B2 – Discussing Race, Racism & Current Events Regarding Race with Students & Staff

Presenters:
Stephanie Martinez, University of South Florida;
Tamika La Salle, University of Connecticut
Ruthie Payno-Simmons, Michigan’s Multi-Tiered System of Supports Technical Assistance Center
Naomi Brahim, Jefferson County Public Schools (KY)

- Topic: Equity
- Keywords: Diversity, Social Relationships, Training

Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (=Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use a shared action plan for your team</td>
<td>Use positive on-topic comments</td>
<td>Add questions before and/or during session</td>
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<td></td>
<td>Complete session evaluations</td>
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<tr>
<td>BE RESPECTFUL</td>
<td>Limit distractions</td>
<td>Use inclusive language</td>
<td>Use sincere phrasing</td>
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<td></td>
<td>Follow up on your assigned action items</td>
<td></td>
<td>Complete additional polls when prompted</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Take movement breaks</td>
<td>Engage in productive dialogue</td>
<td>Ask solution-oriented questions</td>
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<td></td>
<td>Be aware of your stress level</td>
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</tr>
<tr>
<td>For Presenters</td>
<td>Ensure Files Tab has current materials and related weblinks</td>
<td>Monitor and remove inappropriate comments</td>
<td>Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants
Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.

Tips for Participants
Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic. Presenters may use chat differently in specific sessions.
   Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions. Complete those when prompted.

While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name

Tips for Participants

Be careful of accidentally navigating away
Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk**:

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Agenda

• Guide Review
• Exemplar: Naomi Brahim, Jefferson County Public Schools (KY)

Shout out to collaborators
Naomi Brahim,
Sarah Fairbanks Falcon,
Tamika La Salle,
Milaney Leverston,
Stephanie Martinez,
Sara McDaniel,
Kent McIntosh,
Ruth Payno-Simmons,
Alexandria Robers,
Therese Sandomierski,
Maria Reina Santiago-Rosario,
Kent Smith, and
Kimberly Yanek

Content of Guide

• Introduction
• Embed this Work within Existing Systems
• Build Knowledge and Experience
• Create an Installation Plan
• Implement and Monitor Progress
• Appendix- supporting resources, documents for implementation

Introduction

DISCUSSING RACE, RACISM, AND IMPORTANT CURRENT EVENTS WITH STUDENTS:
A Guide with Lesson Plans and Resources

CENTER ON PBIS
Topics Covered

- PURPOSE
- RATIONALE
- HOW TO USE THIS GUIDE
- MULTIPLE POINT OF ENTRY FOR INDIVIDUAL EDUCATORS
- FOUNDATIONS OF THE WORK

Process for Deep Implementation
Fixsen et al, 2013

Figure 1. A process of installation and action.
Jefferson County Public Schools, KY
Demographics

173 Schools:
27 High (grades 9-12)
23 Middle (grades 6-8)
90 Elementary (grades K-5)
33 Early Childhood, State Agency, Alt. Settings Schools

Total Student Enrollment K-12: (all grades) 95,411
Student with an Identified Disability: 13%

Percent of Student by Race/Ethnicity:
%White: 38.6%
%BBlack: 37.2%
%Hispanic: 13.4%
%Other: 10.7%

Percent of Student on Free or Reduced Lunch: 68%
Students Identified with Limited English Proficiency: 13%

Three JCPS Core Pillars

Culture and Climate
Racial Equity
Backpack of Success Skills
Culture and Climate Department

Attendance and Records

Behavior Supports

Bullying Prevention

Safe Crisis Management

Re-Engaging Students from Alternative Schools

Social-Emotional Learning/Trauma-Informed Care

Tier 1 Engagement and Instructional Supports
Why is it Important to Have Conversations on Race With Students?
- Student Focus Group

Jefferson County Public Schools (Louisville, KY)

Why is it Important to Have Conversations on Race With Students?
- Adult Focus Group

Jefferson County Public Schools (Louisville, KY)
Embed this Work within Existing Systems

• Situate this Work in an Existing Team
• Bring Others on to the Team
• Critically Examine Systems Already in Place
• Partner with Administrators, Families, and School Boards
Situate this Work in an Existing Team

- Leverage existing teams
- Use current meeting structures and processes
- Situate the team’s work within formal school or district improvement processes

