Appendix in Support of Plaintiffs' Motion for Preliminary Injunction,

Part I

Ibanez v. Albemarle County School Board, et al.

CL21001737-00

ANTI-RACISM

The Albemarle County School Board ("Board") and the Albemarle County Public Schools ("Division") reject all forms of racism as destructive to the Division's mission, vision, values, and goals. The Board is committed to the following principles:

1. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.

2. Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success (ACPS Equity & Access Initiative: A Call to Action, 2017).

3. Respecting and championing the diversity and life experiences of all community members to support the school division's mission, vision, values, goals, and objectives.

4. Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in policy AC, *Nondiscrimination.*

<u>Purpose</u>

Personal and institutional racism have historically existed and continues to exist in the Division. Combating racism in our schools is a legal and moral imperative.

In this Division, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the Division and the staff the Division hires.

These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. However, racial inequities were created over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned. Educators play a vital role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through teaching, policy, and practice.

The purpose of this policy is to eliminate all forms of racism from the Division in conjunction with related Board policies.

Definitions adapted from the *Government Alliance on Race and Equity* at
www.racialequityalliance.org)

Anti-racism: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.

Individual racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Institutional racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

Structural (or systemic) racism: encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

Adopted: February 28, 2019

Cross Refs: AC, *Nondiscrimination*
                GB, *Equal Employment Opportunity*
                IGAK, *Equity Education*
                INB, *Teaching about Controversial Issues*
                JB, *Equal Educational Opportunities*
                JFC, *Student Conduct*
                JFHA, *Prohibition against Harassment and Retaliation*

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ANTI-RACISM POLICY REGULATIONS

These regulations are designed to dismantle the individual, institutional, and structural racism that exists in the Division. The Board directs the following action:

<u>Policy Communication</u>

1. Each school shall post a public statement against racism in a location visible to students, staff, and visitors entering the school. The Division will also post a public statement in high traffic locations at its main offices and on the Division website. The public statement shall read: "Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division's equity mission to end the predictive value of race and ensure each individual student's and staff's success. The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values, and goals."

2. The Board shall establish an organization or committee of students in the Division to promote equity and diversity and to serve as leaders and spokespersons within their schools and the Division.

3. This policy shall be included in student handbooks provided to students and families.

4. This policy shall be translated into other languages and be made available for families.

<u>Leadership and Administration</u>

The Board shall address systemic racism as follows:

1. Develop and conduct a systemic Equity Needs Assessment for the Division to identify processes and practices that cause or contribute to inequitable outcomes. The Assessment shall also include an inventory of what equity-related data is currently collected by the Division. Following the assessment, strategies will be developed and implemented to address the identified issues.

2. To address disparities in course participation (including AP/honors participation):

a. All school staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families.

b. School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing.

c. Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring during or after school, to students interested in moving to higher level courses.

3. The Board shall implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline and suspension.

a. To ensure consistency in student discipline, each school shall collect and, at least annually, report data on all disciplinary actions. The data shall include the student's race/ethnicity, gender, socio-economic status, special education, and English Language Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken.

b. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other explicit policies or training resources.

Curriculum and Instruction

1. Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color.

2. All curriculum materials shall be examined for racial bias by the Division's Department of Student Learning. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents.

3. The Board and Division shall implement an anti-racist curriculum and provide educational resources for students at every grade level.

4. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity. The Board shall support interschool activities that will allow students to experience the diversity within the Division.

Training

1. All Board and Division staff shall be trained in this anti-racism policy.

2. All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices. Culturally responsive teaching practices shall be incorporated into Board approved appraisal systems, including the teacher appraisal system and the administrator performance appraisal.

3. All Division staff shall be trained about racism and about how racism produces inequitable practices and outcomes.

<u>Policy Enforcement</u>

1. Staff shall collect, review, and provide an annual report to the School Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall also be made available to the public, to the student diversity committee, and to school equity teams.

2. The assistant superintendent for school and community empowerment shall be responsible for implementation and evaluation of Division strategies for implementation. Adequate resources shall be appropriated.

3. The Division shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination.

Anti- Racist Learning Experience Vetting Tool

An anti-racist curriculum in Albemarle County Public Schools is guided by the following tenets:
- It honors all students' racial and ethnic identities
- It explicitly acknowledges and challenges inequities related to race
- It interrogates power structures and inequalities through critical thinking
- It empowers students with the tools needed to examine bias in order to resist oppression in their everyday lives

If actions and behavior are the hallmarks of anti-racism, then an educator's expression of these is instruction and curricula. This vetting tool provides a tangible metric to ensure that resources, units, lessons, sources, and tasks reflect our tenets. Through media, families, and our institutions (including public education) the dominant narrative is pervasive. This tool does not seek to erase that story. Rather, this tool creates a structure to address the fact that a variety of people and groups have contributed to our shared history and continue to contribute to our communities. Many of these people and groups and their stories are often missing or underrepresented in our curriculum. Anti-racist curriculum promotes a more accurate understanding of history, civics, and all of our social studies, and allows a previously marginalized and large proportion of our student population to be seen and heard.

Scope:
This tool serves to vet all curriculum units for Social Studies in Albemarle County. A single lesson may not meet every indicator, but should meet multiple indicators across the six categories. Over the full course of instruction, all indicators should be met regularly. The rubric may not work as well with smaller lesson units such as a shorter video clip, single primary or secondary source, etc.

Using the tool:
Familiarity with the curricular content, required resources, and teacher and student actions is necessary for applying this tool. Lessons using the ACPS Learning Plan Template should have much of this information provided, while resources coming from outside sources (Choices, DBQ Project, etc.) may require a deeper look to find relevant indicators. If an activity or resource does not meet a particular indicator, thought should be given as to why, or how it can be modified to better meet the indicator.

Anti- Racist Learning Experience Vetting Tool

Lesson_____ Source _____ Reviewer_____

Multiple Perspectives				
Indicator: Does the learning experience (lesson, series of lessons, project, unit, etc.)	*0*	*1*	*2*	*3*
● Present multiple, diverse, and non-dominant perspectives with nuance, respect, and equity?				
● Express and value non-dominant cultural voices (scholars, artists, thinkers, etc.)?				
● Invite students to use their voices and activate their own perspective?				
Critical Lens				
Indicator: Does the learning experience (lesson, series of lessons, project, unit, etc.)	*0*	*1*	*2*	*3*
● Encourage critical examination of content, paying particular attention to addressing power, position, and bias?				
● Create opportunities to identify, address, and counteract stereotypes, assumptions, and dominant narratives?				
● Promote understanding that systems are the product of human choices that can be made better?				
● Provide opportunities for constructing knowledge and enduring concepts?				
Relevance				
Indicator: Does the learning experience (lesson, series of lessons, project, unit, etc.)	*0*	*1*	*2*	*3*
● Drive learning through connection to students' identities and their communities?				
● Connect lines of inquiry to meaningful action impacting students' communities and world?				
Rigor				
Indicator: Does the learning experience (lesson, series of lessons, project, unit, etc.)	*0*	*1*	*2*	*3*
● Promote student growth as independent, lifelong learners with goals extending beyond the classroom?				
● Provide rigorous opportunities to promote personal and academic growth?				
● Build knowledge, understanding and skills that will have a lasting effect on them beyond this learning experience?				
Relationships				
Indicator: Does the learning experience (lesson, series of lessons, project, unit, etc.)	*0*	*1*	*2*	
● Facilitate students becoming better known to their teachers, to each other, and to themselves?				
● Encourage students to believe they are capable and worthy human beings?				
Technical Considerations				
Indicator: Does the learning experience (lesson, series of lessons, project, unit, etc.)	*Yes*		*No*	
● Support academic standards for the class (SOLs, Lifelong Learner, etc.)?				
● Require an appropriate amount of time in relation to the content/skills learned?				
● Accessible to all students (e.g., individuals with differing abilities such as physical, language, or sensory)?				
● Promote application of relevant social studies skills by students?				
● Include a plan for assessing if students have met learning outcomes?				

Anti- Racist Learning Experience Vetting Tool

Multiple Perspectives Continuum Tool

Traditional			Transformative
Level O: Dominant Perspective ***Representation:*** The curriculum ignores the experiences and perspectives of marginalized groups. ***Respect:*** The curriculum portrays the experiences and perspectives of marginalized groups with inadequate respect or nuance. ***Contribution:*** The curriculum is exclusively comprised of works and/or contributions by individuals in dominant groups. ***Expertise:*** The curriculum exclusively presents individuals in dominant groups as experts or authorities in the discipline. ***Students:*** The curriculum neglects students' perspectives and voices.	**Level 1: Limited Inclusion** ***Representation:*** The curriculum emphasizes the experiences and perspectives of the dominant group, providing limited time and space for the experiences and perspectives of marginalized groups. ***Respect:*** Representations of marginalized groups are free of dehumanization, stereotype, othering, and implied inferiority. ***Contribution:*** Works and contributions of people from marginalized groups are included in a limited way (e.g. as supplementary texts or separate units). ***Expertise:*** The curriculum infrequently presents people from marginalized groups as experts or authorities in the discipline ***Students:*** The curriculum provides some opportunities for students to contribute their perspectives and voices.	**Level 2: Multicultural Representation** ***Representation:*** The curriculum equitably represents the experiences and perspectives of marginalized groups. ***Respect:*** The experiences and perspectives of marginalized groups are represented with respect and nuance. Representations affirm human dignity and foster empathy. ***Contribution:*** An equitable proportion of the curriculum includes works and/or contributions by people from marginalized groups, and many of these are core texts. ***Expertise:*** The curriculum often presents people from marginalized groups as experts or authorities in the discipline ***Students:*** The curriculum often provides opportunities for students to contribute their perspectives and voices.	**Level 3: Transformation** ***Representation:*** The experiences and perspectives of marginalized groups challenge and reframe traditional or dominant ways of understanding course content. ***Respect:*** The experiences and perspectives of marginalized groups are represented with respect and nuance. Representations affirm human dignity and foster empathy. ***Contribution:*** Works and/or contributions by people from marginalized groups challenge and reframe traditional or dominant ways of understanding course content. ***Expertise:*** The curriculum often presents people from marginalized groups as experts and authorities in the discipline and fosters opportunities to critically examine expertise and authority (e.g. barriers to entry, underrepresentation , expertise as a tool of power) ***Students:*** The curriculum supports students in learning through connections to their own experiences and contexts, and from the voices and perspectives of their peers.

Anti- Racist Learning Experience Vetting Tool
Critical Examination of Knowledge and Power

Traditional   **Transformative**

Level 0: Inculcation	Level 1: Activation	Level 2: Critical Examination	Level 3: Empowerment
Knowledge: The curriculum presents disciplinary knowledge as a set of objective facts to be memorized by the student. Learning and teaching about social studies appear to be ideologically neutral acts.	**Knowledge:** The curriculum provides opportunities for students to construct knowledge. Students are sometimes encouraged to identify bias, with the goal of an ideologically neutral approach to learning and teaching about social studies.	**Knowledge:** The curriculum often calls attention to how disciplinary knowledge is constructed through a continuing history of social relations. Learning and teaching about social studies are presented as inherently ideological acts.	**Knowledge:** Students are supported in identifying how disciplinary knowledge is constructed through a continuing history of social relations. Students reflect on and identify ways in which learning and teaching about social studies are inherently ideological acts.
Power: The ideas of power, position, and bias are absent from the curriculum as factors that influence the past, present, and future (and their interpretation).	**Power:** The curriculum sometimes frames power, position, and bias as factors that influence the past, present, and future.	**Power:** The curriculum often frames curriculum materials and course content through a critical examination of power, position, and bias.	**Power:** The curriculum supports students in critically examining curriculum materials and course content through the lens of power, position, and bias.
Concepts: The curriculum is organized chronologically, geographically, or in some other way that emphasizes discrete facts or skills over enduring concepts and essential questions.	**Concepts:** The curriculum includes concepts and essential questions.	**Concepts:** The curriculum is organized around concepts and essential questions.	**Concepts:** The curriculum is organized around relevant, enduring concepts and essential questions (some of which students identify for themselves) that foster students' ability to transfer and apply their learning.
Choices: The curriculum presents human systems and events as inevitable realities to be accepted rather than questioned.	**Choices:** The curriculum presents few opportunities for students to question the way things were, are, or could be.	**Choices:** The curriculum often calls students' attention to the ways in which human systems are the product of choices that could have been made differently.	**Choices:** Students critically examine the ways in which human systems are the product of choices, and supports students in imagining and taking action for more just systems.
Position: The curriculum presents key events, institutions, and representations primarily from the perspective of the dominant group (without explicitly noting this bias).	**Position:** The curriculum presents key events, institutions, and representations through multiple perspectives.	**Position:** For key events, institutions, and representations, the curriculum calls students' attention to who is there, who is missing, who benefits, and who is harmed.	**Position:** The curriculum prepares students to examine events, institutions, and representations by identifying who is there, who is missing, who benefits, and who is harmed.

Anti- Racist Learning Experience Vetting Tool
Relevance and Authenticity

Traditional   **Transformative**

Level 0: Disconnection	Level 1: Disconnection with Bright Spots	Level 2: Relevance for Some	Level 3: Student Ownership
Inquiry: Content coverage drives the curriculum. The curriculum requires students to demonstrate comprehension of prescribed content in prescribed ways. The curriculum does not acknowledge that how students think and live matters.	*Inquiry:* Content coverage is the main organizing principle, but the curriculum includes questions that connect to students' communities and to the world.	*Inquiry:* Questions drive the curriculum, though they may not consistently foster connections to students' communities and to the world.	*Inquiry:* Questions that connect to students' communities and to the world drive the curriculum. The curriculum encourages students to form and pursue their own questions, including questions that challenge existing systems and the curriculum itself.
Connection: Curriculum materials are one-sided rather than a collaborative exchange with students: the curriculum emphasizes things to be understood and work to be completed, and reflects the assumption that all students might understand the things and complete the work in roughly the same ways. The curriculum creates no opportunities for students to connect personally or culturally to what or how they are learning. Students whose personal and cultural identities are historically or currently marginalized in American education systems are particularly disadvantaged by the curriculum's indifference to students' contexts.	*Connection:* The curriculum emphasizes things to be understood and work to be completed, but also includes some limited opportunities for students to connect personally and culturally to what and how they are learning. Students whose personal and cultural identities are historically or currently marginalized in American education systems have inequitable opportunities to access and demonstrate learning by drawing on their own contexts.	*Connection:* The curriculum supports students in connecting personally and culturally to what and how they are learning. The curriculum's approach to "relevance" may reflect assumptions about students that privilege dominant groups; students whose personal and cultural identities are historically or currently marginalized in American education systems may need additional support in accessing and demonstrating learning by drawing on their own contexts.	*Connection:* The curriculum designs learning experiences so that they are shaped by students' personal and cultural connections to what and how they are learning. Students whose personal and cultural identities are historically or currently marginalized in American education systems have equitable opportunities to access and demonstrate learning by drawing on their own contexts.
Action: Students experience and apply their learning in ways that are limited to the course itself and disconnected from the community or world. The curriculum creates no opportunities for students to make reflective decisions, take meaningful action, or contribute to their communities or to the world.	*Action:* Students mostly experience and apply their learning in ways that are limited to the course itself, but the curriculum sometimes fosters student thinking about how their learning might connect to their communities or world. Students are rarely, if ever, supported in taking action.	*Action:* The curriculum includes some opportunities for students to make reflective decisions, take meaningful action, and contribute to their communities and to the world.	*Action:* The curriculum consistently empowers students to make reflective decisions, take meaningful action, and contribute to their communities and to the world.

Anti- Racist Learning Experience Vetting Tool

Rigor

Traditional   **Transformative**

Level 0: Rote Passivity	Level 1: Some Rigor for Some Kids	Level 2: Rigor for All Kids	Level 3: Liberated Learners
Processing: The curriculum emphasizes passivity, rote memorization, and basic recall. There are few or no opportunities for students to process, reflect, and think critically about their learning.	*Processing:* The curriculum provides some opportunities to process, reflect, and think critically about their learning. Processing opportunities rarely or never support students in drawing on their personal and cultural contexts.	*Processing:* The curriculum provides students opportunities to process, reflect, and think critically about their learning by drawing on their personal and cultural contexts. The curriculum supports students in naming and directing their thinking moves.	*Processing:* Students' growth as independent learners drives the curriculum (including its approach to assessment), and students with marginalized personal and cultural identities have equitable opportunities to demonstrate mastery by learning through their contexts.
Transfer: The curriculum provides few or no opportunities for students to transfer their learning. Students can successfully demonstrate mastery of the curriculum without considering how their learning connects to anything outside of the curriculum.	*Transfer:* The curriculum provides some opportunities for students to transfer their learning. Transfer opportunities rarely or never support students in drawing on their personal and cultural contexts.	*Transfer:* The curriculum provides opportunities for students to transfer their learning by drawing on their personal and cultural contexts.	*Transfer:* The curriculum is shaped by students' drawing on their personal and cultural contexts to transfer their learning.
Inclusion: Where rigor is present in the curriculum, it is offered as an extension for certain students, and no supports are offered so that all students can access opportunities for rigorous learning.	*Inclusion:* The curriculum provides some scaffolds for students to access rigor. Scaffolds rarely or never support students in drawing on their personal and cultural contexts.	*Inclusion:* The curriculum provides scaffolds for students to access rigor, and scaffolds support students in drawing on their personal and cultural contexts.	*Inclusion:* The curriculum is shaped by students' drawing on their personal and cultural contexts as scaffolds for rigorous learning. The curriculum operationalizes the values that 1) all students deserve equitable access to rigor and 2) all students can grow as independent learners.

Anti- Racist Learning Experience Vetting Tool

Culturally Responsive Curriculum: Relationships

Traditional ———————————————————— **Transformative**

Level 0: Harm	Level 1: Positive Relationships	Level 2: Transformative Relationships
The curriculum undermines positive relationships between teachers and students, and among students, by designing learning experiences that:	The curriculum fosters positive relationships between teachers and students, and among students, by designing learning experiences that:	The curriculum fosters transformative relationships between teachers and students, and among students, by designing learning experiences that:
• *Create* few or no opportunities for students to know or be known by their teachers and peers.	• *Create* opportunities for students to know and be known by their teachers and peers.	• *Create* opportunities for students to know and be known by their teachers and peers, and to draw on these identifications to deepen their understanding of who they think they are and who they are capable of becoming.
• *Foster* few or no connections to students' personal and cultural contexts.	• *Foster* connections to students' personal and cultural contexts.	• *Are shaped by* students' learning through their personal and cultural contexts.
• *Represent* the experiences, cultures, or histories of people in ways that are dehumanizing , stereotypical, hierarchical, or disrespectful.	• *Represent* the experiences, cultures, and histories of all people with respect.	• *Represent* the experiences, cultures, and histories of all people as worthy of respectful study, in ways that promote human dignity and empathy
• *Engage* students in learning that is unimportant or irrelevant, or that can only be justified because it is required by the curriculum.	• *Engage* students in important, challenging, and relevant learning.	• *Engage* students in learning they have decided is important, challenging, and relevant, and foster opportunities for students and teacher to reflect on what makes learning important, challenging, and relevant to them.

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Am I an Anti-Racist?

"…to be effective in anti-racism work, you must have examined yourself and thought long and hard about where you are coming from." – Training for Racial Equity and Inclusion: A Guide to Selected Programs

Background

In 2019, the School Board unanimously voted to adopt the ACPS anti-racism policy The policy was drafted by a group of student leaders and speaks to the steps that will be taken to eliminate racism in the division. As part of ACPS' commitment to establish and sustain an equitable community that achieves the division's equity mission to end the predictive value of race and ensure each individual student's and staff's success, we are committed to providing faculty and staff with the tools they need to understand and interrupt systemic racism. This document is one such tool.

What does it mean to be an Anti-Racist?

