Antisemitism. March 25, 2021. <https://jerusalemdeclaration.org/>

TIP: The phrase "anti-X bias" can be useful in describing biases that are not listed in this document. It is an adaptable term used to denote a group's (X) marginalization or oppression. For example, anti-immigrant bias refers to the systematic marginalization and/or oppression of people who are of immigrant origin. Anti-fat bias refers to oppression or discrimination against individuals or groups based upon their physical size. Bias against rural or urban individuals and communities may be referred to as anti-rural bias or anti-urban bias, etc.

HETEROSEXISM - A system of oppression and advantage that benefits straight/heterosexual people at the expense of lesbian, gay and bisexual people.

HISTORICALLY EXCLUDED/MARGINALIZED - relegated to a marginal position within a society or group; excluded from or existing outside the mainstream of society, a group, or a school of thought.²⁸

IMPLICIT BIASES - Unconscious attitudes and stereotypes and unintentional actions (positive or negative) toward members of a group merely because of their membership in that group.

RACISM - Episodic or systematic marginalization and/or oppression of people based upon their perceived race, benefiting white people at the expense of BIPOC ("Black, Indigenous, and People of Color") people.

SEXISM: Episodic or systematic marginalization and/or oppression of people based upon their perceived sex, historically favoring males over females.

STRUCTURAL OR INSTITUTIONAL BIASES - Established laws, customs, practices, and systems that systematically reflect and produce group-based inequities. These structures and institutions may be biased regardless of whether individuals within those spaces who maintain those practices have biased intentions.

²⁸ 22 Pa. Code § 49.1 and Merriam Webster Dictionary.

Terms that Describe the Effects of Biases in the Learning Environments

Biases in the learning environment negatively impact individuals and vulnerable groups and often go undetected. This section describes how biases can show up in learning environments, making targeted learners feel disconnected, unsafe, or unsupported. Practices aimed at increasing equity and inclusion can reduce manifestations of bias and increase the likelihood that all youth will experience the learning environment as a place where they belong.

BULLYING - Any unwanted aggressive behavior(s) by another youth or group of youths, who are not siblings or current dating partners, that involves an observed or perceived power imbalance, and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.²⁹

DISCRIMINATION – Prejudiced or prejudicial outlook, action, or treatment of individuals because of their actual or perceived group membership (often based on social identity).

DISPARATE or DISPROPORTIONATE IMPACT – When a policy or practice adversely impacts one or more groups based on that group’s identity or traits, such as its race, color, religion, sex, or gender.

EXCLUDING – Barring a person or group from participation, consideration, or inclusion in an act, experience or setting.

FRAGMENTATION and ISOLATION - When a group is physically or visually isolated in learning materials, such as when groups are presented in a “special chapter” or on a “special day,” or they are depicted as interacting only with persons like themselves, isolated from other cultural communities. This can suggest that these groups are peripheral or separate members of society.³⁰

HARASSMENT - Unwelcome conduct that is based on race, color, religion, sex (including sexual orientation, gender identity, or pregnancy), national origin, older age, disability, etc. that a reasonable person would consider intimidating, hostile, or abusive.

²⁹ Centers for Disease Control and Prevention. “Fun Fact: Preventing Bullying. What is Bullying?” September 2, 2021. <https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>
The CDC definition differs slightly from the older definition within the PA School Code.

³⁰ Myra Sadker Foundation. “Some Practical Ideas for Confronting Curricular Bias.” Accessed June 14, 2022. <https://www.sadker.org/curricularbias.html>

HATE CRIMES - Criminal acts motivated by ill will or hatred toward a victim's race, color, religion, or national origin. In Pennsylvania hate crimes are also referred to as ethnic intimidation and are addressed in the crime code.³¹

INTERNALIZED OPPRESSION - Internalization of socially endorsed discrimination involving the devaluation of oneself and the internal endorsement of negative societal views associated with minority individuals. Internalized oppression can result from personal adoption of discrimination or racial views involving one's own racial/ethnic, or sexual and gender identity.³²

INVISIBILITY - Complete or relative exclusion of a group from curricula and learning materials. Applies to narratives, illustrations, and community celebrations/experiences.³³

MARGINALIZATION - Treatment of a person, group, or concept as secondary, unimportant, inferior or abnormal compared with those who hold more power in society.