Bring Others on to the Team

- Commitment
- Expertise
- Representation by racial/ethnic identity and role
- Decision-making leadership
Critically Examine Systems Already in Place

- Review school policies and procedures
- Assess representation
- Assess team decision making processes
- Assess use of race-specific language
- Cultivate capacity
- Review existing academic curricula for bias and representation

Partner with Administrators, Families, and School Boards

Develop a plan to seek agreement and institutional support.
- Provide a clear rationale for the need to engage in this work
- Use existing school data
- Ask stakeholders
- Connect to existing district and school goals and improvement plans
- Leverage standards and academic curricula as a source of support
- Proactively communicate with families
- Consider creating a webpage of resources
- Anticipate educator discomfort and plan proactively
JCPS Racial Equity Policy

In May 2018, the Jefferson County Board of Education acknowledged that:

- Persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes [exist] among student groups based on race and ethnicity.
- Students of Color have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors.
- The District must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.

Racial Equity Policy

District Commitment to Racial Educational Equity

FINDINGS

The Board hereby finds and declares the following:

- The Board acknowledges persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race and ethnicity.
- The Board recognizes that Students of Color (i.e., students who have a racial identity other than White) have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors.
- The Board believes that as a diverse urban school district whose student population has a majority of Students of Color, the District must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.

COMMITMENTS

In accordance with the Board’s findings, the Board commits to remediating these inequalities and guaranteeing fair treatment and equitable access to a quality education for all students. The District must take these historical, social, and institutional factors into account in educating Students of Color, so the District can achieve and maintain racial educational equity for all students.

To achieve and maintain racial educational equity for all students, the Board commits the District to promoting the success of all students and work actively to eliminate institutional and structural policies and practices that perpetuate inequalities among racial groups and thereby contribute to disproportionality of access and outcomes.

SYSTEM-WIDE RACIAL EDUCATIONAL EQUITY PLAN

The Superintendent shall prepare and submit to the Board for approval, a System-wide Racial Educational Equity Plan (system-wide plan) that contains strategies for achieving and maintaining racial educational equity for all students. The system-wide plan will utilize research or evidence-based strategies and practices at the classroom, school, and district levels. The system-wide plan will be developed with diverse and inclusive participation of principals, teachers, students, parents, family members, and community members. The development of the system-wide plan shall be informed by data, including District, school, and building-level data. The system-wide plan shall establish clear goals and metrics for improvement and accountability. The system-wide plan shall be subject to review and renewal by the Superintendent, and approval by the Board, at least once every three (3) years.

Every school and Central Office Department and Division shall develop an annual Racial Equity Improvement Strategy to implement the strategies in the system-wide plan. School, Division, and Department strategies shall be aligned to the system-wide plan, and developed based on school, Division, and Department strategic goals and priorities.
Build Knowledge and Experience

- Areas for Learning
- Guidance for Moving Self-Reflection into Action
Areas for Learning

• History Of Systemic Racism In The U.S.
• Exploring Privilege
• Understanding Bias (And How We Make Decisions)
• Identity Development
• Intersectionality
• Cultural Awareness
• Social Justice

Guidance for Moving Self-Reflection into Action

How is my learning changing my thinking, beliefs & values?

How can I use what I am learning to support my students in discussing race?

How do I view myself and how do I view people from other racial and diverse backgrounds?

How am I acting on what I have been learning?

How confident am I in talking about racism with students? What might be the reasons for having less confidence?
# Teaching for Equity Framework