An Anti-Racist is someone who practices identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism (qtd from *The Government Alliance on Race and Equity)*

Characteristics/Roles of an Anti-Racist?
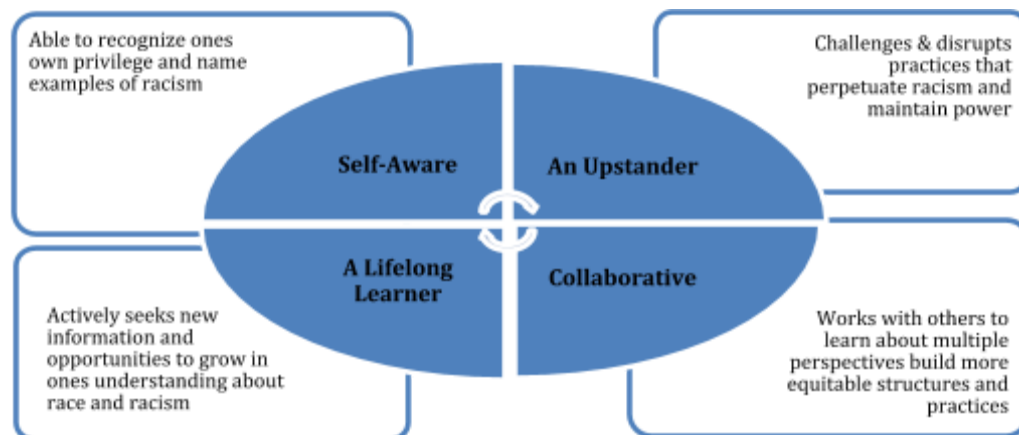
Common FAQs

1. **What's the difference between culturally responsive teaching and anti-racism teaching?**
   In ACPS, we define culturally responsive teaching as validating the cultural lenses of all students while reflecting on our cultural lenses, teaching to and through culture, and building positive learning partnerships with students and families. Whereas, anti-racist teaching confronts prejudice through practices such as the discussion of past and present racism, stereotyping, and discrimination in society. It also teaches the economic, structural and historical roots of inequality (McGregor 1993, 2).[1]

2. **I don't believe I am a racist. Can I still perpetuate racist behavior?**
   Yes, while a person can strive to overcome bias and prejudice, actively working to recognize and help to dismantle structures and practices that intentionally and/or unintentionally disadvantage historically marginalized people is a much more complex goal. Our ACPS policy is designed to help us work towards this goal together.

3. **Where can I access resources (i.e., self-assessment, book recommendations, trainings) on this topic?**

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[1] McGregor, J. "The Effect of Role Playing and Anti-Racist Teaching on Student Racial Prejudice: A Meta Analysis of Research." *Journal of Educational Research* 86, no. 4 (1993): 215-226.

Visit the Anti-Racism Policy page located on the ACPS website.

Anti- Racism Definitions from a Human Rights Framework
*This is merely a snapshot of terms, to view a more comprehensive list visit: https://www.racialequitytools.org/resourcefiles/olcese.pdf [2]

1. **Ally** – A member of a dominant group who works to dismantle oppression from which s/he benefits.
2. **Anti-racism** – The act of interrupting racism.
3. **Anti-Semitism** – A belief that Jewish people are an inferior race.
4. **Assimilation** – Adopting the characteristics and values of the dominant group.
5. **Colonization**: The violent taking of land, wealth, labor of indigenous peoples through domination & conquest leading to their extermination & the Transatlantic slave trade which created a permanent underclass based on race and gender.
6. **Colorism** – Favoritism toward light-skinned people of color.
7. **Cultural Appropriation** – The taking of another group's cultural knowledge, traditions or practices to use for self-benefit. Objectifies and commodifies while ignoring the group's political struggles.
8. **Discrimination** – Denial of opportunities. Different treatment. Granting advantages to one group while denying opportunities to another.
> • **Individual Discrimination** – perpetuated by an individual. • Structural Discrimination – perpetuated by an institution through tradition or custom.
> • **Organizational Discrimination** – perpetuated by individuals but reinforced by established rules, policies and practices.
9. **Eurocentric** – A perspective centered on a Western worldview that has become intrinsic to the American cultural identity.
10. **Heterosexism** – A system of advantage based on sexual orientation.
11. **Homophobia** – Fear based on heterosexual values.
12. **Inequality** – Unequal power relationship.
> • **Temporary Inequality** – Temporary power-over relationship. Socially defined superior and inferior groups. Superior group has responsibility to "raise up" inferior group and to eventually end the relationship of inequity.
> • **Permanent Inequality** – Permanent power-over relationship. Superiors enforce inequity and do not help inferiors. No goal to end inequality.
13. **Institutional Racism** – A system of advantage based on race rooted in and reinforced by cultural, political, economic and educational foundations. Never accidental.
14. **Internalized Oppression** – Internalized belief of racial inferiority about own racial group.
15. **Internalized Sexism** – Internalized belief of gender inferiority based on gender.
16. **Intersectionality** – The intersection where multiple forms of oppression come together.
17. **Intra-racism**–Internalized racism played-out among different racial communities of color.
19. **Misogyny** – A hatred of women.
20. **Oppression** – A relationship that exists between groups where dominates benefit at the expense of subordinates reinforced by a system of social inequity.
21. **Patriarch**y – A belief that men are superior to women. Culture is male dominated, centered, and identified.
22. **Passing** – An attempt by non-whites with light-skinned privilege to skirt the discrimination barriers imposed by law and custom by attempting to "pass" for white.
23. **Prejudice** – A preconceived belief usually based on limited information.
24. **Race** – An ever evolving social, legal and political construct that has no basis in biological fact.
25. **Reverse Racism** – A disputed concept. Discrimination (a denial of opportunity) by subordinates against dominants.
26. **Sexism** – A system of advantage based on gender.
27. **Social Power** – Access to social, cultural, and economic resources and decision-making.

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[2] ©Safehouse Progressive Alliance for Nonviolence (SPAN) –Anti-Racism Education 2005

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28. **White Privilege** – An unacknowledged system of favoritism and advantage granted to white people as the beneficiaries of historical conquest. Benefits include preferential treatment, exemption from group oppression and immunity from perpetuating social inequity.

29. **White Supremacy** – A system of exploitation to maintain wealth, power and white privilege.
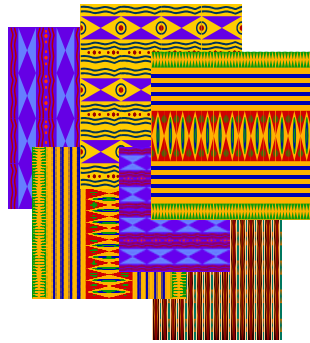
Building a Multi-Ethnic, Inclusive & Antiracist Organization
Tools for Liberation Packet

for Anti-Racist Activists, Allies, & Critical Thinkers
2005

safehouse
progressive alliance
for nonviolence

For more information or to schedule an anti-racism training for your organization,
please contact Lisa Olcese, Training and Community Education Director:
303-449-8623
lisao@safehousealliance.org
www.safehousealliance.org

Tools for Liberation Packet Contents

Suggested Reading List – Just a Start!

- Race, Class, and Gender in the United States. Paula S.Rothenberg (ed). 6th Edition.Worth, 2004
- Living Chicana Theory. Carla Trujillo (ed). Third Woman Press,1998.
- Sister Outsider. Audre Lorde. The Crossing Press, 1984.
- Women, Race and Class. Angela Y. Davis. Vintage Books, 1983.
- Are Prisons Obsolete? Angela Y. Davis. Seven Stories Press, 2003.

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The Organizational Spiral

Building Multi-Ethnic, Anti-Racist, Inclusive Organizations & Collaborations

Refine, Test, Develop, Sustain

Impetus…

Impulse to "Quick Fix"

Build A Multiracial Organization

Deny/Ignore

START: Impetus

Requires constant feedback loop

Unpack White/Male Privilege

Identify, Assess, Understand Organizational Culture
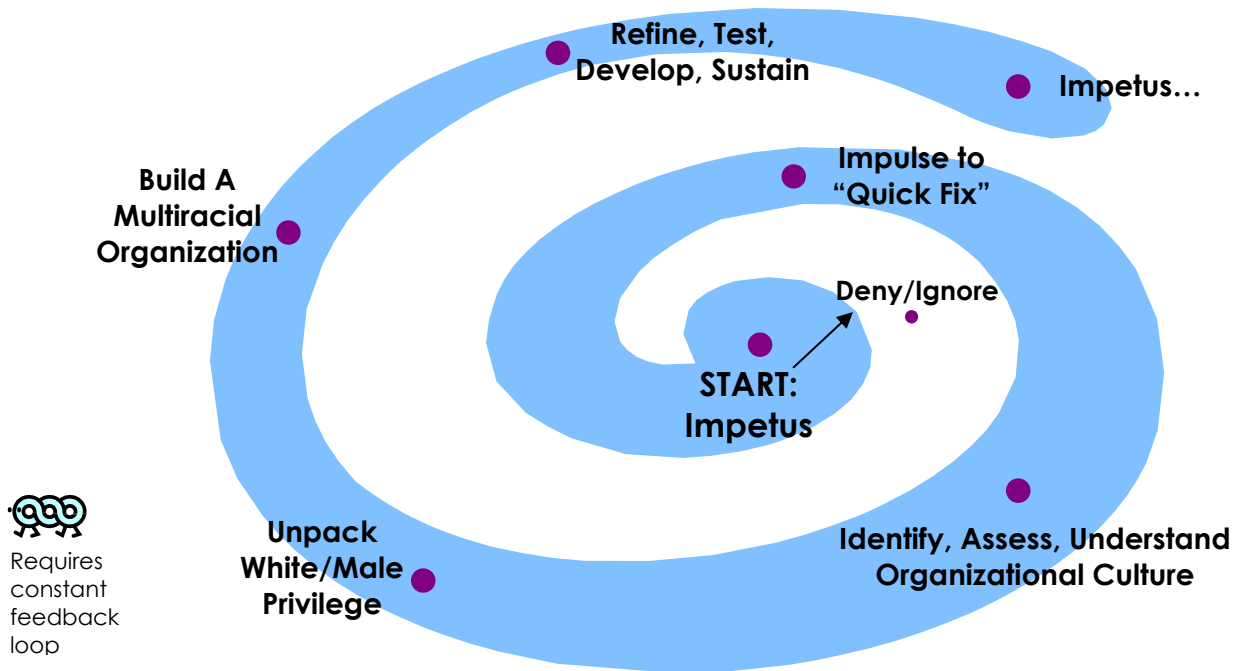
Safehouse Progressive Alliance for Non-Violence (SPAN) historically was a white feminist organization that has gone and continues to go through a transformational process to become a more inclusive antiracist and multiracial organization. This illustration is an attempt to outline the complex path SPAN continues to travel.

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The Usual Statements

Also known as "What people of color never want to hear again" from white people engaging in discussions about racism. The following are just a few statements commonly heard during anti-racism trainings. This list is not exhaustive but is meant to be used as a guideline for 'what not to say' for white people who are sincerely working on their white privilege.

1. I can't hear you if you are angry.

2. You're too sensitive.

3. I feel (unsafe, judged, attacked, abused, etc.)

4. I will only talk if everyone is respectful.

5. I'm a person of color too. Isn't 'white' a color?

6. I just see people, not skin color.

7. Why is there a caucus just for people of color? Isn't that separatism?

8. What about MY class/gender/religious/sexual orientation oppression as a white person?

9. Conversations about race are so divisive.

10. Talking about racism takes the focus off of (women's issues, the environment, classism, etc.)

11. When are we going to stop talking about racism and get to the *real* work??

12. I can't possible be racist because I am dating a person of color (or, because I adopted a transracial baby.)

13. That other person of color isn't offended, so why should you be?

14. Aren't you just <u>so</u> articulate!

15. We can't find any qualified women of color to join our workplace.

16. I come from the East Coast where people are much more inclusive.

17. I marched with Martin Luther King.

18. Other:

App. 19

ACTS & OMISSIONS

Active/Covert Racism
(Socially Unacceptable)

Lynching

Racial Slurs   Hate Crimes

The "n"-word

Racial Profiling   Racist Jokes

Housing Discrimination

Hiring Discrimination   Discriminatory Lending

Police Harassment

OMISSIONS/ Passive Racism
(Socially Acceptable)

Anti-immigrant policies

Racist Mascots   Tokenism

Eurocentric curriculum   Cultural Appropriation   Paternalism

Fearful of People of Color   Expecting POC to teach white people   Denial of White Privilege

Denial of racism   "Colorblind"   Assuming that good intentions are enough   Self-appointed "White Ally"

"English-Only" Initiatives   Celebration of Columbus Day   Over-familiarization with POC   Not Challenging Racist Jokes

App. 20

Anti-Racism Definitions From A Human Rights Framework
DEFINITIONS

1. **Ally –** A member of a dominant group who works to dismantle oppression from which s/he benefits.
2. **Anti-racism** – The act of interrupting racism.
3. **Anti-Semitism –** A belief that Jewish people are an inferior race.
4. **Ascription –** Birth defines place in society.
5. **Assimilation** – Adopting the characteristics and values of the dominant group.
6. **Border Crossing –** Supports the unentitled rights of a person from outside a cultural community to act as a voice for that community and to appropriate knowledge without actual understanding of historical, political and ideological struggle. (Antonia Darder)
7. **Capitalism –** An economic system based on private ownership and control. Produces profits for individual rather than collective needs.
8. **Colonization**: The violent taking of land, wealth, labor of indigenous peoples through domination & conquest leading to their extermination & the Transatlantic slave trade which created a permanent underclass based on race and gender.
9. **Colorism** – Favoritism toward light-skinned people of color.
10. **Cultural Appropriation** – The taking of another group's cultural knowledge, traditions or practices to use for self-benefit. Objectifies and commodifies while ignoring the group's political struggles.
11. **Cultural Racism –** Cultural images and messages that affirm the assumed racial superiority of one group and the assumed racial inferiority of another group.
12. **Difference –** A spectrum of experience or characteristics that can be complimentary or conflicting. Often involves inequality of status and power.
13. **Discrimination** – Denial of opportunities. Different treatment. Granting advantages to one group while denying opportunities to another.
    - **Individual Discrimination** – perpetuated by an individual.
    - **Structural Discrimination** – perpetuated by an institution through tradition or custom.
    - **Organizational Discrimination** – perpetuated by individuals but reinforced by established rules, polices and practices.
14. **Eurocentric** – A perspective centered on a Western worldview that has become intrinsic to the American cultural identity.
15. **Genocide –** Any policy of extermination of a people through institutional acts of killing culture, identity, and the people themselves.
    - **Direct genocide -** physical killing or slow death measures.
    - **Cultural genocide -** destroys the institutions and identities of the group.
16. **Heterosexism –** A system of advantage based on sexual orientation.
17. **Homophobia** – Fear based on heterosexual values.
18. **Honor Systems** – Rank certain qualities above others. Benefits are conferred, not earned.
19. **Hypodescent** a.k.a. "one-drop rule" – Any racial mixture constitutes racial impurity. Categorized as a non-white person and relegated to a subordinate group.
20. **Inequality –** Unequal power relationship.
    - **Temporary Inequality** – Temporary power-over relationship. Socially defined superior and inferior groups. Superior group has responsibility to "raise up" inferior group and to eventually end the relationship of inequity.

- **Permanent Inequality** – Permanent power-over relationship. Superiors enforce inequity and do not help inferiors. No goal to end inequality.
21. **Institutional Racism –** A system of advantage based on race rooted in and reinforced by cultural, political, economic and educational foundations. Never accidental.
22. **Internalized Oppression** – Internalized belief of racial inferiority about own racial group.
23. **Internalized Sexism** – Internalized belief of gender inferiority based on gender.
24. **Intersectionality** – The intersection where multiple forms of oppression come together.
25. **Intra-racism–**Internalized racism played-out among different racial communities of color.
26. **Jim Crow –** The system of legalized racial segregation.
27. **Legal Fiction -** The act of inventing made-up law by policy-makers to achieve a political purpose. The political invention is given real legal meaning and enforcement through the passage of it into law.
28. **Misogyny –** A hatred of women.
29. **Nativism**– a policy of favoring native inhabitants over immigrants
30. **Oppression** – A relationship that exists between groups where dominates benefit at the expense of subordinates reinforced by a system of social inequity.
31. **Patriarchy –** A belief that men are superior to women. Culture is male dominated, centered, and identified.
32. **Passing** – An attempt by non-whites with light-skinned privilege to skirt the discrimination barriers imposed by law and custom by attempting to "pass" for white.
33. **Prejudice** – A preconceived belief usually based on limited information.
34. **Race** – An ever evolving social, legal and political construct that has no basis in biological fact.
35. **Racial Stereotypes** – Preconceived notions based on assumptions of racial superiority and inferiority.
36. **Racialization** – The extension of racial meaning to a previously racially unclassified concept, group or practice.
37. **Racialized Privilege** – The granting of privileges based on preferred racial identity.
38. **Racism** – A system of advantage based on race.
39. **Reverse Racism** – A disputed concept. Discrimination (a denial of opportunity) by subordinates against dominants.
40. **Sexism** – A system of advantage based on gender.
41. **Social Power –** Access to social, cultural, and economic resources and decisionmaking.
42. **System** – Combines social power, institutional power (policies & practices), cultural messages, and individual actions.
43. **White Privilege** – An unacknowledged system of favoritism and advantage granted to white people as the beneficiaries of historical conquest. Benefits include preferential treatment, exemption from group oppression and immunity from perpetuating social inequity.
44. **White Supremacy** – A system of exploitation to maintain wealth, power and white privilege.
45. **Whiteness** – A racial identity created by upper-class colonialists to distinguish themselves from indentured servants and slaves. A guarantee against being enslaved.

Race, Class, and Gender in the United States. Paula S.Rothenberg (ed). 6th Edition.Worth, 2004
Living Chicana Theory. Carla Trujillo (ed). Third Woman Press,1998.

App. 22

Characteristics of Dominants and Subordinates

Oppression: a relationship that exists between groups where dominants benefit at the expense of subordinates.

Characteristics of Dominants	Characteristics of Subordinates
* Make and enforce the rules	* Rendered invisible – voices are invalidated or silenced
* Have resources to make and enforce the rules	* Internalized unworthiness
* Define the roles of the subordinates	* Know more about dominants than vice versa
* Experience is normative – create the model for 'normal human relationships' and standards for 'professional conduct'	* Experience Internalized Oppression – internalized belief of racial inferiority about our own racial group. Includes "colorism", favoritism toward light-skinned people of color
* Have access to resources – money, power – to make rules	* Experiences are not included into the social, political, legal or educational discourses
* Think they're where they are by merit	* Must concentrate on survival, become targets
* Create myths or stereotypes of worthiness – determines who's valuable and who's not	* Penalized for speaking out → emotional or physical toll, so pay the cost or opt out
* Control systems: education, political, religious, economic	* Denied self-determination
* Define the measures of intelligence and create standards	* System results in identity-confusion
* Reserve highly valued roles for themselves and guard them	
* Are able to impede the success of subordinates – laws, hiring practices, etc.	
* Legitimizes inequality & incorporates it into the fabric of society	
* Defines morality	
* Defines what it means to be 'patriotic'	
* Conflict avoidant; don't want to talk about inequality and don't recognize that inequality breeds conflict	

Source: Race, Class, and Gender in the United States. Paula S. Rothenberg (ed). 6th Edition. Worth, 2004

App. 23

The Intersectionality of Oppression

Intersectionality: The point where experiences of oppression collide.

- **Racism:** <mark>A system of advantage based on race. The subordination of people of color by white people.</mark>
- **Sexism**: A system of advantage based on gender. The subordination of women by men.
- **Heterosexism**: A system of advantage based on sexual orientation. The subordination of GLBTQ-Two Spirited by heterosexuals.
- **Ableism:** A system of advantage based on physical/mental ability. The subordination of people with disabilities by people without disabilities.

Ableism
Disabled lesbian woman of color
Heterosexism
Racism
Sexism
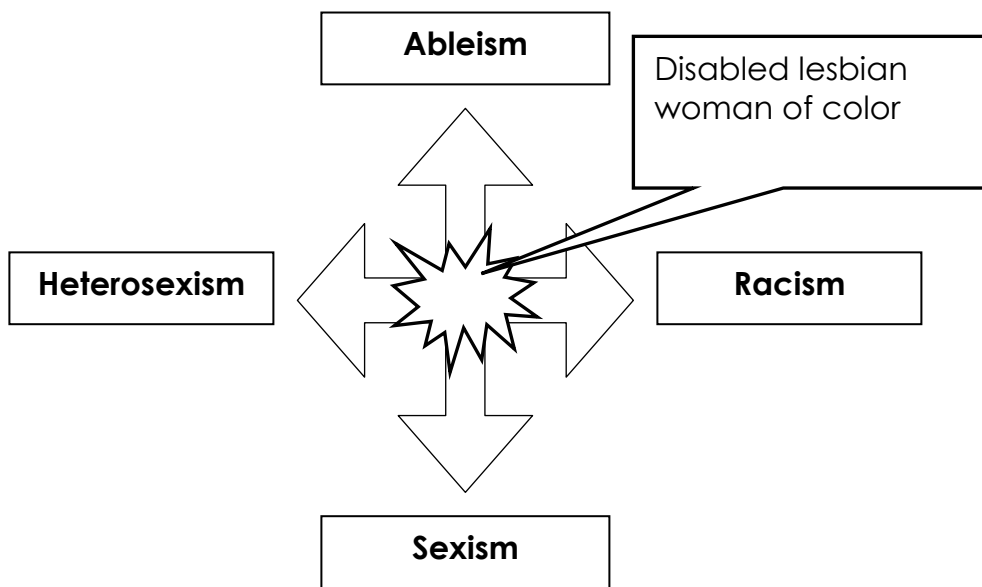
Parallels between Racism & Sexism:
- Both are learned
- Perpetuated by stereotypes
- Both involve acts of systemic coercion
- Both involve subordinates & dominants
- Both may culminate in violence

Women do not suffer under patriarchy equally. Factors include:
- Race, Class, Job Availability, Age, Access to Resources, Sexual Orientation, etc.