MICROAGGRESSION - a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority).³⁴

OTHERING – Treating or considering a person or a group of people as alien to oneself or one's group because of different racial, sexual, social, or cultural characteristics.

PREJUDICE – A premature judgment or belief formed about a person, group, or concept before gaining sufficient knowledge or by selectively disregarding facts.

PROFILING – The act of suspecting or targeting a person on the basis of observed characteristics or behaviors, which may be influenced by prejudices associated with race, sex, gender identity, etc.

RACIAL TRAUMA - Experiences of racial harassment, witnessing racial violence toward others, and experiencing discrimination and institutional racism that have lasting adverse effects on an individual's cognitive functioning and physical, social, emotional, mental, or spiritual well-being.³⁵

³¹ PA Human Relations Commission. "Glossary of PHRC Terms." Accessed June 30, 2022.

<https://www.phrc.pa.gov/EducationandOutreach/SocialJusticeResources/Pages/Glossary-of-PHRC-Terms.aspx>

³² Pennsylvania Department of Education. "Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools." October 2020.

<https://www.education.pa.gov/Documents/K-12/Safe%20Schools/MentalHealth/Empowerment%20Through%20Common%20Langauge%20in%20PA.pdf>

³³ Myra Sadker Foundation. "Some Practical Ideas for Confronting Curricular Bias." Accessed June 14, 2022. <https://www.sadker.org/curricularbias.html>

³⁴ 22 Pa. Code § 49.1 and Merriam Webster Dictionary.

³⁵ Pennsylvania Department of Education. "Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools." October 2020.

<https://www.education.pa.gov/Documents/K-12/Safe%20Schools/MentalHealth/Empowerment%20Through%20Common%20Langauge%20in%20PA.pdf>

TIP: In July 2020, "[Trauma-Informed PA: A Plan to Make Pennsylvania a Trauma-Informed, Healing-Centered State](#)" was released by the PA Office of Advocacy and Reform. This plan outlines how Pennsylvanians can use trauma-informed principles to better serve all residents, making prevention a norm across the Commonwealth and trauma-informed communities more common. "[Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools](#)" provides an overview of key concepts related to trauma-informed learning environments and describes how trauma, oppression, and biases intersect.

SELECTIVITY or IMBALANCE - Presenting only one interpretation of an issue, situation, or group of people. Such accounts simplify and distort complex issues by omitting different perspectives.³⁶

TIP: When presenting the history or stories of different groups, educators should avoid selectively focusing on the struggles of those groups or heroic figures. This imbalance can reinforce biases, rather than promote an awareness of complex histories and multidimensional identities. Belonging is promoted when learning activities honor the strengths, achievements, perspectives, and stories of all involved groups and address hard truths (like the horrors of slavery). This is best done in an ongoing and integrated way.

SEXUAL HARASSMENT - Unwanted and unwelcome advance of a sexual nature that is intentional or unintentional. It could be a touch, written note, joke, picture, etc.

STEREOTYPING- Believing or promoting the false idea that all members of a group are the same and think and behave in the same way. Making generalizations about a person or group of people without regard for individual differences.

TOXIC STRESS - Negative events that are often perceived as unexpected, uncontrollable, and chronic that result in overuse of the body's stress response system.³⁷

³⁶ Myra Sadker Foundation. "Some Practical Ideas for Confronting Curricular Bias." Accessed June 14, 2022. <https://www.sadker.org/curricularbias.html>

³⁷ Pennsylvania Department of Education. "Empowerment Through Common Language in Pennsylvania: A Dictionary of Terms Related to Trauma-Informed Approaches in Schools." October 2020. <https://www.education.pa.gov/Documents/K-12/Safe%20Schools/MentalHealth/Empowerment%20Through%20Common%20Langauge%20in%20PA.pdf>