<table>
<thead>
<tr>
<th>Teacher Beliefs</th>
<th>Successful Lessons Look/Sound/Feel Like:</th>
</tr>
</thead>
</table>
| **(1)** The purpose of school is more than academics; our lessons offer the chance to integrate a focus on academics, social, emotional, cognitive, and identity development, and anti-racism to support learning, well-being, justice, and joy. | Lessons include explicit goals for:  
  - Content learning and language development  
  - Social and emotional learning  
  - Identity or mindset development |
| **(2)** College and Career Readiness standards are a foundation of equity for all students. Starting from standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content. | Lessons align to the CCSS shifts in ELA and Math (as appropriate) and engage all students in grade-level content.  
  - **ELA Shifts:**  
    - Practice regularly with complex text and its academic language  
    - Ground reading, writing, and speaking in evidence from text, both literary and informational  
    - Build knowledge through content-rich nonfiction  
  - **Math Shifts:**  
    - Focus strongly where the standards focus  
    - Coherence: Think across grades and link to major topics within grades  
    - Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity |
| **(3)** Students’ cultures and identities are valuable; lessons offer the chance to affirm and include students’ cultures as scaffolds for learning and to broaden students’ perspectives by learning about other cultures. | Lessons include opportunities to:  
  - Build from students’ funds of knowledge  
  - Engage with authentic representations that affirm students’ identities (mirrors)  
  - Learn about and from diverse cultures or perspectives (windows)  
  - Bridge new learning to familiar experiences, including connecting vocabulary to native languages, when appropriate |
| **(4)** Every student deserves both access to grade-level learning and the scaffolds to succeed with it, including scaffolds and extra-linguistic supports for students who are neurodiverse or emergent multilinguals. | Lessons include grade-level content alongside scaffolds and extra-linguistic supports |
| **(5)** Students deserve learning that matters to them and is in service of their goals. Lessons have the power to invite students to make choices during learning, to have voice, and to see the relevance of learning to their lives, communities, and the world. | Lessons offers students opportunities to:  
  - Read, write, speak, listen, engage, create, and/or collaborate using meaningful and relevant content  
  - Articulate and reflect on their goals, including how lessons support or hinder their progress  
  - Exercise their power through voice and choice  
  - Develop critical consciousness by challenging oppressive narratives or examining and creating counter-narratives  
  - Apply learning to real contexts, including their goals, lives, communities, and world |
TEACHING FOR EQUITY FRAMEWORK

We believe...

1. The purpose of school is more than academics; our lessons offer the chance to integrate a focus on academic, social, emotional, cognitive, and identity development, and anti-racism to support learning, well-being, justice, and joy.

2. College and career readiness standards are a foundation of equity for all students. Starting from standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.

Start Here: Foundational Practices

- Integrate academic standards alongside supports for identity, social and emotional, cognitive, and language development.
- Emphasize the beauty, joy, and power in your content area; encourage students to build a love of learning and to see the power of problem-solving and expression in addition to mastering standards.

- Use instructional materials that align to the expectations of the standards, adapt or advocate for the adoption of a standards-aligned curriculum when possible.
- Ensure instruction is aligned to the expectations of College and Career Readiness standards.
- Center instruction on the high anxiety content when students are not yet at grade-level, and focus on scaffolding prerequisite learning in the context of grade-level instruction versus providing remediation below grade level.

- Talk and listen to students and families.
- Use a fund of knowledge inventory to gather knowledge.

Dig Deeper: Additional Practices

- ELA: Offer rich and meaningful texts and tasks to support actions in seeing the beauty of literacy and in building knowledge of the world.
- Mathematics: Incorporate mathematics by acknowledging the documenting experiences many people have had in mathematics and by emphasizing how math can serve as windows to the world.
- ELA: Prioritize practice with a balance of complex texts, both informational and fiction, to support students in building knowledge.
- ELA: Offer text dependent questions grounded in evidence from the text.
- ELA: Teach 1–2 foundational literacy skills so all students can successfully track the code of written language, reading and writing with increasing independence.
- ELA: Attend to the speaking and listening standards alongside content standards.
- Math: Ensure instruction focuses on grade-level content.
- ELA: Attend to the Language for Mathematical Practice alongside content standards.
- ELA: Examine the balance of texts across the curriculum, ensuring materials offer both fiction and nonfiction.
- ELA: Examine and implement a diverse set.

BEHAVIOR DATA ANALYSIS PROTOCOL:
Data Analysis & Informed Actions to Reduce Disparate Outcomes

School teams commit to meeting at least bi-monthly for the purpose of reviewing attendance, behavior and academic data, with an intense focus on issues of disproportionality. (RE, CC)

Zone/Level Root Cause Analysis
Purpose: Bird’s Eye View of Data - Prioritize Urgency & Need
Provide Zone/Level leaders perspective on which schools lead their areas in group differences and rates of referrals and removals, create targeted considerations around causes and opportunities for targeted support and improvement, and prioritize needs.

School-Based Root Cause Analysis
Purpose: Review of School-wide Data, Make Informed Assumptions, Look for Opportunities to Improve
Provide schools accurate data on group differences and rates of referrals and removals, analyze systemic practices, systems, biases, or attitudes that could be contributing to these differences, and identify opportunities for shifts in practice that can reduce disparate behavior outcomes for students.