Williams, Kimberlé Crenshaw. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color". In: Martha Albertson Fineman, Rixanne Mykitiuk, Eds. The Public Nature of Private Violence. (New York: Routledge, 1994), p. 93-118.

App. 24

A Chronicle of "The Problem Woman of Color" in a Non-Profit

PURPOSE Of Organization: To Help Others

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ORGANIZATION:
- Deny, ignore, blame, retaliate
- Responsibility is put back onto women of color to fix the problem
- People of color are pitted against each other
- Women of color targeted

INTERNAL PRACTICES:

- White leadership
- Tokenized hiring
- Repetitive injury
- Denial of racism
- Criticism from communities of color

RESULT: HARMS PEOPLE OF COLOR

Woman of Color Enters Organization ☺
⇨
○

"HONEYMOON"
- Happy to be here
- Welcomed
- Needed
- ☺

⇨

REALITY OF RACISM
- Woman of color points out problems
- Tries to work within
- Pushes for accountability here
- Pushes against system
- ☺

Woman of Color Exits Organization ☹
⇨
○

FOUNDATION: Problem becomes Woman of Color
INSTITUTIONAL RACISM REDEFINED:
"Communication Issue" "Not a Good Fit" "Not Qualified" "Personnel Issue"

10

App. 25

Characteristics of Highly Inclusive Organizations

Summary of The Denver Foundation's Expanding Nonprofit Inclusiveness Initiative
Prepared by Katherine Pease and Associates

Research

210 completed survey or 30% response rate out of 700 organizations in Metro Denver with budgets of $500,000 and over surveyed.
  –How inclusive are organizations?
  –How interested are nonprofits in becoming more inclusive?
  –What are the best practices and barriers to inclusiveness?

Characteristics

o Highly inclusive organizations are diverse organizations with large numbers of people of color, <u>AND</u>
o Highly Inclusive organizations also incorporate …
  – positive environment for all–programs planned and implemented with awareness of cultural nuances
  – communications with cultural sensitivity
  – internal systems bridge cultural gaps

Why is inclusiveness important?

o U.S. and Metro Denver are increasingly diverse
o Business imperative for corporations
o Mission imperative for nonprofits
o ***Race, ethnicity and culture <u>matter</u> when delivering services or doing advocacy***

Findings

Metro Denver nonprofit sector: generally inclusive, with the notable exception of Latinos.
- Latinos are underrepresented on staffs (13%) and boards of directors (7%) compared with their presence in the populace (17%).
- Approximately 25% of Metro Denver nonprofit boards have no people of color
  o 58% are designing a diversity strategy

Barriers

<u>Most significant barrier</u>: perception that mission is not relevant to communities of color
  – "Color-blind" leadership: A one-size-fits-all approach does not foster inclusiveness
  – Failure to recognize board and staff prospects among volunteers and clients

App. 26

Characteristics of Highly Inclusive Organizations (cont')

Implementation: What are the best practices of inclusive nonprofits?

Best Practice #1: A Committed CEO
<u>Most important element</u>: a CEO with a commitment to inclusiveness
1. CEOs of color and white CEOs can be equally effective
2. Most important function of board is to hire a CEO who is committed to inclusiveness and then support their efforts

Best Practice #2: A Long-Term, Holistic Approach to Inclusiveness
– Inclusive practices must be integrated into:
- Programs
- Communications
- Board/staff/volunteer recruitment
- Culture and environment
- Overall management practices

– Shot-gun approaches have neutral or negative effects

Best Practice #3: Recognizing <u>All</u> of the Potential Contributions of People of Color
People of color can be valuable:
– Centers of knowledge about clients and services
– Financial contributors
– Volunteers and board members
– Staff members

Best Practice #4: Recruiting and Retaining Staff of Color
1. Recruitment can be strengthened through creating consistent policies and practices to connect with communities of color; not enough to wait for applicants to come to you
2. Good management practices lead to retaining all staff, including staff of color
3. Normalizing performance review and professional development practices can equalize playing field

Best Practice #5: Creating Inclusive Programs
1. <u>*One Size Fits All:*</u> No consideration of needs of diverse populations
2. <u>*Specific to Communities of Color*</u>: Developed specifically for needs of various populations
3. <u>*Universal and Inclusive:*</u> Designed for all clients with an awareness of different groups' needs
4. Organizations often transition through the three stages as they become more inclusive

Best Practice #6: Two-way communications with communities of color
1. Organizations need to communicate about their work to communities of color
2. Also need to listen and learn from communities of color and ask for feedback, especially if help is needed overcoming major barriers

App. 27

Qualities of a "Committed CEO"

❖ Commit money, time for training and actively participates

❖ Willing to take risks & acknowledge privilege and power differentials

❖ Open to/seeks out feedback & integrates it

❖ Engages in a transparent decision-making process

❖ Hires People of Color "with politics"

❖ Willingness to change course if their way is not working

❖ Doesn't operate in a vacuum by being removed from everyday struggles

❖ Shares power while recognizing the hierarchy of responsibilities

❖ Effectively outreaches to diverse communities

❖ Is humble enough to admit "I was wrong" or "I take responsibility"

❖ Recognizes when injury is caused and works to repair the damage

❖ Implements a clear conflict resolution process and models it

❖ Is an ally in anti-oppression work

App. 28

Qualities Of An Anti-Racist Ally

- ❖ Does something daily to earn the title of 'ally.' <mark>Recognizes that their "white ally badge" expires at the end of the day and must be renewed by a person of color.</mark>

- ❖ Title is not self-identified by white people but identified by people of color

- ❖ Understands that one person of color's white ally is not automatically another person of color's ally.

- ❖ Identifies and names racism directly.

- ❖ Takes the front line as a buffer; not as a 'savior.'

- ❖ Recognizes that remaining silent, "neutral" or "objective" can be a form of race privilege.

- ❖ Takes responsibility for self-education and doesn't expect POC to teach them.

- ❖ Cultivates genuine relationships with people of color that are mutually beneficial.

- ❖ Is hyper-vigilant about interrupting racism, but is not hyper-arrogant about being a "white ally."

- ❖ Struggles every day with understanding and undoing aspects of their own privilege.

- ❖ Works regularly to develop a deeper understanding of ongoing colonial relationships.

- ❖ Understands that people of color's experiences of racism is not debatable.

- ❖ Doesn't require people of color to display proof of racist injury.

- ❖ Knows that people of color are the experts of their own experiences.

- ❖ Acts in solidarity with people of color without taking over their liberation efforts.

- ❖ Doesn't expect gratitude from people of color, or to be recognized as a white ally.

- ❖ Takes on racism as a problem because it is *personally* offensive.

- ❖ Is motivated by a quest for justice, rather than a sense of guilt.

- ❖ Open to, and invites challenge. Expects support and accountability from other emerging allies.

- ❖ Unconditionally opposes oppression with no strings attached.

- ❖ Accepts that making mistakes is part of becoming an effective ally.

- ❖ Acknowledges, apologizes for, and learns from own mistakes without retreating.

- ❖ Interrupts racist statements or behaviors whether or not a person of color is present or objects.

- ❖ Participates respectfully in communities of color and avoids "cultural tourism."

- ❖ Is committed to social justice and an end to oppression in all its forms.

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App. 29

ACPS Anti-Racism Policy Orientation

"The Albemarle County School Board and Albemarle County Public Schools reject all forms of racism as destructive to the Division's mission, vision, values, and goals."

- ACPS Policy ACC, "Anti-Racism,"

Adopted February 19th, 2019

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How to Engage with this Orientation

◎ Please note that there are 3 sections to this orientation: Purpose, Definitions, and Principles.

◎ Place this slideshow in "Presentation Mode" when working through this orientation.

◎ Review the information in each section and use the reflective questions to help you think about the ideas that are shared.

◎ There are audio buttons on each slide that can be used to have the content read outloud.

◎ At times, this orientation will invite you to leave the slide show to visit educational video clips from an outside source. Once you have finished watching these clips, please remember to return to the slide show to continue with the orientation.

◎ After you have been through the whole orientation, complete the verification form at the end.

Section 1: Purpose of the Anti-Racism Policy

- Watch Superintendent Dr. Matthew Haas describe the purpose of our Anti-Racism Policy

- Read the statement of purpose from the actual policy

- Consider the reflective question

App. 32

3

Video Message from Superintendent Dr. Matt Haas

Online at:
https://youtu.be/W6rTrhlzW9U

App. 33

4
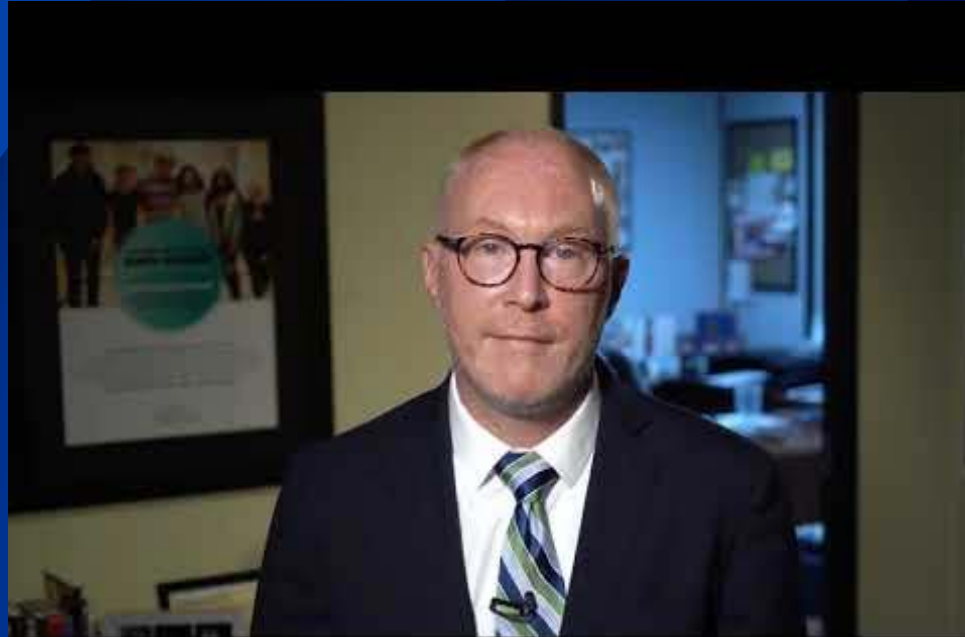
Statement of Purpose

"In this Division, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the Division and the staff the Division hires...The purpose of this policy is to eliminate all forms of racism from the Division in conjunction with related Board policies."

Video from Elizabeth Elvgren ACPS Student
https://youtu.be/uYOS7Bm3Cjo

App. 35

Reflection Questions to Consider:

Can you think of equity gaps resulting from racism that are related to the work you do in Albemarle County?

What issues do you hope this Anti-Racism Policy will help to address?

Section 2: Anti-Racism Policy Definitions

- Read each definition and watch the video that goes with it.

- Consider the reflective question after each video.

- After you have reviewed all four definitions, there is a summary question to think about.

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8

Definition #1: Anti-racism

Eugene Scott   Dr. Ibram Kendi

Click to Watch Video Excerpt from 16:36 - 18:16
https://youtu.be/A13Dimiqdus?t=996

App. 38

The practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.

Aspen Institute. "Booktalk with Ibram X. Kendi on 'How to Be an Anti-Racist'" https://www.aspeninstitute.org/events/gildenhorn-book-talk-with-ibram-x-kendi/ uploaded Oct. 10, 2019.

Reflecting on Anti-racism:

How are Ibram Kendi's definitions of racism and anti-racism similar to and different from your understanding of these terms?

Definition #2: Individual Racism

Prejudgment, bias, or discrimination by an individual based on race -- Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Video Clip on Individual Racism
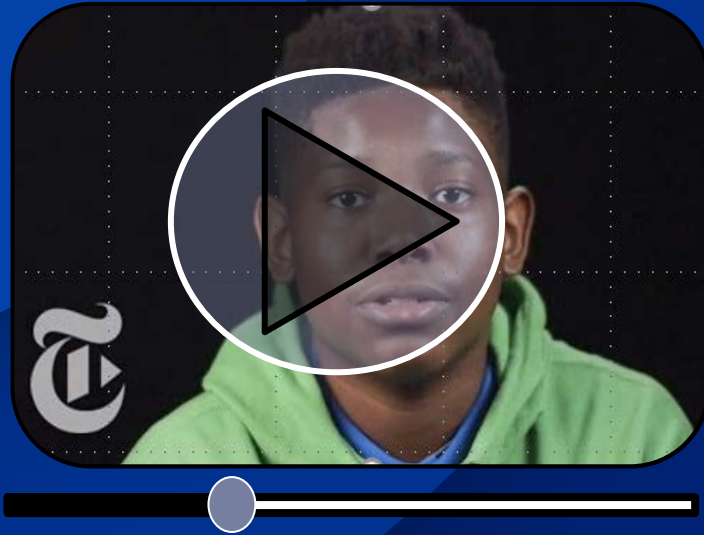
Watch 00:10 - 02:20

New York Times. "A Conversation On Race"
https://www.youtube.com/watch?v=rSAw5lcaEeg&list=LLb4soX1d1v8HtIgkSSA36Tg&index=904. uploaded 2017.

Reflecting on Individual Racism:

Think of a time when you were either a victim of individual racism or acted in a way that was racist. How did you feel in that moment, and what did you do as a result?

Definition # 3 : Institutional Racism

Click to Watch this video

Online link:
https://youtu.be/a5M7aExlWOE

Occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

App. 43

14

Reflecting on Institutional Racism:

Where do you see institutional racism within your department or school? How does it play out?

Definition #4: Structural/Systemic Racism

Encompasses the history and current reality of institutional racism across all institutions and society -- It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

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16

Video Clip on Structural/Systemic Racism
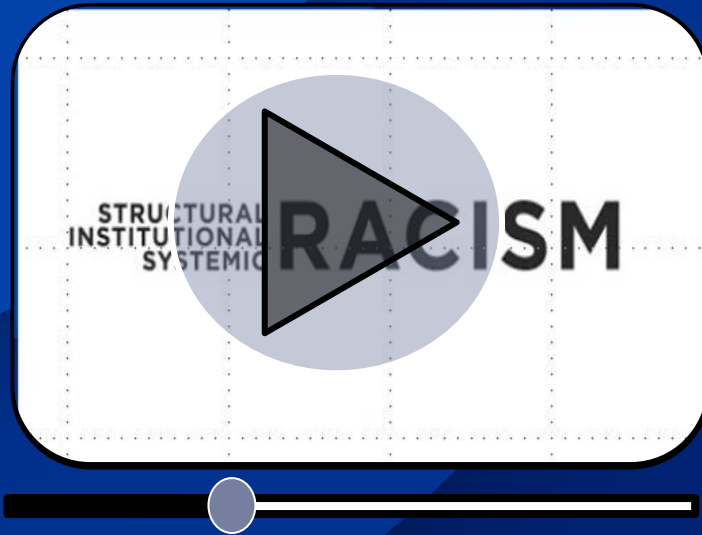
Watch 00:00 - 01:35

ABC News7 Bay Area. "What are Structural, Institutional and Systemic Racism?"
https://www.youtube.com/watch?v=GtOOj5YvMyc&feature=emb_logo .
Uploaded July 9, 2020.

App. 46

17

Reflecting on Structural/Systemic Racism:

How have you been positively or negatively impacted by structural or systemic racism?

Reflecting on All Four Definitions:

How do the four definitions from this policy (anti - racism, individual racism, institutional racism, and structural/systemic racism) relate to each other?

Section 3: Anti-Racism Policy Principles

- **Watch** our Assistant Superintendent, Dr. Bernard Hairston, discuss the principles of the Anti-Racism Policy.

- Read the summary of the principles from the policy.

- Think about the reflection question at the end of this section.

App. 49
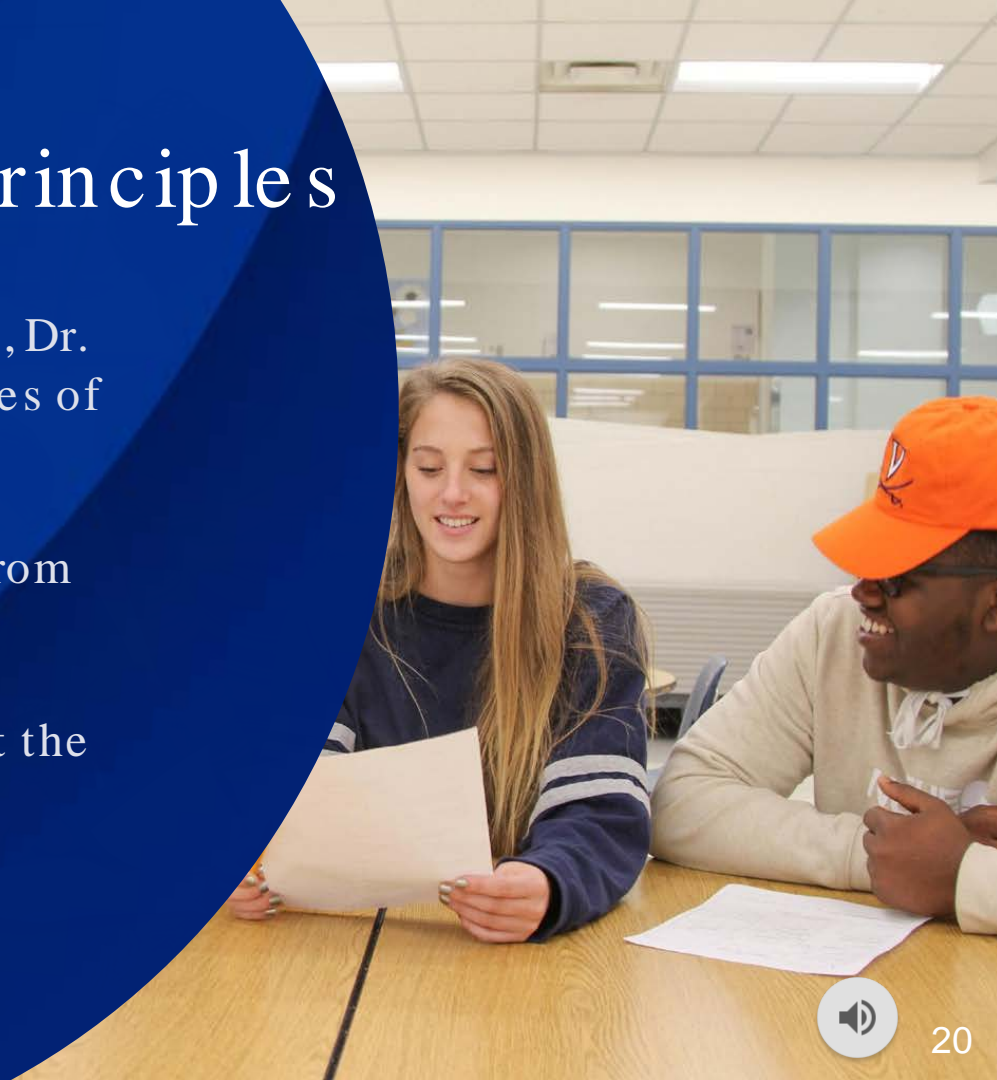
Video Message from
Assistant Superintendent Dr. Bernard Hairston

Video online at: https://youtu.be/K_em8blAwgk

Listen to additional ACPS staff and students share their perspectives on racism and anti-racism

Video found online at:
https://youtu.be/Ukomw6zGsEA
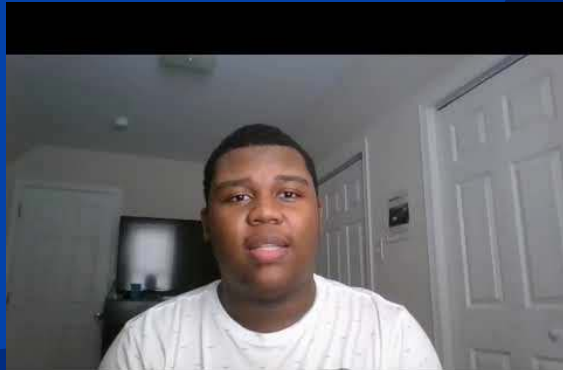
Video found online at:
https://youtu.be/AjV4RvIEUgE

Institutional Racism
Defined

Video found online at:
https://youtu.be/IL159mVroB
w

Structural Racism
Defined

1. Building school communities that share the responsibility to recognize and end racism.

2. Eliminating inequitable practices and supporting the unique gifts, talents, and interests of every child. This will help end the gaps we see when we look at differences in student success based on race, class, and gender (based on ACPS Equity & Access Initiative: A Call to Action, 2017).

3. Respecting and championing the diversity and life experiences of all community members to support the school division's mission, vision, values, goals, and objectives.

4. Acknowledging that racism is often connected to other forms of discrimination such as discrimination based on religion, sex, and age. These are examples of the protected classes listed in policy AC, Nondiscrimination.

Reflecting on Principles:

Which of these principles is most related to your work and role in Albemarle County? How can this principle influence your actions?