Semester/EOY Review & Adjustments to SRP
Purpose: Observe Trend Data - Is Data Improving? Are Actions Producing Positive Shifts?
Use monthly data reviews and semester data profiles to gauge effectiveness of identified actions in your SRP. Are the monthly actions aligned with semester actions and goals for improvement? Do you need to make adjustments to your plan? What support might we need?

Monthly Data Review
Purpose: Review Student & Building Level Data - Calibrate with Prior Data & Actions to Ensure Alignment
Name and claim specific students and behaviors contributing to various ratios and rates in your schools, identify potential causes and solutions to systemic variables, create unique plans for students, and identify principal and AP actions needed to initiate immediate change over the next month.

School Suspension Reduction Plan (SRP)
Purpose: Identify Crucial School-Based Differences & Design an Action Plan
Isolate specific risk ratios and rates to prioritize in their school’s SRPs and identify specific principal and AP actions that directly support/influence data selected for improvement.
behavior data school profiles

special education and non-special education comparison

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Non-Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECE</strong></td>
<td><strong>SSP3</strong></td>
</tr>
<tr>
<td>All Students</td>
<td>Black : White</td>
</tr>
<tr>
<td>School: 12, Bus: 6</td>
<td>School: 15, Bus: 2</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td><strong>Teacher Clarity</strong></td>
</tr>
<tr>
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<td>Instructional Time</td>
<td>Student Reflection</td>
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<tr>
<td>Reciprocal Teaching, Part A</td>
<td>Progress Monitoring</td>
</tr>
<tr>
<td>Reciprocal Teaching, Part B</td>
<td>Strategies to Increase Positive Feedback</td>
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jcps training resources

jcps culture and climate disproportionality training menu:

<table>
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Create an Installation Plan

1. Initial team planning: Develop intended objectives & outcomes
2. Build Capacity: lead teachers, district and school staff, and key stakeholders through the work
3. Solicit feedback: include student voice and feedback
4. Full rollout
5. Obtain feedback & improve rollout
Developing Shared Processes and a Shared Understanding

- **Develop purpose and expected outcomes**
  - Include the voice of all stakeholders (e.g., teachers, students, families) when developing goals
  - Ensure shared expectations

- **Provide common language and definitions of key terms**
  - Establish background knowledge
  - Develop a document of key terms

- **Examine**
  - Consider the historical context of race within the community (district and community)
  - Consider current or recent race-related events that students may have experienced or been affected by

- **Establish community agreements for engaging in challenging conversations**
  - Review, revise and develop norms for conversations among and between staff and students
    - Consider developing a lesson plan to ensure consistency and congruity

- **Plan to provide emotional and instructional support for staff**
  - Identify emotional or safety needs for staff (for example, conversations will likely become uncomfortable, but should occur within a safe environment)
  - Develop plans for supporting varying levels of need at the adult and student levels
  - Provide additional resources and opportunities for staff to practice, talk through, and process content before delivering it to students

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Rollout Process

<table>
<thead>
<tr>
<th>Pilot</th>
<th>Affinity Groups</th>
<th>Additional Resources</th>
<th>Support Structures</th>
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<tbody>
<tr>
<td>Initial implementation with small groups</td>
<td>In addition to whole groups- consider the unique needs/supports of individuals with shared characteristics (i.e., race)</td>
<td>Provide lesson plans and additional resources to support rollout</td>
<td>Develop school/district- wide schedule for rollout for professional development and for classroom implementation</td>
</tr>
<tr>
<td>Revise and adapt based on feedback</td>
<td>A safe space to process, openly communicate and discuss challenges and struggles</td>
<td>Obtain feedback from students and other stakeholders about needed resources or supports throughout implementation</td>
<td>Identify organizational support structures</td>
</tr>
<tr>
<td>Increasingly larger groups</td>
<td>Goals led by members</td>
<td>Establish times for implementers to get support and practice/get feedback</td>
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</tbody>
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Establish an iterative process for ongoing support, revisions, and additions based on feedback and community needs

Racial Equity Advisory Council (District) and Racial Equity Committee (School)

**District - 11 Member Committee**
- 1 Teacher
- 1 Principal
- 1 Classified Employee
- 2 Parents
- 2 Students
- 2 Community Representatives

Appointed by appropriate unions and boards
3 year term

**School Committee**
- Principal/designee
- Teacher representatives
- Classified staff representatives
- Student representatives
- Parent/community representatives
Racial Equity Reflection Guide

Reflection Questions for:
- Principal
- Assistant Principals
- Counselors
- Teachers

AFFIRMING RACIAL EQUITY (A.R.E.) TOOL

The ARE Tool

The ARE Tool Guidebook

What is it?
A resource to begin incorporating more racially equitable practices into curriculum, instruction, and pedagogy.

Who uses it?
- Teachers - To plan in their PLCs to ensure racial equity.
- Academic Instructional Coaches - To coach and give feedback to teachers and PLCs regarding planning and resources.
- APs/Principals - To generate items to look for during observations and walk-throughs.

When is it used?
The ARE Tool has six components that can and should be used throughout the PLC process weekly and for routine feedback from AICs, APs, and Principals.

The Six Components
- Content Integration
- Knowledge Construction
- Prejudice Elimination
- Equitable Pedagogy
- Empowering Classroom Culture
- A.R.E. Through Assessment

How does this tool add to racial equity?
Utilization of this tool is being monitored to guide targeted coaching and resources at a district level. This ensures that all schools are supported in pursuing racial equity in curriculum, instruction, and pedagogy.
Implement and Monitor Progress

LEVERAGE SCHOOL-WIDE EXPECTATIONS
• Teach and model expectations- allow room for flexibility

RECOGNIZE RACIAL JUSTICE ADVOCACY AND ALLYSHIP IN YOUR CLASSROOM
• Incorporate advocacy into acknowledgement systems promoting positive and prosocial behaviors

ACCEPT AND PROCEED THROUGH INITIAL DISCOMFORT
• Create safe environments where individuals can be comfortable being uncomfortable
• Model behaviors for students and other stakeholders
• Acknowledge the process

BE A FACILITATOR
• Guide conversations vs. lecturing – allow students to engaged openly and construct knowledge
• Acknowledge that you do not have all the answers
• Model humility and forgiveness
• Avoid harmful ideologies- engage in self-awareness activities to iteratively examine your ideologies and how you “show up”
Key Considerations

Do’s
• Use a neutralizing tone
• Be sensitive to trauma
• Ready to intervene when hearing harmful comments
• Call in vs. call out
• Teach specific skills or responses
• Engaged in reflective self-awareness activities
• Anticipate and prepare
• Seek support
• Monitor outcomes

Avoid
• Colorblind ideologies
• Deficit thinking
• “All Lives Matter”
• “White savior syndrome”
• Singling out students or individuals (especially when they represent a minoritized group or opinion)

Monitor Outcomes

• Reflect
  • On lessons and their delivery
  • What went well? What could be improved? What’s next?

• Consider
  • How will everyone know if the lessons have an impact
  • Differential outcome expectations based on group membership
  • How to measure outcomes

• Resources for measuring progress
  • School climate surveys
    • Student
    • Personnel
    • Family
  • Student engagement (e.g., student advisory groups)
  • School-wide data (*disaggregate)
Every school in JCPS has a Racial Equity Profile.

Equity Monitoring Progress Tool

Racial Equity Plan
**EQUITY MONITORING PROGRESS TOOL**

**EMPT Guidebook**

@JCPSEPI | #AREYouJCPSEPI

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**What is it?**
A tool to ensure that all schools are pursuing the Racial Equity Pillar and Racial Equity Policy.

**Who uses it? When is it used?**
- Throughout the school year, the EMPT Building Leader -- typically an AP -- curates artifacts and evidence of their school's work regarding racial equity.
- The EMPT is submitted each spring for evaluation and feedback to DEP Specialists.
- Then Area Assistant Superintendents sit down with Administrative Teams to reflect.
- Each summer Administrative Teams then utilize their EMPT to establish SMART Goals for their Racial Equity Committees in the upcoming school year regarding racial equity.

**The Six Domains**
1. Diversity in Curriculum, Instruction, and Assessment
2. Professional Development
3. School Culture and Climate
4. Programmatic Access
5. Staffing and Classroom Diversity
6. Reflections of Equitable Practices

**How does this tool add to racial equity?**
Utilization of this tool ensures that all schools are actively pursuing the Racial Equity Policy, which the Domains align to, through regular use of the ARE Tool and the REAP.