Additional Resources

- Anti-Racism Policy and Regulations

ACPS Partner Program and Organizations:

- Facing History and Ourselves
- National Equity Project
- Learning for Justice
- CRT Certification Program
- CRT Micro-Credential Program

Additional Resources

Related Texts ACPS Documents

- Courageous Conversations about Race
- How to Be an Anti-Racist

- Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students

- Letting Go of Literary Whiteness

- Am I an Anti-Racist? (ACPS One Pager)

App. 55

Additional Resources

ACPS Curricular Efforts:

- Reframing the Narrative
- Letting Go of Literary Whiteness
- Talent Development Program

Article for Extension:

- What Anti-racist Educators Do Differently

App. 56

Final Verification

Please complete **This Form** to confirm that you have reviewed and understand the Purpose, Definitions, and Principles of the ACPS Anti-Racism Policy.

Please email ACPS Anti-RacismTeam@k12albemarle.org if you have issues with the form.

Form found at:
https://docs.google.com/forms/d/e/1FAIpQLSc1eHDanLsPPvuEn-tyBGe0AmFbo1jaoPOGqVrqxQcgWpCSAg/viewform?usp=sf_link

App. 57
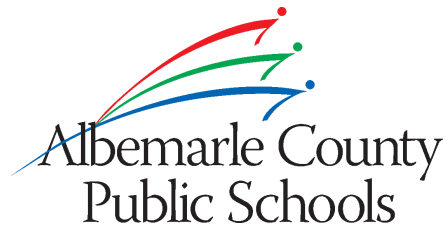
Anti-Racism Policy Evaluation Report

WE STRIVE TO BECOME
ANTI-RACIST

The Albemarle County
School Board and School Division
· · · · · **reject all forms of racism** · · · · ·
as destructive to our mission,
vision, values and goals.

November 2020

Albemarle County Public Schools

401 McIntire Road, Charlottesville, VA 22902 | 434-296-5820 | www.k12albemarle.org

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Introduction

I am both proud and humbled to welcome you to the first edition of the Albemarle County Public Schools (ACPS) Anti-Racism Policy Evaluation Report.

I say that I am proud because I am proud of the students, employees, families, and school and division leaders who have committed themselves to doing and overseeing the work it takes to transform our Anti-Racism Policy from words on paper to a life of its own in our hearts, minds and actions. I cannot possibly thank all of you enough for your courage and perseverance.

I say that I am humbled because I recently earned a Micro-Credential in Culturally Responsive Teaching, and it changed the way I see myself and our schools. Also, the participation in the Courageous Conversations about Race book discussion with the School Board and my Cabinet has elevated my racial consciousness to the broad impact of racism.

I have long held the belief that the American public school is a powerful force for good, and I still believe it is so. I used to believe that public schools—by virtue of their mere existence and without intention—would accomplish their charge to level the playing field for all children to reach their full potential. In reality, many of the structures we have in place in our schools—intentionally or unintentionally—perpetuate and enhance racial disparities against the mission we have to expand equity and inclusion.

The good news is that cultures can and do change. Our imperative role in cultural change is to harness our powerful force for good and drive it toward equity. Our Anti-Racism Policy and its portfolio of projects are that force. We are accountable to our students and staff to energize and perpetuate it in our daily work and keep this force moving in the right direction—toward equity.

While I would like someday during my tenure to hold up a sign that says, "Equity and Anti-Racism Accomplished," I am also humbled by the understanding that we have a long way to go and that authentic accomplishments will come one student and adult at a time, through collective empowerment.

Toward the end of this report, in the [Looking Ahead: Next Steps](#) section, we say:

> Now more than ever, we understand the imperativeness of disrupting the practices and structures that perpetuate racism in our school district. And, even as the social hashtags change and the media moves on to the next "hot topic," we refuse to lose momentum around this critical work.

I am proud and humbled that I was here when we started this work, and I promise to stay with it.

Sincerely,

Dr. Matthew S. Haas
Superintendent of Schools

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Background

Historical Context About the Formation of the Anti-Racism Policy

The journey that led to the Commonwealth's first public school system's Anti-Racism Policy began with persistence from a group of concerned citizens. They reminded us of the degree to which systemic racism is woven into the fabric of our everyday experiences in the form of behaviors, practices and structures. An ad hoc committee was established by Dr. Bernard Hairston, Assistant Superintendent for School Community Empowerment, that included representatives of concerned citizens, school board members, and division staff. Discussions resulted in an awareness of the need to review multiple policies to address issues of racism. Through these collective efforts, modifications specific to the student dress code policy were presented at the July 2018 Albemarle County School Board meeting. This led to the board's decision to direct Dr. Hairston to oversee the creation of an Anti-Racism Policy for the school division.

Adversity was considered an opportunity to provide students with a real-world project-based learning experience. Eight county high school students were introduced to cultural competencies as part of a summer leadership academy, and a consultant from the University of Virginia (UVA) with experience in cultural diversity and policy writing was recruited to assist with the school board's charge. Their work began in August 2018 with training sessions on writing policies and regulations, defining racism, selecting curriculum materials, implications of tracking, and reviewing and understanding school division data. They engaged with instructional staff, legal advisors, researchers, community members, and parent council, and surveyed students and parents as they modeled the division's Lifelong-Learner Competencies.

The school board received updates on August 30 and November 8 and participated in a work session on December 13 to provide their feedback before adopting the policy on February 28, 2019.

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The development and adoption of the policy and regulations are commendable first steps that will require significant shifts in how the school division does business, affecting all employees—bus drivers, office associates, teachers, principals, department directors, assistant superintendents, etc.

If we are true lifelong learners who are willing to learn from our past, we must have the integrity to do what is right, even when no one is looking. If we are willing to invest our hearts and minds in the practice of identifying, challenging and changing the values, structures and behaviors that perpetuate systemic racism, only then can we cultivate a movement of anti-racist educators and leaders throughout the division.

Context About the Formation of the Report

This report aims to provide the school board and broader community with a status update about the numerous regulations outlined in the Anti-Racism Policy. Since this is our first full year of implementation and we do not have baseline data for all of the subcommittees and regulations, this year's report will take a qualitative approach.

Overview of the Steering Committee

In an effort to oversee the implementation of the Anti-Racism Policy, a division-wide steering committee was established. The committee is composed of staff members from schools, departments, and division leadership. Together, we are tasked with carrying out the deliverables within the policy that are aimed at dismantling individual, institutional and structural racism.

In alignment with the regulations stipulated within the Anti-Racism Policy, the steering committee includes five subcommittees:

- Policy Communication;
- Leadership and Administration;
- Curriculum and Instruction;
- Training; and
- Policy Enforcement.

The steering committee meets monthly, and the subcommittees meet in between the committee meetings.

Additionally, we have a Student Equity Advisory Team (SEAT) that provides critical feedback on the development of some of the key deliverables, specifically around communications and training.

Refer to Appendix B to view the list of steering committee members and Appendix C for a list of students who serve on SEAT.

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Status Update: Policy Communication

The Anti-Racism Policy is directed at both division employees and students; therefore, the Policy Communication Subcommittee has the two-fold mission of engaging and informing the ACPS community about the policy as well as fostering opportunities for students to, themselves, be its advocates.

Key Project: Student Equity Advisory Team (SEAT)

Students have been on the front lines of implementing the school division's Anti-Racism Policy. Formed under the supervision of Faculty Advisor Community Education Coordinator Karen Waters-Wicks, the self-named Student Equity Advisory Team (SEAT) is a diverse group of students from Albemarle, Monticello, Murray (Community Charter), and Western Albemarle high schools who promote equity and diversity and serve as leaders and spokespersons within their schools and the division. The group meets regularly and plans to add middle school students to its ranks so that this important work can be institutionalized as a result of continuity provided by long-term student leaders. Among its members are students who helped to write the Anti-Racism Policy. SEAT is committed to "giving everyone a SEAT at the table."

One example of this proactive work is the student-led town hall arranged by SEAT in May of this year as a means of educating the community on the concept of structural racism. Among the more alarming trends associated with COVID-19 has been its disproportionate impact in Black and Latinx communities. On Saturday, May 23, 2020, SEAT members organized and moderated a virtual community town hall called *2020 Vision: Seeing COVID-19 Through an Anti-Racist Lens* to examine these issues. The conversation brought healthcare and government officials together to talk about COVID-19 and its community impact.

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Among the panelists was Dr. Cameron Webb, a director of health policy and equity at UVA and a gubernatorial appointee to the state Board of Medical Assistance Services. Webb was joined by Dr. Janice Underwood, Virginia's Chief Diversity, Equity and Inclusion Officer, and Lawrence Pilkey, who serves in Sentara Martha Jefferson's Intensive Care Unit. Following the meeting, SEAT members were invited to join Governor Northam for one of his daily COVID-19 press briefings.
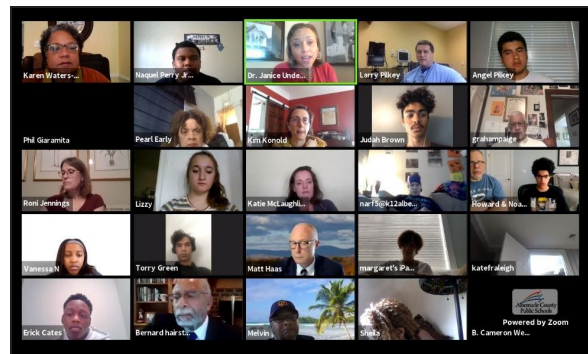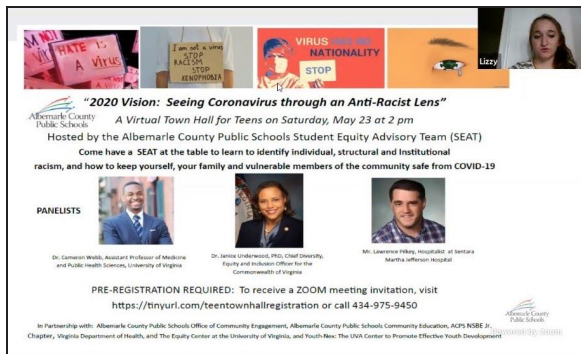
"WOW, that was awesome. I watched with my 7th and 10th graders … please pass along our thanks to all of the organizers and speakers!!!" — Alger Family
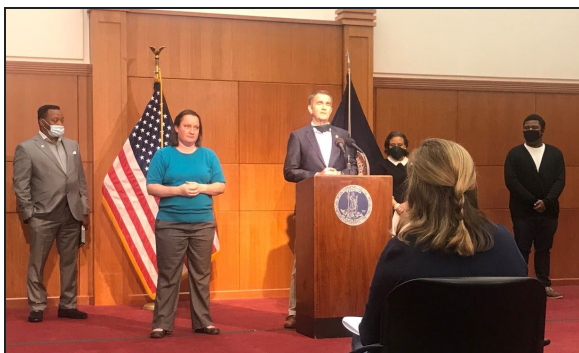
SEAT has already identified future priorities related to their anti-racism work. One is to generate greater awareness among their peers and within the broader Albemarle and Charlottesville communities of the school division's online reporting system, *Anonymous Alerts.* Additionally, next spring, SEAT plans to launch a social media campaign to mark the first anniversary of the Anti-Racism Policy and provide support for the work of other subcommittees of the Anti-Racism Steering Committee.

Key Project: Internal Communications

A first step in communicating our commitment to the Anti-Racism Policy was to inform the public of its existence. We are determined that our community will know of the ACPS Anti-Racism Policy; therefore, we have provided a link to the policy web page in the footer of the ACPS website, which is accessible sitewide. The page maximizes inclusion and accessibility by allowing for easy translation to approximately 108 languages. This online presence has grown to become a resource for the community and for anyone who strives to become anti-racist, as it details the implementation plans of the policy, which includes a glossary of definitions and other resources that are helpful to anyone who is working to create a policy in their own organization.

As our dedication to anti-racism in our division grows, our web page content expands with it. Prior to the start of the 2020 New Teacher Academy, Superintendent Dr. Matthew Haas and Assistant Superintendent Dr. Bernard Hairston published video statements that express their personal investment in anti-racism in ACPS, and they call on all ACPS employees to do the same. Both videos are posted on the Anti-Racism Policy web page, and we will continue to cultivate such content from our division's leadership in order to encourage division-wide commitment.

Further, we recognize the need to inform each school and department individually. In order to ensure that each of our employees and students has a deep familiarity with the policy, the Policy Communications Subcommittee oversaw the creation of a poster featuring racially-diverse ACPS students that displays the policy in both English and Spanish. The division printed and framed 115 copies of the poster, 55 of which were in Spanish. The posters currently hang in each of our school and department offices (e.g., Building Services, County Office Building, Department of Technology, etc.) in high-traffic areas, such as the hallway outside of a school's main office. The division also printed several hundred additional copies and provided them to teachers, by request, for display in their classrooms.

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The posters read:

> Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division's equity mission to end the predictive value of race and ensure each individual student's and staff's success. The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values, and goals.

The photos displayed on the posters were taken by ACPS employees and feature ACPS students in their everyday life.

Metrics

The 2019-20 school year captured preliminary data as a baseline for our commitment to equity. In the December 2019 – January 2020 community survey, we garnered the following responses to:

I support an increased focus on programs that identify and prioritize equity among all students, such as the division's Anti-Racism Policy.

Stakeholder	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know/Not Applicable	Total Responses
Community Member	5.2% [4]	10.4% [8]	20.8% [16]	31.2% [24]	32.5% [25]	0% [0]	77
Employee	0.3% [1]	2.1% [7]	12.3% [40]	48.5% [158]	35.3% [115]	1.5% [5]	326
Parent	3.5% [27]	4.8% [37]	14.7% [112]	35.0% [267]	38.8% [296]	3.1% [24]	763
Student	*Student surveys were supposed to go out in the spring of 2020, but due to the COVID-19 pandemic and the closing of schools, student surveys were not administered.*						

We will continue to monitor this data point.

Status Update: Leadership and Administration

The Leadership and Administration Subcommittee is tasked with:

- Conducting a systemic equity needs assessment for the division to identify processes and practices that cause or contribute to inequitable outcomes;
- Implementing alternative discipline processes to reduce racial disparities in discipline and suspension; and
- Addressing disparities in course participation.

This subcommittee recognizes the need and urgency to ensure that the ACPS Leadership Team (including division, school and department leaders) implements anti-racist practices and structures that disrupt racial inequities.

Key Project: Equity Needs Assessment

The Anti-Racism Policy calls for a division-wide equity needs assessment. As a first step, we launched a department-based equity needs assessment for the Human Resources (HR) Department. In alignment with the Anti-Racism Policy and the school board's directive to increase minority representation in the teaching ranks to match student minority representation, HR formed a department-based equity team to conduct an equity needs assessment to determine best practices that support diverse instructional staff, and to develop and promote inclusive policies and procedures within the department.

The established goals of the team include:

- Recruiting and retaining diverse staff;
- Supporting the school division's goal of increasing the number of minority teachers to better reflect minority student enrollment in the schools; and
- Promoting the equity and inclusion work of the Anti-Racism Policy Steering Committee.

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A small core group of HR team members began initial planning for this work in the fall of 2019, then the group expanded to include a larger group of HR team members in the spring of 2020. The HR Equity Team has been working collaboratively with Lars Holmstrom, Equity Specialist in the Office of Community Engagement, and Jasmine Fernández, Project Advisor for the Department of Instruction and Program Manager for the Anti-Racism Steering Committee, to learn more broadly about the experiences of teachers of color through such means as articles, podcasts, and other data and research; examine specific experiences/dynamics of ACPS teachers of color through surveys, interviews, artifacts, and focus group feedback; and determine strategies HR can implement that best support teachers of color to be successful in their roles and professional relationships.

Experiences of teachers of color in ACPS are often different from those of their Caucasian colleagues. The experiences of teachers of color can sometimes be negative, and the character of those negative experiences may have a specific racial component that is unique and different from the negative experiences of their Caucasian colleagues (Griffin & Tackie, 2016).[1]

In an effort to understand more about our own racial lenses, the way the lenses of individuals contribute to larger systems, and how this impacts our relationships with each other and the larger community, the HR Equity Team has been self-assessing and unpacking perceptions of White Culture within the Human Resources Department by utilizing the Transforming Organizational Culture Assessment (TOCA) tool (MP Associates, 2016).[2]

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[1]Griffin, A., & Tackie, H. (2016, November 3). Through Our Eyes: Perspectives and Reflections From Black Teachers. *The Education Trust*. Retrieved from <https://edtrust.org/resource/eyes-perspectives-reflections-black-teachers/>.

[2]MP Associates. (2016, June). Transforming Organizational Culture Assessment Tool (TOCA). Retrieved from. Retrieved from <http://www.mpassociates.us/uploads/3/7/1/0/37103967/toca_toolpotapchuk_.pdf>.

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The initial HR Equity Planning Team (fall 2019) selected the TOCA tool from a list of reviewed racial equity assessment tools suggested by *Racial Equity Tools*. The HR Equity Planning Team first self-assessed and discussed their self-assessment, and then led the other school team members within the HR Department to follow a similar process.

The HR Equity Team believes that through identifying and reflecting on the way that White Culture is entrenched within our systems and practices, we will be able to identify opportunities to create more racially equitable systems and practices. Utilized appropriately, the TOCA tool can be instrumental in deepening internal organizational work on advancing racial equity by specifically addressing White culture. The TOCA tool provides an opportunity for individuals within an organization to reflect on:

- Explicit use of terms in organizational documents;
- Experiences and perspectives on how race, racism, and White privilege are discussed; and
- How policies and practices are aligned with the value of racial equity, specifically manifestations of White/dominant culture in organizational policies and practices.

The HR Equity Team has been utilizing the TOCA tool for discussion to better understand differing points of view, as well as the impact of policies and practices on different stakeholders. The TOCA tool is assisting HR in determining our roadmap for what needs to be addressed and what strategies should be implemented to reach our goals. A major part of the process that the HR Equity Team has embarked on requires that the team spend time determining the root cause and looking at it from differing perspectives to determine whether there is a problem.

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The HR Equity Team assessed the current state in relation to racialized experiences, through the examination of existing exit survey data and feedback from employees exiting the division. In order to explore and understand more of the specific challenges faced by educators of color, the HR Equity Team examined artifacts such as letters of resignation and interviews with researchers that discuss this issue. Limited information was available surrounding racial feedback within current exit survey data and employee feedback due to the practice of not soliciting racial feedback from employees, plus exiting employees are often vague and guarded with their feedback/responses in an effort not to damage/sever any relationships in the division. The work ahead includes seeking racialized feedback, understanding factors that hinder teacher retention, and having frank and transparent conversations with school administrators regarding current school practices impacting equity and retention.

Key Project: Alternatives to Suspension

The Center for Public Integrity (CPI) reported that Virginia led the nation in sending students from schools to police or the courts, a trend referred to as the "school-to-prison pipeline."[3] Subsequently, Dr. Gerard Lawson, associate professor in Virginia Tech's School of Education, released a study that supported the findings in the CPI report. According to Lawson's study, African American students and students with disabilities were disproportionately represented in referrals to juvenile justice in Virginia schools.[4]

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[3]Ferriss, S. (Updated 2016, February 19). Virginia Tops Nation in Sending Students to Cops, Courts: Where Does Your State Rank? *The Center for Public Integrity*. Retrieved from <https://publicintegrity.org/education/virginia-tops-nation-in-sending-students-to-cops-courts-where-does-your-state-rank/>.

[4]Virginia Tech Daily. (2017, May 24). Virginia Tech Study Provides New Context on Troubling School-to-Prison-Pipeline Report. Retrieved from <https://vtnews.vt.edu/articles/2017/05/clahs-school-to-prison-pipeline.html>.

In an effort to provide school boards with guidance on how to revise local student codes of conduct, the Virginia Board of Education created *Model Guidance for Positive and Preventive Code of Conduct Policy and Alternatives to Suspension*.[5]

This "Model Guidance" focuses on prevention; recognizes the need for instructional interventions and behavioral support when students do not meet behavioral expectations; and defines equitable approaches to school discipline. In alignment with the directive to address identified needs and ensure equity for all students, the changes to the following ACPS policies focused on school discipline and attendance:

- JED, *Student Absences/Excuses/Dismissals*;
- JFC, *Student Conduct*; and
- JGD/JGE, *Student Suspension/Expulsion*.

Moreover, as explained in the Model Guidance, research has shown that out of school suspension and zero tolerance policies impact the social and academic outcomes of students, especially students from marginalized backgrounds. With the intention of standardizing behavioral expectations, minimizing disparities, and tailoring behavioral supports and approaches to school discipline, the division has made significant changes to the ACPS Behavioral Management Handbook, including:

- Introducing a new **behavioral infraction language** as found in the Model Guidance. This language is introduced using a crosswalk document that will allow administrators to learn the new language while also using the offense codes within the Discipline, Crime, and Violence (DCV) Report (an annual mandated state report) for the final year.
- Introducing the new **Leveled Administrative Responses to Behavior**, which also flow from the Model Guidance and establish parameters for appropriate consequence for student behavior.

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[5]Virginia Board of Education. (2019, January.) Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension. Retrieved from <https://www.doe.virginia.gov/support/student_conduct/2019-student-code-of-conduct.pdf>.

- Introducing a new section focused specifically on **restorative justice**. Restorative justice is an approach that involves organizing a meeting between the person who was harmed and the person who caused the harm. Often through a restorative circle, the meeting aims to promote individual responsibility and participation, repair harm, and build relationships. This new section is intended to guide the development of appropriate responses to behavior and includes the Principles of Restorative Justice and restorative justice questions that administrators are encouraged to use during their investigations of student infractions.
- Introducing a new section that describes the division's **Anti-Racism Policy**, along with a new abbreviation, **ARP**, which will be added to behavior infractions that appear to violate the Anti-Racism Policy.
- Requiring that all staff members use the **electronic behavioral referral** developed several years ago and previously piloted in a number of schools across the division. This referral document allows for a more granular review of the source and disposition of behavior referrals.

Key Project: Addressing Disparities in Course Participation

In reviewing Advanced Placement (AP) and Dual Enrollment (DE) courses, the schools have clearly seen a disparity in enrollment with several enrollment groups compared to their White counterparts. As a first step in addressing disparities in course participation, in 2019-20, principals and counseling directors developed common language and a consistent approach with procedures for educating families about course options and registration.

This year, students and families had greater input in the course registration process. By changing the registration process and allowing students and families to register first before teacher recommendations, students and families had increased choice in course selection followed by teacher and counselor support. This new process has already resulted in less change in course selection and more students being successful in our high-level offerings.

Additionally, removing the course override process that forced families and students to put into writing why they did not agree with the teacher recommendations has decreased racial barriers for students and their course selection. Now, teachers instead say how they will support students in the challenging courses they choose to attempt.

This year's data will be used as a baseline to understand student interest and outcomes. Below are several other systematic practices that our schools use in order to advertise and support students in their course enrollment choices:

- Arrange classroom visits for students.
- Host in-person and virtual curriculum fairs.
- Schedule meetings between school counselors and students/families.
- Communicate amply with families about the course selection process and opportunities.
- Collaborate and plan with teachers to promote and retain students in higher level classes, with a focus on demographic data.
- Cover the cost of AP testing for students with financial need.
- Cover the purchase of books for DE students with financial need.
- Share information with all DE students regarding on-campus support and resources available to them (e.g., Writing Center, academic support).
- Unlevel and detrack several core classes at the middle school level.
- Provide students with field experiences at the middle school level to promote early exposure to and exploration of career academies.
- Create opportunities for middle school students to explore and cultivate their strengths, talents and interests; collect artifacts showcasing their talents; and help them design their own dynamic, future-ready learning path.
- Offer professional learning to cohorts of educators using CRT framework elements to build the capacity to partner with students and families to co-construct and successfully navigate a pathway plan.

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Metrics

As a part of our equity mission, ACPS aspires to have a proportionate representation of our student demographics in all classes, including our center and academy enrollment. The work that the leadership and administrative teams did this year starts moving us toward that goal by partnering with students and families to become more knowledgeable of their options and removing some systemic barriers that may have kept students from certain courses.

ACPS Enrollment in AP Courses by Membership Group 2019-2020

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The following charts illustrate student enrollment in our Advanced Placement (AP) and Dual Enrollment (DE) courses by membership group for the 2019-20 school year:

Status Update: Curriculum and Instruction

The Curriculum and Instruction Subcommittee is tasked with creating materials for all grades that reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color. Additionally, the subcommittee is charged with examining curriculum materials for racial bias and providing in-class and extracurricular activities that provide cross-cultural and cross-racial interactions.

Key Project: Culturally Responsive Curriculum Assessment

Education about the history and current relevance of race in America plays a key role in systems of inequity. By improving the ways we approach history in ACPS, we believe we can make progress toward overcoming the deep-seated perceptions and mindsets that block advancement in racial equity in our district.

ACPS Enrollment in DE Courses by Membership Group 2019-2020
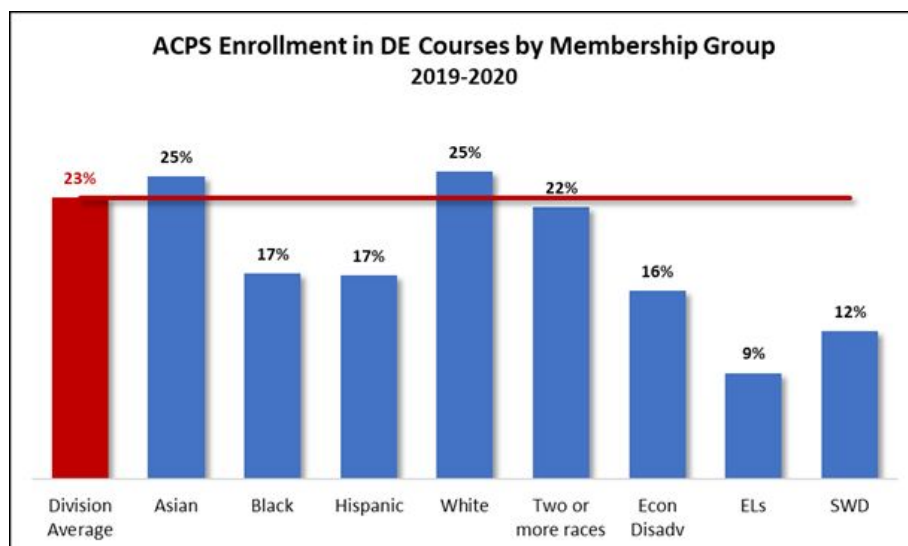
However, as reported by the EdWeek Research Center, only 22% of non-White teachers and 9% of White teachers felt they had the training and resources to teach anti-racism curriculum.[6] In an effort to ensure our teachers are equipped with the necessary support to effectively teach anti-racism curriculum, the Department of Instruction has been working on developing an anti-racism curriculum specifically in K-12 social studies and secondary English/language arts. Last year, as a team, we developed an Anti-Racist Vetting Tool. We also adopted a Culturally Responsive and Anti-Racist Curriculum Assessment Tool. Through these tools, we aim to ensure that all resources used will be vetted using the Anti-Racist Vetting Tool and that our curricular frameworks are anti-racist.

Key Project: Curriculum Assessment and Resource Review

We have begun the large task of tackling curriculum assessment in a couple of subject areas and look forward to incorporating the lessons learned into other subjects (e.g., science, math) in the near future.

English Language Arts

We have taken the following actions in the past school year, from the fall of 2019 to present, in secondary English Language Arts (ELA) classes:

- We drafted the **ACPS ELA Equity Toolkit** to support secondary ELA educators as they adopt teaching approaches in alignment with the ACPS Anti-Racism Policy.
- Seventeen (17) educators (including high school ELA teachers, media specialists, and instructional coaches) participated in an online discussion group about **Letting Go of Literary Whiteness** in order to build specific practices for implementing anti-racist literature instruction. Over the

[6]Schwartz, S. (2020, September 23). You Have Anti-Racist Curriculum Resources. Now What Do You Do? *Education Week.* Retrieved from <https://www.edweek.org/ew/articles/2020/09/23/you-have-anti-racist-curriculum-resources-now-what.html>.

- Six teams of UVA English faculty, graduate students, and experienced teachers from local schools (including ACPS educators) began developing **lessons and resources to "teach hard literature."** This partnership will be ongoing with the UVA Center for Liberal Arts to develop approaches to teach contemporary issues that often go unaddressed.

Social Studies

In social studies, we have completed the first of our three-year grant-funded initiative, *Reframing the Narrative*, which is intended to develop anti-racist and culturally responsive curricula for grades 6-12. The first year of the cohort involved teachers in US History I (6th grade), US History II (7th grade), and VA/US History (11th grade).

There are three main components of *Reframing the Narrative*:

PROFESSIONAL LEARNING

- **Purpose:** Teachers understand and are committed to anti-racist and culturally responsive curriculum and have more efficacy around the teaching and learning of hard history.
- **Process Outcome:** From our cohort, 25 teachers attended the *Facing History and Ourselves* workshop, "Race and Membership: The Eugenics Movement" (Video: [Professional Learning for *Facing History and Ourselves*](#)). Also, 70 teachers came together from across the state to study Teaching Tolerance's *Hard History and Social Justice Framework*.

FIELD EXPERIENCES

- **Purpose:** Students have more efficacy around learning hard history.
- **Process Outcome:** Last year, 1,258 ACPS students participated in field experiences at Montpelier (Google Slides: [Copy of Writing on History's Blank Pages](#)).

CURRICULUM DESIGN

- **Purpose:** Develop anti-racist and culturally responsive curricular experiences.
- **Process Outcome:** Eighty (80) teachers partnered with 25 experts in the field to design 25 "critical inquiries" that merged the Inquiry Design Model with social justice principles (Video: [Inquiry Design Model](#)).

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As a result of our work, we have developed 20 draft inquiries using the Inquiry Design Model that are being implemented this school year in US History I, US History II, and VA/US History. Additionally, the school board approved and we have purchased (through grant funding) copies of *Stamped: Racism, Anti-Racism, and You* for every 11th-grade student.

We have recruited about 25 teachers to participate in the second year of our cohort of World History and World Geography teachers, which will include teachers and leaders from six additional school districts. We have scheduled six workshops with *Facing History and Ourselves* entitled, "Teaching for Equity and Justice." Additionally, teachers will be sending their students to Montpelier for virtual field trips. Finally, in June, we will convene to design curricula for World History I-II and World Geography.

Status Update: Training

Implementation of the ACPS Anti-Racism Policy calls for ongoing professional development in order for all staff to engage in personal and professional learning about race and racism; ensure all staff are knowledgeable about the policy; and support the implementation of other domains within the policy, such as curriculum and administration. With that in mind, professional development and training activities will be varied in format and purpose and rolled out in conjunction with other aspects of policy implementation, such as the curriculum assessment project, *Reframing the Narrative*. In conjunction with overseeing ongoing professional development for all staff, the Training Subcommittee will offer tailored support and trainings to schools and department leaders.

Key Project: Anti-Racism Policy Training

We acknowledge that the level of expertise across our schools and departments vary with regard to race and racism. Building the racial consciousness and ability to address acts of racism of individuals and the division as a whole takes time. During the past year, we focused on laying a basic foundation about race and racism through the development of the following activities:

Community Conversations

A required summer professional development session for all teachers and administrators focused on examining equity gaps and Culturally Responsive Teaching (CRT) practices. "Community Conversations" explored equity gaps and predictive patterns in ACPS data and offered an overview of CRT and strategies to teach to and through culture. This session was offered to all teachers and administrators in summer 2019, and to all teachers new to ACPS in summer 2020.

Community Conversations (summer 2019)

Courageous Conversations About Race

To effectively identify and challenge the racial achievement disparities, our entire school community, including members of every racial/ethnic membership group, need to be able to talk about race without fear of judgment. In an effort to deepen not only the racial consciousness of our staff, but also their ability to engage effectively and beyond surface conversations about race, we have launched a division-wide book study and train-the-trainer model focused on Glenn Singleton's *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*.

This ongoing effort features a series of protocols based on Singleton's guide that have been piloted with critical ACPS leadership groups, including the school board, the Superintendent's Cabinet, and the division-level Leadership Team.

We have integrated these protocols into professional learning opportunities offered in the 2020-21 school year. School administrators and department leaders have been tasked with facilitating the book study and training their staff. We are offering ongoing support for division leaders as they implement the protocols, including a facilitator's guide. Additionally, we have incorporated the *Courageous Conversations About Race* protocols into school and department improvement plans as a means of tracking progress made around this work.

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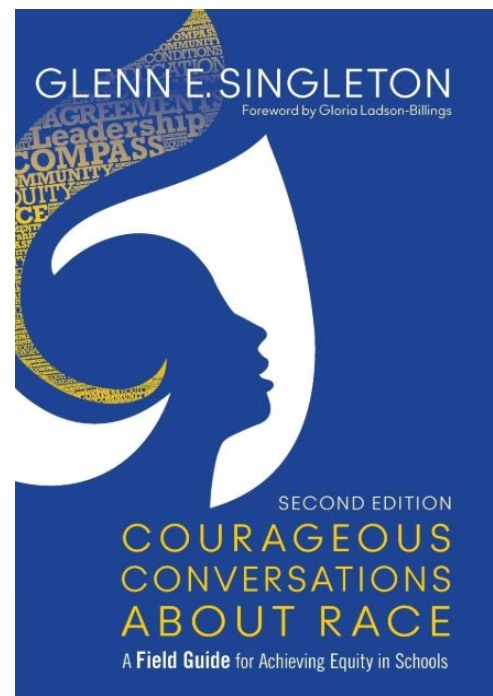
All-Staff Orientation to the Anti-Racism Policy

We are launching an online orientation that formally introduces our Anti-Racism Policy to all ACPS staff. The orientation will feature:

- Video messages from [Superintendent Haas](#) and [Assistant Superintendent Hairston](#);
- A review of the policy's purpose, guiding principles, and definitions; and
- Video exemplars to support understanding of key concepts.

To ensure accessibility, the orientation includes a voice-over and is translated into Spanish. Launch is set for November 16, 2020, and we will utilize a verification and reflection tool to track completion by all employees.

Key Project: Training in Cultural Awareness and Culturally Responsive Teaching

In support of the goals and processes of the Anti-Racism Policy, ACPS continues to expand its professional development opportunities for educators around Culturally Responsive Teaching (CRT). Any ACPS educator or administrator who

is committed to closing equity gaps for traditionally marginalized students may pursue ACPS Certification in Culturally Responsive Teaching. Certification involves a rigorous year-long process that provides an opportunity for ACPS educators to receive recertification credit and compensation for:

- Documenting their learning across the three ACPS characteristics of CRT;
- Continuously and robustly integrating CRT into their instructional practice; and
- Demonstrating a positive impact on student achievement and learning.

Also, any ACPS educator or administrator may pursue the ACPS Micro-Credential in Culturally Responsive Teaching, which provides an opportunity for ACPS educators to receive recertification credit and compensation for their participation in learning, application, reflection, and evidence of CRT pedagogy to impact student results.

Metrics

As of October 2020, a total of 140 CRT awards have been earned by our educators through the Micro-Credential or Certification programs. This CRT Data chart represents the current placement of the 112 educators who have successfully completed the programs and are still employed by ACPS, organized by their current location. It is important to note that some educators have received both their Micro-credential and their Certification, and that others have left the county since having earned their award.

Qualitatively, we are seeing certified and credentialed educators from previous years becoming leaders and mentors for others. More quantitatively, we are using the ACPS Equity Dashboard to monitor the impact of Culturally Responsive Teaching on student achievement.

App. 85

Status Update: Policy Enforcement

The regulations specified within the Policy Enforcement section of the Anti-Racism Policy center on implementing and evaluating the policy. The division hired a program manager to keep key initiatives on track and to coordinate the execution of multiple projects at once. The Policy Enforcement Subcommittee meets with all of the project managers and the program manager to ensure strategies are monitored. Much of this year was about collecting baseline data.

A key parallel project is the creation of the ACPS Portrait of a Graduate and the development of a new strategic plan for the division.

Also, within the Anonymous Alerts reporting app, staff have added a category for reporting racial incidents, and, as previously reported, the student anti-racism team will create a communication plan to ensure that students know how to use it.

Key Project: Annual Report and Evaluation Plan

This annual report is a key deliverable of the Anti-Racism Policy and the Policy Enforcement Subcommittee. Prior to finalizing the report, a draft was shared with partner groups. In conjunction with providing the report to the school board, we will share the report with the general public.

Our three-year Evaluation Plan is presented in Appendix D.

Metrics

Our outcome metrics include the [Equity Dashboard](), which serves to document and monitor certain indicators that demonstrate disparities across student membership groups. The Equity Dashboard currently includes "Equity Tables" for each school year beginning in 2016-17 and continuing through 2019-20. This effort supports the shared mission of our schools to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success.

App. 87

Lessons Learned

As with any division-wide effort, the success of an initiative is contingent on whether there is buy-in from the relevant stakeholders, thorough oversight, internal capacity, and continuous improvement. The Anti-Racism Steering Committee spent the fall developing its internal infrastructure and identifying its goals (refer to the Anti-Racism Logic Model in Appendix A). Then, the twin pandemics of COVID-19 and the pervading racial injustice occurred, triggering some unexpected challenges and a renewed commitment to this work.

Key lessons learned include:

Strengthening the Committee and Division's Proficiency Regarding Race

Through some of the initial committee meetings and conversations with members of the division-level Leadership Team, it became apparent that everyone did not have the same understanding of what it means to be anti-racist, nor was everyone fully comfortable talking about race. Flash forward to the spring: A number of leaders reached out seeking support on how to engage their staff about the racial injustices occurring across our country. To ensure we were not being reactive, but rather, were thoughtfully investing in our division's internal knowledge and skillset to effectively engage in these conversations, we made the decision to implement a division-wide book study. Modeled after Glenn Singleton's *Courageous Conversations About Race*, the school board and Leadership Team are being trained in using the tools of the book. For more information, please refer to the Training Subcommittee's project work around Courageous Conversations About Race.

App. 88

Expanding Internal Capacity

We realized that the members of the steering committee were the same people tasked with implementing other key initiatives and programs across the division. Even more detrimental, we noticed our committee did not fully represent the numerous roles across the division. Over the summer, we expanded the committee's membership to include more principals as well as school and department staff.

Student Voice

In hope of emphasizing and centering student voice during our committee meetings, halfway through the year, we invited two seniors to join our committee as student interns. The two students have since graduated, but we are in the process of backfilling those roles. Additionally, SEAT currently includes only high school students. Our hope is to eventually recruit and engage middle school students.

App. 89

Looking Ahead: Next Steps

Now more than ever, we understand the imperativeness of disrupting the practices and structures that perpetuate racism in our school district. And, even as the social hashtags change and the media moves on to the next "hot topic," we refuse to lose momentum around this critical work. We recommit ourselves to taking explicit steps to addressing institutional and individual racism in the calendar year ahead (2020-21) by focusing on the following activities and projects:

Policy Communication

Reporting Acts of Racism: The Student Equity Advisory Committee (SEAT) will partner with our Director of Student Services to understand how students can use Anonymous Alerts to make reports about acts of racism and other infractions.

Public Awareness Campaign: SEAT and the Policy Communication Subcommittee will co-create a social media public awareness campaign that educates the public on the types of racism that exist and the ways one can become anti-racist. The public awareness campaign will kick off in February 2021 in honor of the two-year anniversary of the school board's approval of the ACPS Anti-Racism Policy.

Leadership and Administration

Course Enrollment Disparities: The Department of Instruction will monitor and evaluate all courses, including academy and center enrollment, for racial disparities.

Human Resource Equity Team: During the spring of 2021, we will disseminate an engagement survey as well as convene focus groups of teachers of color to hear about specific experiences and gain feedback.

App. 90

Curriculum and Instruction

Anti-Racism Curriculum Framework: We will continue making progress and refining our English Language Arts and social studies curricula while developing our plans to begin assessing our science and math curricula.

Winter 2020 Discussion Group: Letting Go of Literary Whiteness: We will hold a discussion group this winter to build specific practices for implementing anti-racist literature instruction.

Book Collection Audits: Teachers will begin auditing classroom collections and book rooms this year to build collections that include more diverse and inclusive selections.

Critical Literacy Pedagogy: We will develop professional development opportunities for teachers to practice Critical Literacy Pedagogy (CLP) strategies. CLP is an instructional approach that examines media for discrimination and bias by analyzing messages.

Teaching Hard Literature: We will partner with the UVA Center for Liberal Arts to develop approaches to teaching contemporary issues that often go unaddressed. We will field-test resources across ACPS and other local schools next year.

Training

Redesign the Teacher Performance Appraisal (TPA): Human Resources will be undertaking a large project to update the TPA. We will embed Culturally Responsive Teaching into the framework and use an anti-racist lens to delete, edit or add new look-fors.

Policy Enforcement

Shifted Evaluation Timelines: We moved the evaluation timelines in response to the disruption caused by COVID-19. We have extended the implementation "year" through the current 2020-21 school year.

App. 91

Staff and Student Channels to Report Racism: The Policy Enforcement team will work together to identify current means for staff and students to report racism. After we review the current state, we will move forward with project plans to develop additional means, as necessary.

App. 92

Appendices

Appendix A. Resources

Anti-Racism Guide

Our Anti-Racism Guide includes an overview of what it means to be anti-racist, including frequently asked questions and a glossary of terms.

Anti-Racism Logic Model

ACPS uses the Anti-Racism Logic Model (October 2020) as a planning tool and visual. The model is updated frequently.

Anti-Racism Policy

The division's Anti-Racism Policy was adopted by the school board on February 28, 2019, and can be accessed through the Anti-Racism Policy web page on the ACPS website and as a printable PDF document through ElectronicSchoolBoard.