---

**Racial Equity Plan**

<table>
<thead>
<tr>
<th>Domain 1: Diversity in Curriculum, Instruction, &amp; Assessment</th>
<th>Goals</th>
<th>Next Steps</th>
<th>Resources Required</th>
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<tr>
<td>Domain 2: Professional Development</td>
<td>Goals</td>
<td>Next Steps</td>
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<tr>
<td>Domain 3: School Culture and Climate</td>
<td>Goals</td>
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<td>Domain 4: Programmatic Access</td>
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<td>Domain 5: Staffing and Classroom Diversity</td>
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<td>Domain 6: Reflections of Equitable Practices</td>
<td>Goals</td>
<td>Next Steps</td>
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</tr>
</tbody>
</table>

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### School Example of Racial Equity Plan

#### Domain 1: Diversity in Curriculum, Instruction, & Assessment

<table>
<thead>
<tr>
<th>Goals</th>
<th>Next Steps</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| By spring 2022, all teachers will consistently utilize equitable and inclusive instructional resources. Success will be evident and monitored by documentation of the ARE tool in PLCs agendas, diverse texts and inclusive engagement strategies in lesson plans, and walkthrough data. | - ARE tool noted on PLC agenda  
- Lesson plans reflect diverse texts and inclusive strategies  
- Walkthrough data to reflect culturally responsive teaching strategies in place  
Lesson plan feedback is provided to support inclusive texts. Walkthrough tool includes engagement strategies and Culturally Responsive Teaching (ILT book study on Zaretta Hammond’s Culturally Responsive Teaching and the Brain. | ARE tool, diverse texts (provided hard copies and digitally), Kagan training (August 2021), walkthrough tool |

#### Domain 2: Programmatic Access

<table>
<thead>
<tr>
<th>Goals</th>
<th>Next Steps</th>
<th>Resources Required</th>
</tr>
</thead>
</table>
| By May of 2022, 100% of assessments created by PLCs will have been reviewed using the ARE Tool to ensure there are no biases towards any subgroups. | During the 2021-2022 school year, grade level ARE Reps will utilize the ARE Tool during development of assessments in PLCs to ensure equitable access.  
Suggestion: 1. Needs assessment of identification and services  
2. On-going professional learning for teachers on GT student behaviors in underrepresented groups, as well as service options for in-class support  
3. Inclusive identification measures that cast a wide net in primary  
4. Personalized learning and differentiation  
5. SEL support and mentoring opportunities for GT in intermediate | REAP, REAP Template |

---

### RACIAL EQUITY ANALYSIS PROTOCOL

#### What is it?
An instrument to be used when school leadership is making decisions that impact students. The expectation is that this protocol is used for every school-based decision.

#### Who uses it?
This instrument is constructed to uncover exclusionary practices but requires multiple perspectives. For the best results, a diverse group of school-based stakeholders should always be included.

#### When is it used?
The REAP is not just for new ideas and initiatives. Schools are expected to screen established practices using the protocol as well. Teachers are also encouraged to utilize the REAP for classroom decisions.

#### The Eight Questions

#### How does this tool add to racial equity?
Utilization of the REAP leads to more equitable decision making for policies, practices, and procedures. Especially because if any established practices prove to marginalize any student group, school leadership is expected to amend or end the practice.
Racial Equity Analysis Protocol (REAP)

A few of the questions included in the REAP process...

Which racial/ethnic groups could be inequitably affected by this policy? How?

Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?

What unintended consequences could result from the policy (racial inequities or otherwise)?

Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?

How Can Classroom Educators Utilize the REAP?