Culturally Responsive and Anti-Racism Curriculum Assessment

We use our Culturally Responsive and Anti-Racism Curriculum Assessment as a tool to review curriculum with an anti-racist lens.

Transforming Organizational Culture Assessment Tool

The Transforming Organizational Culture Assessment (TOCA) Tool is a racial equity assessment tool developed by MP Associates and used by the ACPS Human Resources Equity Team when self-assessing and unpacking their perceptions of White culture within the Human Resources Department.

App. 93

Appendix B. Anti-Racism Committee Members

Committee Leadership

- **Cabinet Sponsor:** Dr. Bernard Hairston | Assistant Superintendent for School Community Empowerment
- **Program Manager:** Jasmine Fernández | Project Advisor

Policy Communication Subcommittee

- Alfred Toole | Learning Technology Integrator
- Helen Dunn | Legislative and Public Affairs Officer
- Karen Waters-Wicks | Community Education Program Coordinator
- Phil Giaramita | Communications Officer

Leadership and Administration Subcommittee

- Daphne Keiser | Director of Education Quality
- Irvin Johnson | Director of Counseling Services
- Jay Thomas | Director of Secondary Education
- Kasaundra Blount | Principal
- Nicholas King | Director of Student Services
- Pearl Early | Student Support Program Manager
- Seth Kennard | Principal

Curriculum and Instruction Subcommittee

- Catrina Sims | Lead Coach
- John Hobson | Lead Coach
- Leilani Keys | Equity Specialist
- Michele Castner | Director of Elementary Education

Training Subcommittee

- Ayanna Mitchell | Equity Specialist
- Jim Foley | Director of Transportation
- Jennifer Sublette | Director of Professional Development
- Joe Letteri | Director of Building Services
- Lars Holmstrom | Equity Specialist
- Rosaura González-Muñiz | Assistant Principal

Policy Enforcement Subcommittee

- Chris Gilman | Coordinator of Research and Program Evaluation
- Gwedette Crummie | Principal
- Jamie Gellner | Director of Program Evaluation

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Appendix C. Student Equity Advisory Team Members

Staff Facilitator: Karen Waters-Wicks | Community Education Program Coordinator

- Elizabeth Elvgren* | Albemarle High School | Grade 12
- Naquel Perry | Albemarle High School | Grade 12
- Angel Pilkey-Chevez | Albemarle High School | Grade 12
- Princey Reyes-Lopez | Albemarle High School | Grade 12
- Amya Edwards | Monticello High School | Grade 11
- Brian Bryne* | Western Albemarle High School | Grade 11
- Ada Kindrick | Community Charter School | Grade 10
- Aliyah Hawkins | Monticello High School | Graduate
- Catherine Taylor | Monticello High School | Graduate
- Judah Brown | Murray High School | Graduate
- Kaydin Edwards | Murray High School | Graduate

Member of the original committee that drafted the Anti-Racism Policy

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Appendix D. Evaluation Plan

Year 1 Evaluation Plan

2019-20 School Year (initial implementation) through the 2020-21 School Year

Year 1 Report, Fall 2021:

1. Did the policy clearly identify the critical implementation steps?
2. Was the policy implemented according to the policy requirements?
3. What inputs and resources were required to implement the policy? Were all of these inputs and resources available?
4. What is the status of the policy implementation indicators (i.e., number of acknowledgements on the community survey; number of procedures developed and communicated across secondary schools; number of educators trained in CRT and the Anti-Racism Policy; status of curricula that has been "reframed")?
5. Based on the fall 2020 report, what is the current status of implementation and objectives?

Year 2 Evaluation Plan

2021-22 School Year

Year 2 Report, Fall 2022:

1. What key activities were completed during policy implementation? Did the activities result in the anticipated outputs?
2. Was the policy implemented consistently across communities or environments?
3. Were there any unintended consequences?
4. What external factors influenced implementation?

App. 97

5. What is the status of the policy implementation indicators (i.e., number of acknowledgements on the community survey and measure of interest; AP/DE enrollment shifts; number of educators trained in CRT and the Anti-Racism Policy; update on minority new hires; update on impact of CRT on student success; status and impact of reassessed curricula)?
6. Based on the fall 2021 report, what is the current status of implementation and objectives?

Year 3 Evaluation Plan

2022-23 School Year

Year 3 Report, Fall 2023:

1. Evaluate annual report indicators based on logic model outcomes and required indicators.
2. Report changes in:
   ○ Participation in AP and DE courses;
   ○ Suspension rates;
   ○ Leadership pipeline/staffing demographics;
   ○ Acknowledgment and understanding of the Anti-Racism Policy and what it means to be anti-racist;
   ○ Student achievement due to changes in the curriculum framework;
   ○ Teacher practice due to anti-racism and/or CRT training; and
   ○ Student data based on School Improvement Plans.

App. 98
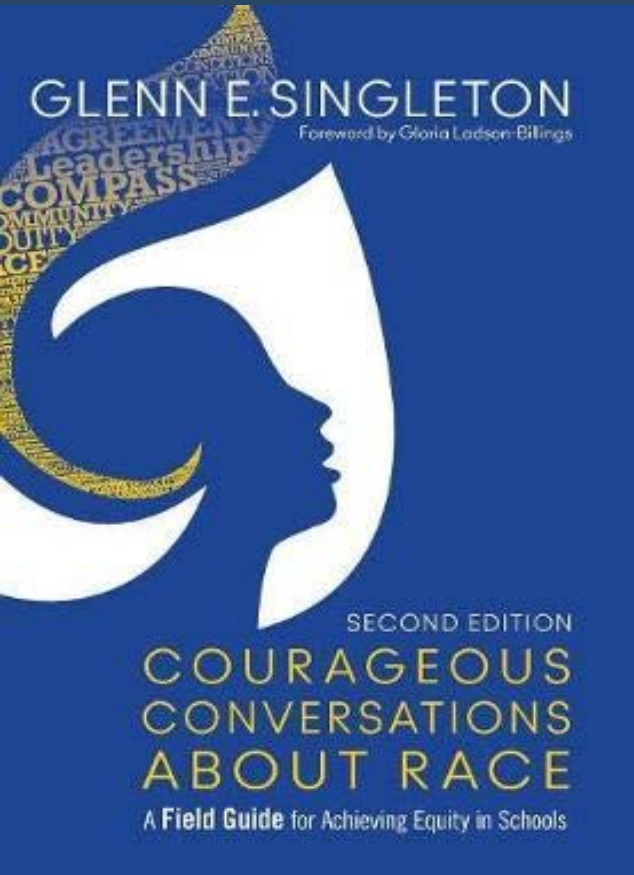
Why Courageous Conversations About Race?

A need to develop a best practice model to successfully close achievement gaps that can be attributed to race relations and racism.

To expand our racial consciousness to understand and challenge barriers that protect practices and procedures that often unintentionally produce inequitable outcomes for people of color.

To cultivate a passion to change long-standing institutional practices that perpetuate a system of inequity that exists in ACPS.

Today's Agenda

Orientation:

> **Why Courageous Conversations about Race?**
>
> **Course Outline**
>
> **Virtual Expectations and Norms**
>
> **Course Expectations and Norms**

Introduction:

> **Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race**

Why Courageous Conversations About Race?

Race plays a primary role in sustaining if not widening the omnipresent achievement gaps. But educators have not been willing to enter into a discussion about this extraordinarily complex and emotionally charged topic. Thus collectively we as educators have also become very skillful at talking about race and therefore **we have failed to develop the requisite capacity to examine and address the impact of race on learning.**

Glenn E. Singleton

Building on our foundation

ACPS Equity Mission Statement

is to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success.

Anti Racism Policy

The purpose of this policy is to eliminate all forms of racism from the Division in conjunction with related Board policies.

In ACPS, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the Division and the staff the Division hires.

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Facilitators:
Ayanna, Lars, Leilani, Jasmine

Session 1
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Facilitators:
Ayanna, Ashby, Kim, Leslie

Session 2
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Facilitators:
Ayanna,

Session 3
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Session 4
Chapters 9-10: The Fifth and Sixth Condition- It's Time to Deepen This Conversation. What Do You Mean by Race?. Let's Talk About Whiteness-

Session 5
Chapters 11-12: Practice Using Courageous Conversation and Your Real World

Session 6
Chapter 13: Course Wrap-Up and Moving Beyond

Virtual Norms and Expectations

1. **Chat:**

   Please use the chat to to comment, answer polls, share stories. A chat facilitator will monitor the chat for trends, comments worth sharing and capturing ideas. Chat notes transcript will be captured.

1. **Thumbs up:**

   Everyone loves a thumbs up. When something resonates with you or you have a share experience let us know with a thumbs up.

1. **Raise your hand:**

   There may be times when you may want to share or we ask for a volunteer. Give us a virtual or a real hand.

1. **Mute:**

   Please remain muted until it is your turn to speak or you are in a breakout room.

1. **Independent work time:**

   There will be times when you are working independently, please return within the allotted time.

1. **All sessions will be recorded:** Our goal is to make this session available to everyone asynchronously.

Book Study Norms <u>and</u> Expectations

Four Agreements
(The Process, pg 27))

1. Stay engaged

2. Experience discomfort

3. Speak your truth

4. Expect and accept non closure

App. 106

Six Conditions
(The Content, pg 27-28)

1. Focus on personal, local and immediate

2. Isolate race

3. Develop an understanding of race from multiple racial perspectives

4. Monitor agreements, conditions, and establish parameters for discussion

5. Establish an organizational vision around a contemporary, working definition of race

6. Examine the presence and role of "Whiteness" and its impact on the conversation

Chapter 1

Breaking the Silence: Ushering in Courageous Conversation About Race

Prompt #1: From a scale 1-5, what is your level of readiness/comfort to engage in conversations about race?

Level 1 | **Level 2** | **Level 3** | **Level 4** | **Level 5**

Level 1	Level 2	Level 3	Level 4	Level 5
I don't see color. I was raised to treat everyone with respect.	I acknowledge that racism exists, but I am still uncomfortable in engaging in conversations about race. It's easier for me to talk about other inequities (i.e., gender bias, social economic status, etc)	I am aware of my racial identity and how its influenced my ability to navigate society. I still experience discomfort when talking about race, but I am getting better at sitting with the discomfort I feel.	I am comfortable talking about race, but I acknowledge I still have some gaps. I want to be better equipped at speaking out when I witness a micro-aggression and acts of racism.	I am completely comfortable talking about race and calling out acts of racism. However, I want to be better equipped at identifying and implementing policies and programs that are anti-racist.

10

Let's Talk about Race!

Take notes on this break-out session slide deck.

Be prepared to share!

As you watch the videos on the next slide:

▫ Identify how the individuals in the videos describe their racial experiences.

▫ What resonated with you from the videos? What felt distant or new to you?

▫ How do your experiences with race play a role in your own leadership?

App. 109

Let's Talk About Race
Exploring Race,
Bias and identity

A Conversation With White People on Race (5 min.)

This short documentary features interviews with white people on the challenges of talking about race.

A Conversation With Asian-Americans on Race (7 min.)

Asian-Americans confront stereotypes about their community.

Take notes on this break-out session slide deck.

App. 110

As you progress through each chapter, you will be prompted to reflect on your learning and, in particular, your own racial experience....This book should guide you to engage your staff in conversations about race as a way to eliminate racial achievement disparities. - Glenn Singleton

Three Critical Factors

Revisit Glenn's three critical factors: Passion, Practice, and Persistence on pgs. 14–15.

Each person in the break-out room take the expert role to describe Glenn's definition of each term and provide examples of each, (Passion, Practice and Persistence).

Discuss how each term is different from what you expected.

How does each term apply to your work as leaders of courageous conversations?

Passion
Practice
Persistence

Journal Writing Prompts

1. **What is it that educators should know and be able to do to narrow the racial achievement gap?**

1. **How will educators know when they are experiencing success in their efforts to narrow the racial achievement gap?**

1. **What do they do as they discover what they don't know and are not yet able to do to eliminate the racial achievement gap?**

App. 113

Next Steps

—

- Please complete the CCAR Orientation feedback form.

- Read Part 1, Chapters 2-4

- Personally explore how passionate you are about equity/ anti-racism work in your school.

- Complete the, "Got Passion"? Chart on pg 33. (See Implementation exercise on pg 31-32)

- Use this presentation as a resource to develop your school level orientation session in September.

- Next meeting, September leadership team meeting

ACPS CCAR Timeline

What	When
1. Attend all 6 training sessions	September-March
2. Train the trainer model • Facilitate an orientation	September
3. Monthly Feeder Pattern CCAR Discussion Groups (Optional)	October- May (Lead by Anti- Racism PD Leaders)

Today's Agenda

Book study Facilitators: Ashby Johnson, Kim Gibson, Karen Waters-Wicks, Leslie Willis-Taylor
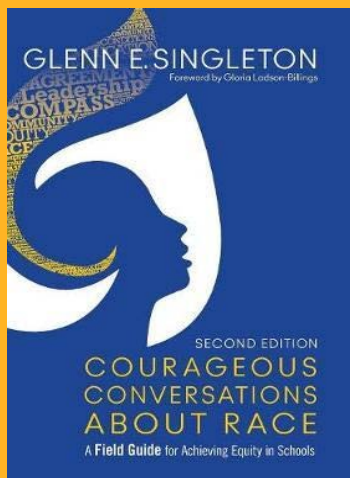
Course Outline

Virtual Expectations and Norms

Introduction: Recap

Session 1:

What Is Race and Why Do We Need to Focus on It??

Course Outline

Virtual Expectations and Norms

Course Expectations and Norms

App. 116

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Facilitators:
Ayanna, Lars, Leilani, Jasmine

Session 1
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Facilitators:
Ayanna, Ashby, Kim, Leslie, Karen Waters-Wicks

Session 2
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Facilitators:
Ayanna, Jamie, Destine,

Session 3
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Session 4
Chapters 9-10: The Fifth and Sixth Condition- It's Time to Deepen This Conversation. What Do You Mean by Race?. Let's Talk About Whiteness-

Session 5
Chapters 11-12: Practice Using Courageous Conversation and Your Real World

Session 6
Chapter 13: Course Wrap-Up and Moving Beyond

App. 117

19

1. **Chat:**

   Please use the chat to to comment, answer polls, share stories. A chat facilitator will monitor the chat for trends, comments worth sharing and capturing ideas. Chat notes transcript will be captured.

1. **Thumbs up:**

   Everyone loves a thumbs up. When something resonates with you or you have a share experience let us know with a thumbs up.

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1. **Mute:**

   Please remain muted until it is your turn to speak or you are in a breakout room.

1. **Independent work time:**

   There will be times when you are working independently, please return within the allotted time.

Recap:
Orientation and Introduction

- Take notes on this break-out session slide deck.

- Passion (Chapters 1-4)
- Practice (Chapters 5-10)
- Persistence (Chapters 11-13)

- **Read Part 1, Chapters 2-4**

- **Personally explore how passionate you are about equity/ anti-racism work in your school.**

- **Complete the, "Got Passion"? Chart on pg 33. (See Implementation exercise on pg 31-32)**

The Four Agreements

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non closure

App. 120

Building on our foundation

ACPS Equity Mission Statement

is to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success.

Anti Racism Policy

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In ACPS, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the Division and the staff the Division hires.

Passion

Level of connectedness educators bring to racial equity work and to district, school, or classroom equity transformation.

- Must be strong enough to overwhelm
  - Institutional inertia
  - Resistance to change, and
  - Resilience in maintaining the status quo
- Required to confront challenges
- Translated to transform beliefs

Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools* (Second edition). Corwin, A SAGE Company (14)

Passion

In the context of Courageous Conversations:

"With passion, we reclaim our hope and belief in the possibility of a future devoid of racial injustice...Passion is the cornerstone of racial equity leadership. Emboldened with *passion,* enabled with *practice,* and strengthened by *persistence,* we can create schools in which *all* students achieve at higher levels, achievement gaps are narrowed, and the racial predictability and disproportionality of high and low student achievement are eliminated."

Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools* (Second edition). Corwin, A SAGE Company (20-21)

App. 124

Let's Talk About Race
Exploring Race,
Bias and identity

A Conversation With White People on Race (5 min.)

This short documentary features interviews with white people on the challenges of talking about race.

A Conversation With Asian-Americans on Race (7 min.)

Asian-Americans confront stereotypes about their community.

Take notes on this break-out session slide deck.

Protocol for

Apply the compass and 4 agreements to continuing the conversation of the video from previous session

1. What part of this compass helps you develop your racial consciousness(define) so you can be an equitable leader everyday?
2. When we consider racial disparities within our daily work how does this connect?
3. How does the compass help us to self-evaluate and support others as they develop a deeper passion for anti-racism?

How can I use these intellectual tools to help me move forward as an anti-racist/equity leader?

Describe a time when your racial consciousness increased personally/professionally? -connect w/1st session question: How comfortable

Reflect and Plan

15 Minutes

Meet with your critical friend group:

- Key takeaways from this presentation,
- Identify what challenged you or ignites your passion for having courageous conversations with your staff.
- How will you share this information with your staff

Which one of the 4 agreements either challenged you the most or became easier to engage.

Next Steps

—

- Please complete the CCAR Orientation feedback form.

- Read Part 2, Chapters 5–6

- Personally explore

- Complete

- Use this presentation as a resource to develop your school level courageous conversations PD.

- Next CCAR PD, October 21st leadership team meeting

Overview

___

Orientation
> Why Courageous Conversations about Race?
> Course Outline
> Virtual Expectations and Norms
> Course Expectations and Norms

Introduction:
Chapter 1: *Breaking the Silence: Ushering in Courageous Conversation About Race*

Part 1: Passion: An Essential Characteristic of Racial Equity Leadership
Session 1
Chapter 2-4: *What Is Race and Why Do We Need to Focus on It?*

Part 2: Practice: The Foundation of Racial Equity Leadership
Session 2
Chapters 5-6: *The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It*
Session 3
Chapters 7-8: *The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?*
Session 4
Chapters 9-10: *The Fifth and Sixth Condition- It's Time to Deepen This Conversation. What Do You Mean by Race?. Let's Talk About Whiteness-*

Part 3: Persistence: The Key to Racial Equity Leadership
Session 5
Chapters 11-12: *Practice Using Courageous Conversation and Your Real World*
Session 6
Chapter 13: *Course Wrap-Up and Moving Beyond*

Anti-Racism Steering Committee
Bernard Hairston, *Project Sponsor*
Jasmine Fernandez, *Project Manager*
Lorenzo Dickerson, *Web Curator/Analyst*
Phil Giaramita, *Communications Officer*
Karen Waters-Wicks, *Community Education Coordinator*
Michele Castner, *Director of Elementary Education*
Catrina Sims, *Lead Coach*
John Hobson, *Lead Coach*
Leilani Keys, *Equity Specialist*
Jenn Sublette, *Director of Professional Development*
Lars Holmstrom, *Equity Specialist*
James Foley, *Director of Transportation*
Ayanna Mitchell, *Equity Specialist*
Jamie Gellner, *Director of Research & Evaluation*
Jay Thomas, *Director of Secondary Education*
Daphne Keiser, *Director of Educator Quality*
Nick King, *Student Services Officer*
Kasaundra Blount, *Principal at Burley*
Katherine Taylor, *Student Intern**
Aliyah Hawkins, *Student Intern**

CRT PD Leadership Team

Marian McCollough , Gifted Resource Teacher

Destine Thomas, Instructional Coach

Filidelfia Soto, *Elementary Teacher*

Katy Schutz, Elementary Teacher

LaNika Barnes, Secondary Teacher

Ashby Johnson, *Principal*

Leslie Wills-Taylor, *Principal*

Rosaura Gonzalez Muniz, *Assistant Principal*

Kailyn Gillam,

Kasaundra Blount

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Facilitators:
Ayanna, Lars, Leilani, Jasmine

Session 1
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Facilitators:
Ayanna, Ashby, Kim, Leslie, Karen Waters-Wicks

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Facilitators:
Ayanna, Jamie, Destine,

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Session 5
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Session 6
Chapter 13: Course Wrap-Up and Moving Beyond

App. 133

Book study Facilitators: Ashby Johnson, Kim Gibson, Karen Waters-Wicks, Leslie Willis-Taylor

App. 134

Today's Agenda

Review

❏ **Introduction: Recap**

❏ **Session 1:**

We will use the *Courageous Conversation Compass* to examine and discuss our racial consciousness.

1. **Chat:**

   Please use the chat to to comment, answer polls, share stories. A chat facilitator will monitor the chat for trends, comments worth sharing and capturing ideas. Chat notes transcript will be captured.

1. **Thumbs up:**

   Everyone loves a thumbs up. When something resonates with you or you have a share experience let us know with a thumbs up.

1. **Raise your hand:**

   There may be times when you may want to share or we ask for a volunteer. Give us a virtual or a real hand.

1. **Mute:**

   Please remain muted until it is your turn to speak or you are in a breakout room.

1. **Independent work time:**

   There will be times when you are working independently, please return within the allotted time.

Recap: Orientation and Introduction

- Take notes on this break-out session slide deck.

- Passion (Chapters 1-4)
- Practice (Chapters 5-10)
- Persistence (Chapters 11-13)

- **Read Part 1, Chapters 2-4**

- **Personally explore how passionate you are about equity/ anti-racism work in your school.**

- **Complete the "Got Passion"? Chart on pg 33. (See Implementation exercise on pg 31-32)**

The Four Agreements

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non closure

Passion

"Emboldened with *passion,* enabled with *practice,* and strengthened by *persistence,* we can create schools in which *all* students achieve at higher levels"

Singleton, G. E. (2015). *Courageous conversations about race: A field guide for achieving equity in schools* (Second edition). Corwin, A SAGE Company (14)

Anti Racism Policy

The purpose of this policy is to eliminate all forms of racism from the Division in conjunction with related Board policies.

In ACPS, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in graduation rates, gifted identification, course participation, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the Division and the staff the Division hires.

App. 139

ACPS Equity Mission Statement..

is to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success.

How much is your life affected by race?

On a scale of 1–100% rate how your life is affected by race and populate the chat.

Take a minute:

Think about the highest and lowest percentages?

What are the reasons for discrepancies?

Racial Consciousness

A person's racial identity and cultural lens impacts the way they see themselves and others:
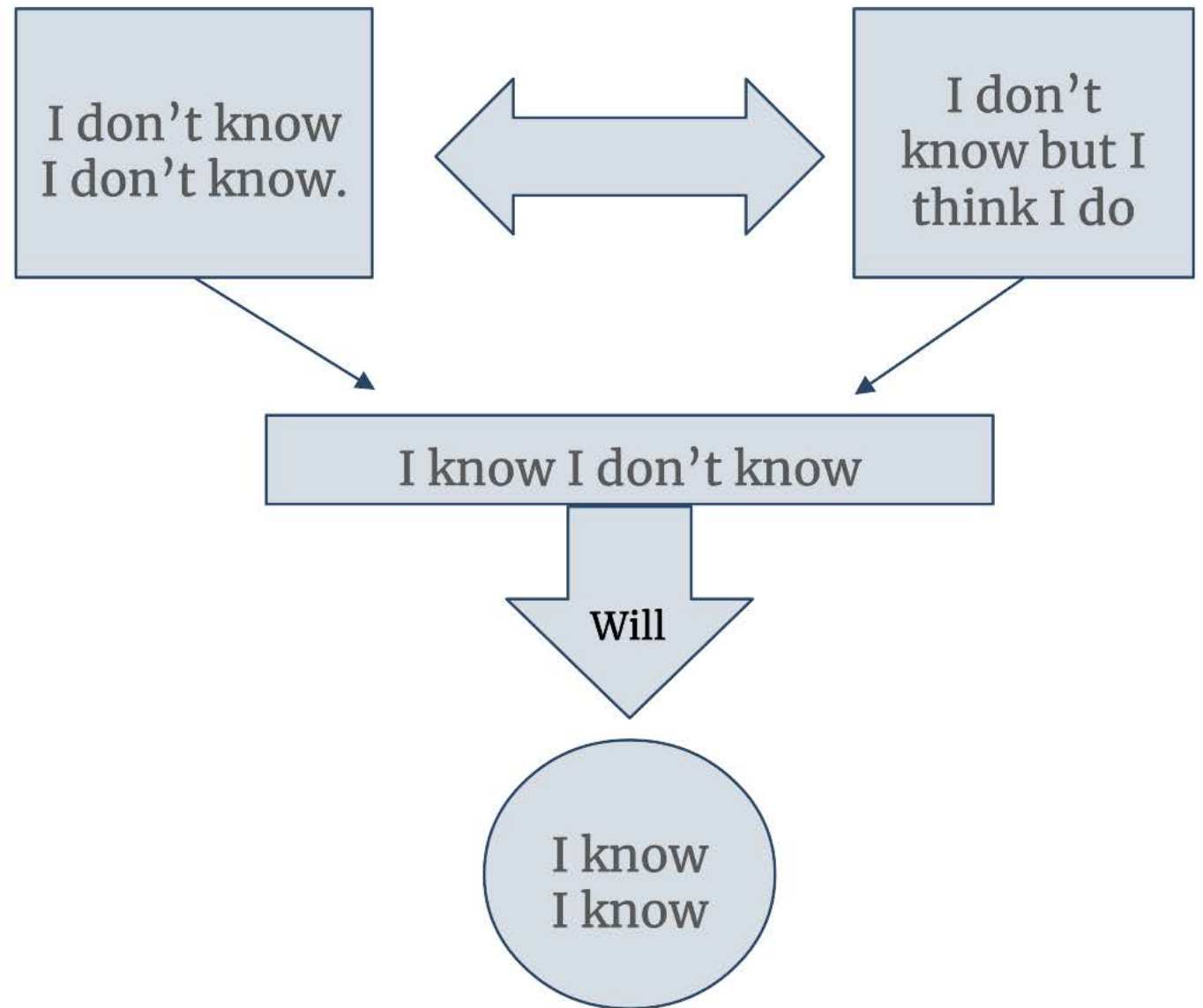
I don't know I don't know. ⟷ I don't know but I think I do

I know I don't know

Will

I know I know

Singleton, G. E. (2015). Courageous conversations about race: A field guide for achieving equity in schools (Second edition). Corwin, A SAGE Company (67)

USING THE COMPASS TO NAVIGATE COURAGEOUS CONVERSATIONS
___

Apply the compass and 4 agreements to your Racial Consciousness
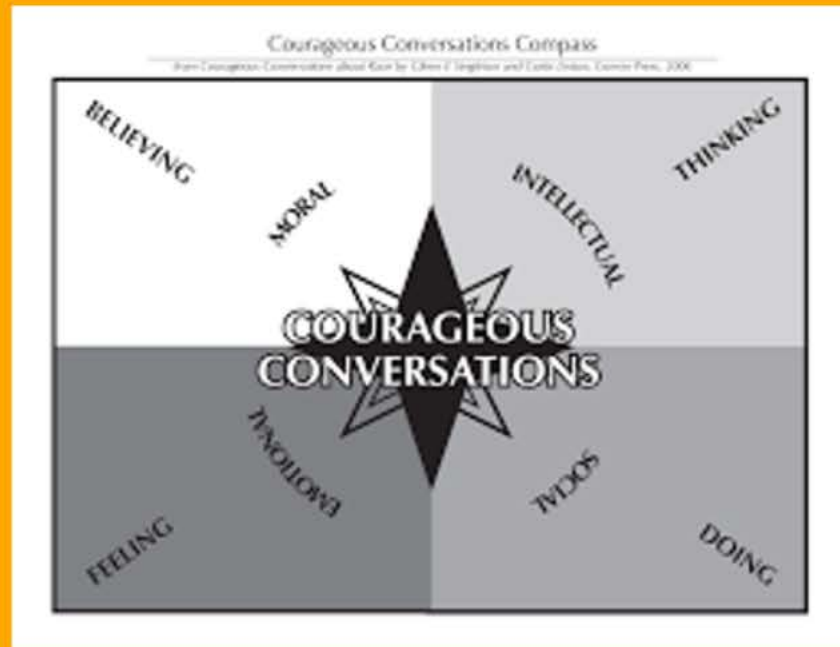
ESSENTIAL QUESTIONS

1. How does the compass help us to self-evaluate and support others as they develop a deeper passion for anti-racism?

1. How do you think where you fall on the compass shapes the way you listen and engage with others?

1. How might this tool to help you move forward as an anti-racist/equity leader?

Each participant in the small group will share their response to two of the prompts. Other group members will actively listen without judgement while committed to confidentiality and compassion.

Discuss and record: (25 minutes)

• **How does my race impact my life emotionally?**
• **How does my race impact my life relationally?**
• **How does my race impact my life intellectually?**
• **How does my race impact my life morally (my beliefs/what I see as right and wrong)?**

Refer to compass and definitions on pgs. 29-30

Figure 2.1 The Courageous Conversation Compass

Reflect and Plan

___

IN YOUR BREAKOUT GROUP:
- Key takeaways from this presentation.
- Identify what challenged you or ignites your **passion** for having courageous conversations with your staff.
- How will you share this information with your staff?

Which one of the 4 agreements either challenged you the most or became easier to engage.
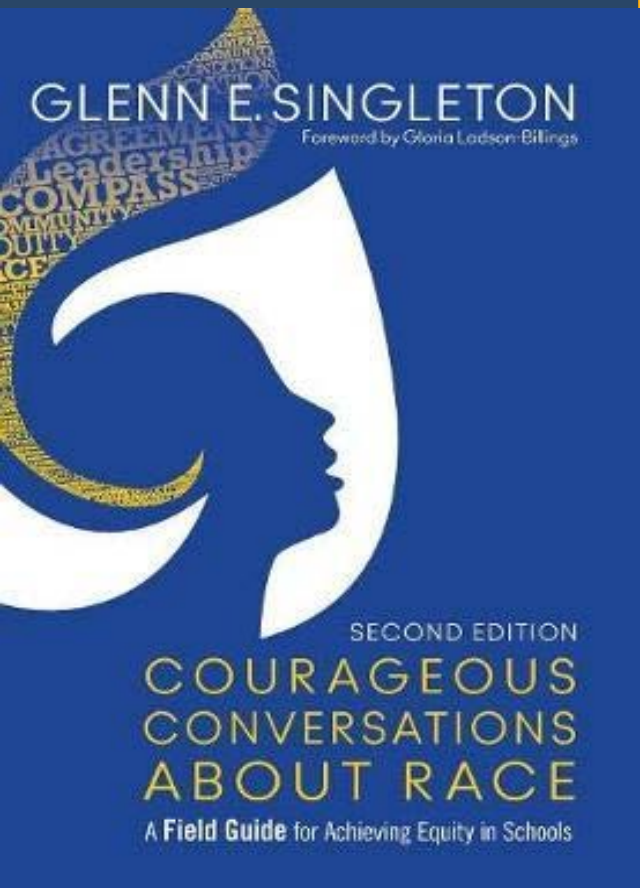
BREAKOUT SESSION 25 Minutes Total

REFER TO SLIDE 13-14 FOR THE DISCUSSION PROTOCOL

Next Steps

___

- **<u>Please complete this feedback form to inform future sessions and support.</u>**

- Read Part 2, Chapters 5-6

- Use this presentation and **<u>facilitation guide</u>** as a resource to develop your department or school based courageous conversations PD.

- Next CCAR PD, October 21st leadership team meeting:
  The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Courageous Conversations About Race Session 2

Passion, **Practice**, and Persistence

App. 147

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Facilitators:
Ayanna, Lars, Leilani, Jasmine

Session 1
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Facilitators:
Ayanna, Ashby, Kim, Leslie, Karen Waters-Wicks

Session 2
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Facilitators:
Ayanna, Jamie, Destinie, Rosaura

Session 3
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Session 4
Chapters 9-10: The Fifth and Sixth Condition- It's Time to Deepen This Conversation. What Do You Mean by Race?. Let's Talk About Whiteness-

Session 5
Chapters 11-12: Practice Using Courageous Conversation and Your Real World

Session 6
Chapter 13: Course Wrap-Up and Moving Beyond

1. **Chat:**

    Please use the chat to to comment, answer polls, share stories. A chat facilitator will monitor the chat for trends, comments worth sharing and capturing ideas. Chat notes transcript will be captured.

1. **Thumbs up:**

    Everyone loves a thumbs up. When something resonates with you or you have a share experience let us know with a thumbs up.

1. **Raise your hand:**

    There may be times when you may want to share or we ask for a volunteer. Give us a virtual or a real hand.

1. **Mute:**

    Please remain muted until it is your turn to speak or you are in a breakout room.

1. **Independent work time:**

    There will be times when you are working independently, please return within the allotted time.

Book study Facilitators: Jamie, Destinie, Rosaura
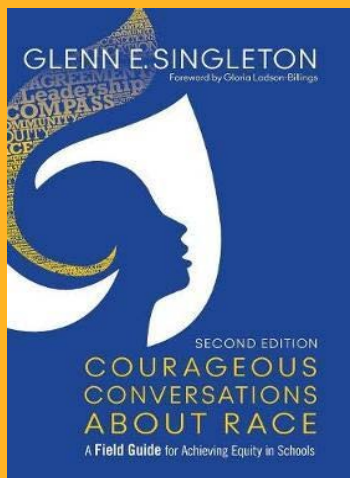
App. 150

Today's Agenda

Recap: Chapters 1-4

❏ **Session 2:**

The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Today's Targets

- **Reflect on our racial consciousness**
- **Making connections between our own beliefs and how it affects our decision making**

Book Study Norms and Expectations

Four Agreements
(The Process, pg 27))

1. **Stay engaged**
2. **Experience discomfort**
3. **Speak your truth**
4. **Expect and accept non closure**

Six Conditions
(The Content, pg 27-28)

1. **Focus on personal, local and immediate**

2. **Isolate race**

3. *Develop an understanding of race from multiple racial perspectives*

4. *Monitor agreements, conditions, and establish parameters for discussion*

5. *Establish an organizational vision around a contemporary, working definition of race*

6. *Examine the presence and role of "Whiteness" and its impact on the conversation*

App. 151

Patronus	Even after the 15th amendment passed, several states passed a law, known as "the grandfather clause," saying that if you could vote before the 15th Amendment was passed or were the lineal descendant of a voter, you didn't have	Cheated	Gypped
Some Native American tribes believe in "spirit animals" or "totems," which are spirits that guide and protect them on a journey or in their life in general.	Exempted or Excused	Cakewalk	A dancing contest judged by plantation owners enslaved people would dress in their finest clothing, would dance until the music stopped. Then, dancers would land on a number, and if it was called "they would take the cake."
Grandfathered In	Spirit animal	comes from the word "Gypsy," which is a derogatory name for the Romani people (also known as the Roma). A stereotype arose that the Roma were thieves, which led to the use of the term "gypped."	Easy

You and your small group will have five minutes to match each term (yellow), with its historical context (pink).

After you've made those matches, match the alternative phrase or word (green).

As you go through this ignite, notice if there are any words you hear, use, etc.

6

The **First Condition** is to establish a racial context that is personal, local, and immediate.

The **Second Condition** is to isolate race while acknowledging the broader scope of diversity and the variety of factors and conditions that contribute to a racialized problem.

When you see the two conditions, which one relates more to the ignite activity we just did?   Why?

App. 153

The **First Condition** is to establish a racial context that is personal, local, and immediate.

First Condition– Getting Personal Right Here and Right Now

—

Essential Question:

Why do we need to first understand our racial context personally and locally before we investigate our race in our workplaces?

Think About It

"...cannot effectively consider... racial beliefs, attitudes, and behaviors before they have carefully investigated their own."

p. 92

The **Second Condition** is to isolate race while acknowledging the broader scope of diversity and the variety of factors and conditions that contribute to a racialized problem.

The Second Condition Keeping The Spotlight on Race

—

Essential Question:

Why is it important to isolate race in the conversation?

Think about It

"*In essence, a race blind approach and strategy encourages educators to blame students for what they bring to school, something, over which educators ultimately have little personal control and, therefore, for which they can feel little responsibility.*"

p. 101

Which engaging condition speaks to you?

———

The **First Condition** is to establish a racial context that is personal, local, and immediate.

The **Second Condition** is to isolate race while acknowledging the broader scope of diversity and the variety of factors and conditions that contribute to a racialized problem.

Which one of these could you spend more time building understanding around?

Chew:
20 minute/ Breakout
Room Activity

⸺

[Processing Sheet](#) (REMEMBER TO EDIT TO FORCE COPY LINK BEFORE MEETING)

1. Choose one of the below topics as a group:
   - Renaming and Removing Confederate Monuments and Statues
   - Killing of Breonna Taylor
   - August 12, 2017 in Charlottesville

   Give each other 5 minutes at least to do #2.

1. Take a few moments to reflect on the topic and record
   My Personal Reflection:
   My Personal Location on the Compass:
   Local and Immediate racial contexts:

1. Share your reflections: State where your reflection is located on the compass and then share your reflection. It is important that there should be no discussion or debate after hearing another's opinion– this is meant only as an exercise in listening to and hearing different points of view.

1. How do you think where you fall on the compass shapes the way you listen and engage with others?
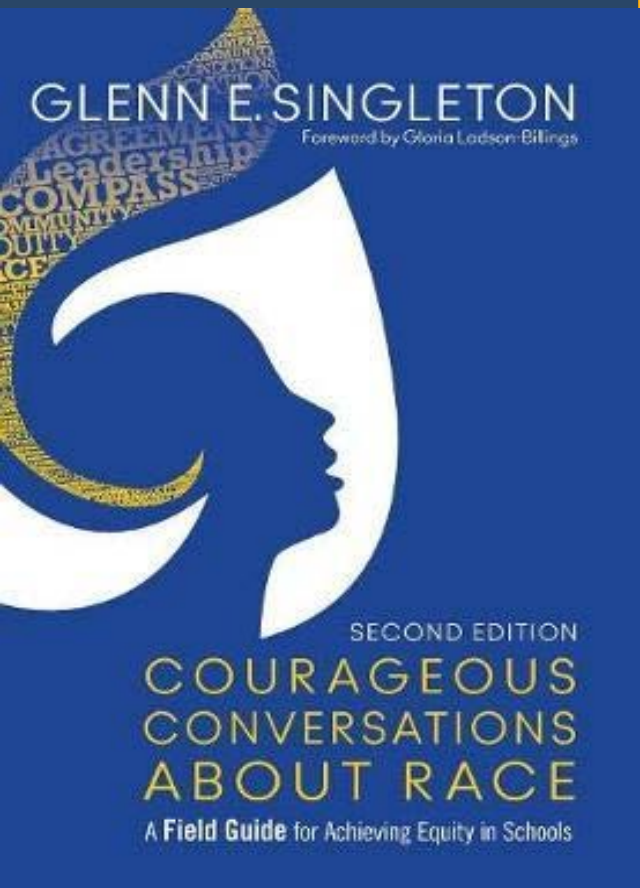
Review:

⎯

Share out-

- Was it easy or difficult to talk about these events in a personal, local, and immediate way? Why?

- How did this conversation raise your level of racial consciousness?

Next Steps

—

- **Please complete this feedback form to inform future sessions and support.**

- **Read Part 2, Chapters 7-8**

- **Use this presentation and facilitation guide as a resource to develop your department or school based courageous conversations PD.**

- **Schedule a feedback and review meeting with your school based or department equity specialist by, October 30th .**

- **Next CCAR PD, November 18th leadership team meeting: Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?**

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Session 1:Passion
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Session 2:Practice
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Session 3: Practice
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Mid-Year Review

Session 4: Practice
Chapters 9-10: The Fifth and Sixth Condition- It's Time to Deepen This Conversation. What Do You Mean by Race?. Let's Talk About Whiteness–

Session 5: Persistence
Chapters 11: Practice Using Courageous Conversation

Session 6: Persistence
Chapters 12: Systemic Racial Transformation

Session 7: Persistence
Chapter 13: Strategic planning for Anti-Racism

Year End Review

App. 161

Today's Agenda

Recap: Chapters 1-6

❏ **Session 3:**

Chapters 7-8: The Third and Fourth Conditions - Whose Voices Are We Hearing and Who Is Being Silenced?

Today's Targets

We will:

-Reflect on the social construction of race

-Explore how our racial perspectives and lived experiences differ from those around us.

Book study Facilitators: Filadelfia, John and Marian.

GLENN E. SINGLETON
Foreword by Gloria Ladson-Billings

SECOND EDITION
COURAGEOUS
CONVERSATIONS
ABOUT RACE
A Field Guide for Achieving Equity in Schools

App. 162

Book Study Norms and Expectations

Four Agreements
(The Process, pg 27))

1. **Stay engaged**
2. **Experience discomfort**
3. **Speak your truth**
4. **Expect and accept non closure**

Six Conditions
(The Content, pg 27-28)

1. *Focus on personal, local and immediate*

2. *Isolate race*

3. **Develop an understanding of race from multiple racial perspectives**

4. **Monitor agreements, conditions, and establish parameters for discussion**

5. *Establish an organizational vision around a contemporary, working definition of race*

6. *Examine the presence and role of "Whiteness" and its impact on the conversation*

App. 163

Ignite Activity

────

<u>Reflect and Connect</u>

"From my earliest recollection, my race has been salient. I was recently asked, 'Leidene, who are you in your humanity, beyond race?' As I contemplated the question, I realized that I have no idea. **For me, there is no "me" without race. My race is inextricably linked to who I am."** *p. 123*

How do you relate (or not) to this quote?

Introducing conditions 3 and 4

Condition 3:

Develop an understanding of race from multiple racial perspectives

"Normalizing social construction of knowledge, thus engaging multiple racial points of view in order to surface critical perspective." Pg. 115

Condition 4:

 Monitor agreements, conditions, and establish parameters for discussion

"Use the Courageous Compass to gauge where you and other participants are in terms of emotional, intellectual, moral, and relational proximity and connection to a given racial topic." Pgs. 128-129

We don't really talk about race in my house and I am not comfortable.	I would like to feel more comfortable but I am not sure I am ready yet.	I have been part of racial conversations but I don't know what to say.	I feel pretty comfortable talking about race with my friends.	I am always having conversations about race with people inside and outside of my community.
1	**2**	**3**	**4**	**5**

Increasing Interracial Communication

What prevents you from feeling comfortable during interracial conversations?