❖ Widespread Classroom Management Procedures
❖ Recognition or Rewards for “Good Behavior”
❖ Response to Intervention Processes
❖ Student Enrollment & Programmatic Access
❖ Major School Events (Dances/Proms, Multicultural Fairs, Literacy Nights, etc.)
❖ New School-Wide Initiatives
❖ Behavior expectations and systems, including the proper documentation of referrals
  Practices regarding access to enrichment opportunities, such as field trips and guest speakers, and extracurricular activities.
❖ Providing students with extra credit for bringing in classroom supplies.
❖ Providing students with extra credit for not utilizing hall passes.
❖ Use of a designated area or room where students go when they misbehave.
Resources and References

Resources to start where you are:

- Need to increase your knowledge & Skills, Appendix, Appendix H, I, K, L
- If ready to make a statement, Appendix A & B
- Want to facilitate a class discussion, Appendix C, D & E
- Ready to roll out lessons, Appendix F, G & J

Appendix

Resources to start where you are:

- Need to increase your knowledge & Skills, Appendix, Appendix H, I, K, L
- If ready to make a statement, Appendix A & B
- Want to facilitate a class discussion, Appendix C, D & E
- Ready to roll out lessons, Appendix F, G & J

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Additional Resources for Building Knowledge

Appendix H: Additional Resources for Building Knowledge and Experience
Below is a list of additional materials for filling wells of knowledge on key topics, but there are many other options that exist outside of this guide.

History of Systemic Racism in the U.S.

WATCH

• American Denial™ (PBS documentary)
• Race: The Power of an Illusion™ (PBS documentary series)

READ

• The 1619 Project™ (New York Times article series by Nikole Hannah-Jones)
• Castle: The Origins of our Discontents (book by Isabel Wilkerson)
• The New Jim Crow: Mass Incarceration in the Age of Colorblindness (book by Michelle Alexander)

LISTEN

• About Race™ (podcast by Reni Eddo-Lodge)
• Segregated by Design™ (segment from documentary based on The Color of Law)

Building a Unit: Secondary Example

Planning Worksheet

- Identify a Scope & Sequence
- Develop Lesson Topic & Summary
- Create Objectives
- Schedule for the Lesson(s)/Unit
- Create Readiness
- Suggestions for Setting Class Up for the Lesson (expectations, community agreements, coming to a consensus, format for the lessons, etc.)
What is racism?
Racism is the use of power to perpetuate discriminatory beliefs, behaviors, practices, and institutionalized bias, based upon an ideology that one racial or ethnic group is superior to another. Racism could include, but is not limited to racist slurs, insults, and degrading remarks or actions.

What is the JCPS policy toward racism?
Remember, the JCPS District does not tolerate harassment/discrimination for any reason. Jefferson County Board of Education Policy Manual.

How do I report it?
Reporting is available by phone and online 24 hours a day.

For more information regarding the Racism Hotline, please, view an informational video here.
# JCPS Video Resources

## Virtual - Trauma
This video highlights the ways teachers can assist students in navigating trauma. An overview of trauma and classroom strategies is presented.

## Conversations About Race with Adults
The Conversations About Race with Adults module teaches adults how to have conversations on race while respecting the lived experiences of others. This module educates the viewer about the concepts of race, racism, privilege, whiteness, and implicit/explicit bias while showing how to engage in conversations on race with other adults in a safe environment.

## Conversations about Race with Students
The Conversations About Race with Students module teaches adults how to respect and value the lived experiences of students while allowing them to have a voice in a protected space. This module educates the viewer about respect, privilege, and microaggressions, as well as guidelines/recommendations for how to engage students on the topics of race, racial injustice, and equity.

## Affect
Our ability to use positive affect, including non-verbal communication and facial expressions, will be significantly challenged by wearing masks when we return to in-person learning. This video will show various strategies to overcome those challenges and continue to use effective communication to build positive relationships with students.

## Racial Justice Ally
The Racial Justice Ally module focuses on the steps one can take to be more socially conscious about the issues people of color face in their everyday lives. This module teaches adults how to evaluate their own standing in society while also being a racial justice advocate for change.

## Brick and Mortar/Virtual - Racial Trauma
These videos target specific strategies for dealing with and understanding racial trauma. The videos show specific examples of how racial trauma can manifest and be managed in the classroom.

## Self-Regulation/De-Escalation
This training video targets non-verbal and verbal strategies and interventions to reduce or eliminate the potential of violent or disruptive behaviors as we return to in-person learning. The purpose of the video is to obtain positive reactions and proactive responses to de-escalate students effectively and safely in any situation accompanied by several video vignettes to demonstrate the strategies discussed.
VIRTUAL LEARNING

CONVERSATIONS ON RACE

RACIAL CONVERSATIONS
Please Complete this Session’s Evaluation
Session #B2 - Discussing Race, Racism, & Current Events Regarding Race with Students & Staff

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous!
We send reminder emails to all participants.
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