1. **Mindset**
2. **Communication**
3. **Build Trust**

Where do you think these understandings were developed?

Colorblind vs. Color Conscious

Communication is a Racialized Tool

White Talk	*Color Commentary*
● Verbal: Focused on talking and offering racial meaning through word choice, voice tone, and intonation	● Nonverbal: Focused on offering racial meaning through facial expressions, body movements, and physical gestures
● Impersonal: Focused on the sharing of racial perspectives or experiences of someone not immediately present or involved in the conversation.	● Personal: Focused on sharing one's own personal racial narrative, perspectives, or experiences.
● Intellectual: Focused on what one thinks (or has read) with respect to race.	● Emotional: Focused on what one feels (or has experienced) with respect to race.
● Task oriented: Focused on engaging in dialogue for the purposes of getting something accomplished.	● Process oriented: Focused on engaging in dialogue for the purposes of feeling present, connected, or heard.

App. 169

Barrier #3-- Distrust

Trust Must Be Generated

Trust Generators:

- **Establishing Parameters**
- **Monitoring Parameters**
- **Considering Compass Perspectives Different from Yours**

Trust Breakers:

- **No Parameters**
- **No Opportunities for Racial Exchange**
- **Only Considering Your Own Perspective**

Effective interracial conversations require time for **TRUST BUILDING** through first-person sharing and examination.

Chew: Engage in a Courageous Conversation using Multiple Perspectives

Courageous Conversation COMPASS

Believing
Soul

Moral

Intellectual

Thinking
Head

Courageous
Conversations
Compass

Heart
Feeling

Emotional

Relational

Body
Acting

Courageous Conversations About Race, Singleton & Linton, 2005

Identify where you are on the compass: When I'm having interracial conversations about **race/racism**, I tend to fall on the _____ part of the compass.

Chew: Engage in a Courageous Conversation using Multiple Perspectives

Courageous Conversation COMPASS

Believing
Soul
Moral   Intellectual
Thinking
Head

Courageous Conversations Compass

Heart
Feeling
Emotional   Relational
Body
Acting

Courageous Conversations About Race, Singleton & Linton, 2005

Think of a time when someone you knew did something you viewed to be racially unjust but they saw it differently.   Describe the differing historic and contemporary racial contexts that you believe influenced your point of view and the other person's contrasting one.   Be prepared to share your story with a small group. **(3-5 minutes)**

Chew: Share and Process

Courageous Conversation COMPASS

Believing — Soul — Moral — Intellectual — Thinking — Head
Heart — Feeling — Emotional — Relational — Body — Acting

Courageous Conversations Compass

Courageous Conversations About Race, Singleton & Linton, 2005

CCAR Compass Conversation Protocol

1. Think of a time when you witnessed someone you knew did something you viewed to be racially unjust but they saw it differently. Describe the differing historic and contemporary racial contexts that you believe influenced your point of view and the other person's contrasting one. Be prepared to share your story with a small group. (5 minutes)

2. Briefly share your story in your small group and then choose one of these stories for further analysis. (7 minutes-- 1 minute each to share and 2 minutes to pick one)

3. *Identify where you are on the compass:* When I'm having interracial conversations about **race/racism**, I fall on the _____ part of the compass. Then, working with your group decide how you will process the retelling of the story by challenging yourself to process in a way that is not the way you would typically process. (3 minutes). **Try to have every point of the compass represented by your group.**
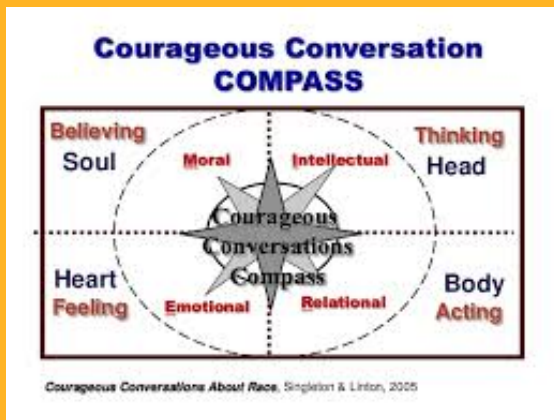
Figure 2.1 The Courageous Conversation Compass
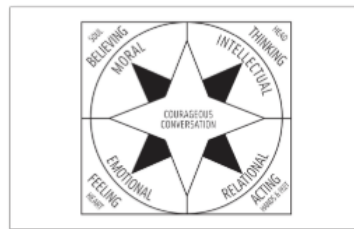
4. Then one member of the group retells the story identified by the group for further analysis while other members focus on processing the story through their selected compass lens. (3 minutes)

5. Participants share their response to the story through their selected lens. (8 minutes).

App. 173

Next Steps

——

- **Please complete this feedback form to inform future sessions and support.**

- Use this presentation and **facilitation guide** as a resource to develop your department or school based courageous conversations PD.

- Next CCAR PD, December 16th leadership team meeting: Mid-Year Check-in

Let's Share !

Have your reporter share out!

What was difficult about the activity? What were the different ways the story was processed?

Courageous Conversations About Race
Session 4

Passion, Practice, and Persistence

App. 176

Today's Agenda

Book study Facilitators: Karen and John
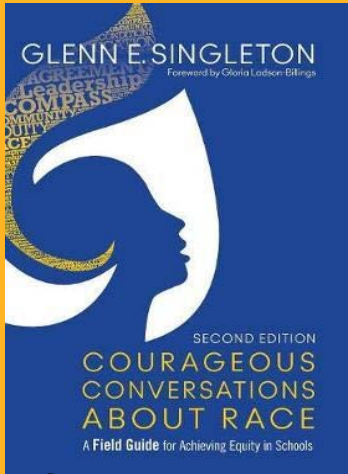
App. 177

❏ **Session 4:**

Chapter 9: The Social Construction of Race

Today's Targets

We will:

-Reflect on how the story of race has been constructed over time.

-Explore how the narrative of race has played out in our school system both historically and in our present moment.

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Session 1:Passion
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Session 2:Practice
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Session 3: Practice
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Anti-Racism Orientation

Session 4: Practice

Chapters 9:
The Fifth Condition "What Do you Mean By "Race"?

Session 5: Practice
Chapters 10:

Session 6: Persistence

Session 7: Persistence

Courageous Conversation Protocol

Four Agreements

1. Stay engaged

2. Experience discomfort

3. Speak your truth

4. Expect and accept non closure

Six Conditions

1. Focus on personal, local and immediate

2. Isolate race

3. Develop an understanding of race from multiple racial perspectives

4. Monitor agreements, conditions, and establish parameters for discussion

5. Establish an organizational vision around a contemporary, working definition of race

6. Examine the presence and role of "Whiteness" and its impact on the conversation

YOUR STORY

Condition 1
Focus on personal,
local and immediate.

Four Agreements

1. Stay engaged

2. Experience discomfort

3. Speak your truth

4. Expect and accept non
closure

WHICH PEOPLE, SOURCES, SCHOOLS, PLACES AND EXPERIENCES SHAPED YOUR UNDERSTANDING OF RACE?

Think– Pair (Breakout)– Share (Chat)

"

**Facing History and Ourselves
uses lessons of history
to challenge teachers and their students
to stand up to bigotry and hate.**

**History doesn't repeat itself,
...but it often rhymes**

Surprising-Interesting-Troubling (SIT)

Race: The Power of Illusion - The Story We Tell

App. 182

7

Race, defined!

Race, refers to a socially constructed meaning attached to a variety of physical attributes, including but not limited to skin and eye color, hair texture, and bone structures of people in the US and elsewhere.

Racism, generally speaking, can be defined as beliefs and an enactment of beliefs that one set of characteristics is superior to another set.

A **racist**, would be a person who subscribes to these beliefs and perpetuates them **intentionally** or **unconsciously.**

Do you personally resonate with the definitions of race, racism, and racist?
How are these definitions similar to or different from your own?

Condition 5
Establish an organizational vision around a contemporary, working definition of race

App. 183

Individual Racism	**Institutional Racism**	**Systemic Racism**
Prejudgment, bias, or discrimination by an individual based on race -- Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.	Occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.	Encompasses the history and current reality of institutional racism across all institutions and society -- It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

App. 184

Surprising-Interesting-Troubling (SIT)
The History of Race and Education in Charlottesville
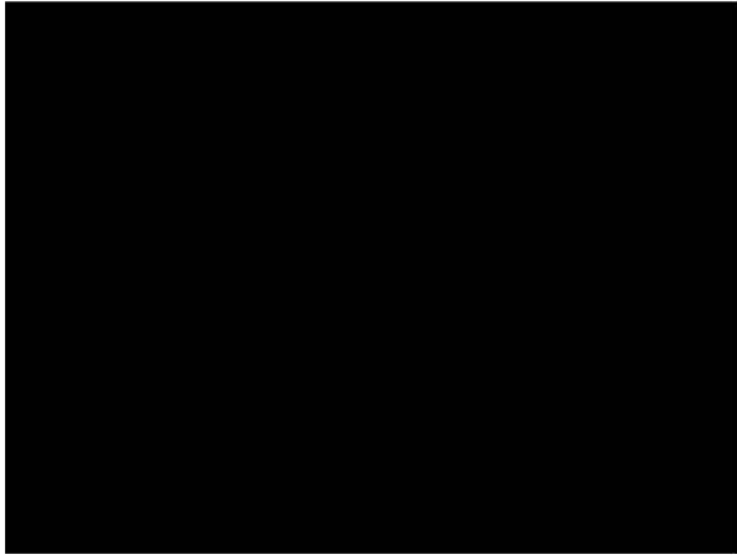
- **Residential and zoning patterns largely dictate school location, demographics and resources**

- **Historically segregated City schools such as Burley and Lane now house County government and students**

Surprising-Interesting-Troubling (SIT)

"You look right at us. You look right through us. And you never know our names because you don't care enough to ask. [While] City Council has dithered and bickered over roads, water and McIntire Park… our neighborhoods have been gentrified and a thousand of our population has been displaced," Lugo said. "We have a black city manager, a Dialogue on Race and a very nice apology for Vinegar Hill. But black people continue to be economically, academically and electorally disenfranchised: Cellophane."

Alicia Lugo, Nov. 2011
Remarks to Charlottesville City Council

Breakout Discussion

——

Jamboard to note what you found Surprising, Interesting or Troubling

Becoming Anti-Racist
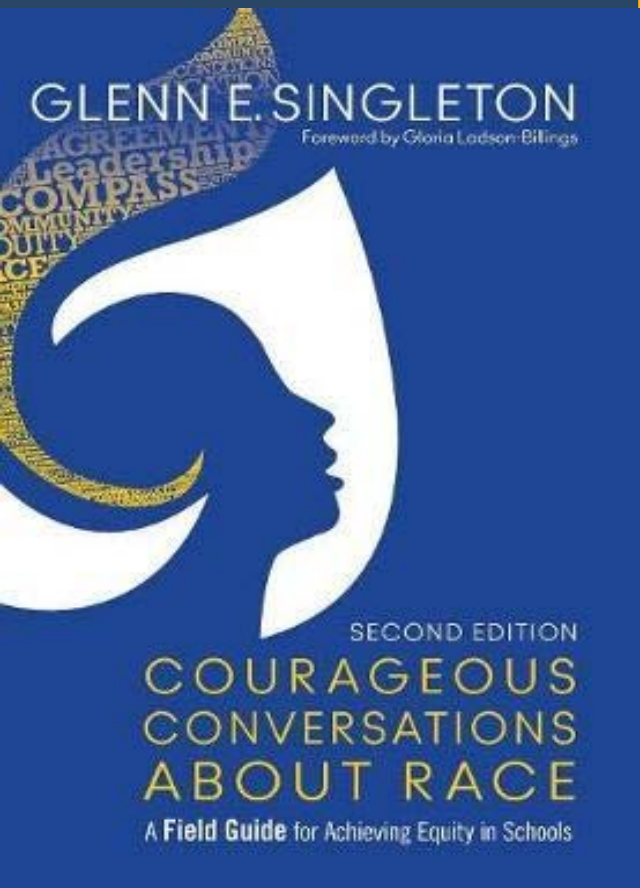
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App. 189

Let's Share !

Have your reporter share out!

What was difficult about the activity? What were the different ways the story was processed?

How will what you learned impact your actions as an anti-racist school leader going forward?

Guidance for African American History Month

App. 191

Next Steps

- **<u>Please complete this feedback form to inform future sessions and support.</u>**

- Use this presentation and **<u>facilitation guide</u>** as a resource to develop your department or school based courageous conversations PD.

- Next CCAR PD, February leadership team meeting:
    - Read, Courageous Conversation Chapter 10

- Continuous Courageous Conversation Opportunities
    - ACPS Courageous Forum, January 28th

GLENN E. SINGLETON

Foreword by Gloria Ladson-Billings

SECOND EDITION

COURAGEOUS
CONVERSATIONS
ABOUT RACE

A **Field Guide** for Achieving Equity in Schools

App. 193

Courageous Conversations About Race Session 5

Passion, **Practice**, and Persistence

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Session 1:Passion
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Session 2:Practice
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Session 3: Practice
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Mid-Year Review

Session 4: Practice
Chapter 9 The Fifth : It's Time to Deepen This Conversation. What Do You Mean by Race?

Session 5: Practice
Chapters 10: Sixth Condition- It's Time to Deepen This Conversation. Let's Talk About Whiteness-

Session 6: Persistence
Chapters 11: Eliminate Systemic Racial Disparities

Session 7: Persistence
Chapters 12: Systemic Racial Transformation

Session 8: Persistence
Chapter 13: Strategic planning for Anti-Racism

Today's Agenda

Session 5: The Sixth condition: Let's Talk About Whiteness

"Examine the presence and role of Whiteness, its impact on the conversation, and the problem being addressed" (p. 187).

Today's Targets

Understanding White privilege

Understanding White Consciousness

**Book study Facilitators:
Jamie Gellner &
Staci England**

GLENN E. SINGLETON
Foreword by Gloria Ladson-Billings

SECOND EDITION
COURAGEOUS
CONVERSATIONS
ABOUT RACE
A **Field Guide** for Achieving Equity in Schools

App. 195

Book Study Norms and Expectations

Four Agreements
(The Process, pg 27))

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non closure

App. 196

Six Conditions
(The Content, pg 27-28)

1. Focus on personal, local and immediate

2. Isolate race

3. Develop an understanding of race from multiple racial perspectives

4. Monitor agreements, conditions, and establish parameters for discussion

5. Establish an organizational vision around a contemporary, working definition of race

6. Examine the presence and role of "Whiteness" and its impact on the conversation

Ignite Activity
___

For our ignite we will watch a video together and then you will go to a breakout group and discuss either

- What does Singleton mean when he says it isn't a courageous conversation unless we talk about racial dominance?

- How would you answer the question he asks himself, "What would it take … so that those who feel most alienated and most resistant to the conversation about what it means to be white actually feel invited in?"

Ignite Activity

Peggy McIntosh on White Privilege

For our ignite we will watch a video together and then you will go to a breakout group and discuss either the first or second part of the video as shown in the following slide.

Ignite Activity

____

<u>White Privilege Video</u>

With your group upack this graphic.
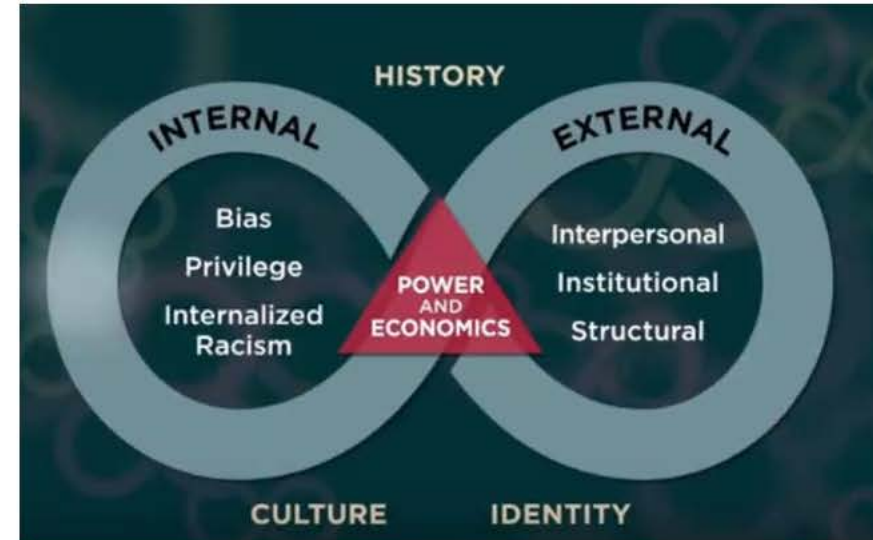
OR...

What does Peggy McIntosh mean when she says, "You are a very good student of what you've been taught"?

"White privilege refers to the advantages that White people recieve simply by virtue of their appearance and, to a lesser degree, the privilege lighter-skinned people of color and indigenous people garner as compared to darker members of the same or different non-White racial groups" (189).

"When White people are unconscious of their privilege, these skin color benefits are viewed as entitlements" (194).

White privilege and entitlement

"White privilege refers to the advantages that White people recieve simply by virtue of their appearance and, to a lesser degree, the privilege lighter-skinned people of color and indigenous people garner as compared to darker members of the same or different non-White racial groups" (189).

"When White people are unconscious of their privilege, these skin color benefits are viewed as entitlements" (194).

Jamie - 3 minutes - A large part of this chapter is grappling with the notion that the dominant race, White people, are not aware of the dominant cultural and social norms--to them they are invisible. Educators cannot truly understand the challenges faced by students of color, until we develop an understanding of what it means to be White. White is a color, a racial group as well. It comes with privilege because we are members of the dominant group. For those of you who want to spend more time with this idea with your staff, you can use the exercise on pages 190-194 which demonstrates White privilege and the color line.

How does your group define these characteristics? pp.197-200

Video: A Trip to the Grocery Store

Universal/dominant narrative
Perspective

Individualism

Avoidance

Decontextualization

How does your group define these characteristics? pp.197-200

Video: A Trip to the Grocery Store

9

White is a culture. White culture is characterized by individualism. One way that shows up in schools is through fostering independence and individual achievement versus fostering interdependence or group success. Another example of this in culture is relationship to property--desire for private property/individual ownership versus collectivist culture of shared property/group ownership. White individualism as a way of behaving also blends into the White way of thinking which is White Consciousness. There are 4 areas that emerge as elements of White consciousness. In the next group actiivty, we will ask you to define and then unpack these 4 ideas for a deeper understanding.

How does each insert itself in our schools?

Video: A Trip to the Grocery Store

How do I (will I) challenge it in my work?

Video: A Trip to the Grocery Store

"What's the matter? It's the same distance!"

—

Let's Share !

Have your reporter share out!

What was difficult about the activity? What were the different ways the story was processed?

Waiting for usc-powerpoint.officeapps.live.com...

Next Steps

——

facilitation guide as a resource to develop your department or school based courageous conversations PD.

Courageous Conversations About Race Session 6

Passion, Practice, and Persistence

GLENN E. SINGLETON

Foreword by Gloria Ladson-Billings

SECOND EDITION

COURAGEOUS CONVERSATIONS ABOUT RACE

A **Field Guide** for Achieving Equity in Schools

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Session 1:Passion
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Session 2:Practice
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Session 3: Practice
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Mid-Year Review

Session 4: Practice
Chapter 9 The Fifth : It's Time to Deepen This Conversation. What Do You Mean by Race?

Session 5: Practice
Chapters 10: Sixth Condition-It's Time to Deepen This Conversation. Let's Talk About Whiteness–

Session 6: Persistence
Chapters 11: Eliminate Systemic Racial Disparities

Session 7: Persistence
Chapters 12: Systemic Racial Transformation

Session 8: Persistence
Chapter 13: Strategic planning for Anti-Racism

App. 210

2

Today's Agenda

Session:6

Chapters 11: Eliminate Systemic Racial Disparities

Today's Targets

We will:

- ❏ **Understand the need for and challenges to persistence**
- ❏ **Understand that systemic racism has a face**
- ❏ **Understand that representation matters**

Book study Facilitators:
Shay, Tishia, and Alfred

App. 211

The Courageous Protocol

Four Agreements
(The Process, pg 27))

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non closure

Six Conditions
(The Content, pg 27-28)

1. Focus on personal, local and immediate

2. Isolate race

3. Develop an understanding of race from multiple racial perspectives

4. Monitor agreements, conditions, and establish parameters for discussion

5. Establish an organizational vision around a contemporary, working definition of race

6. Examine the presence and role of "Whiteness" and its impact on the conversation

App. 212

"

"To be anti racist is a radical choice in the face of history, requiring a radical reorientation of our consciousness."
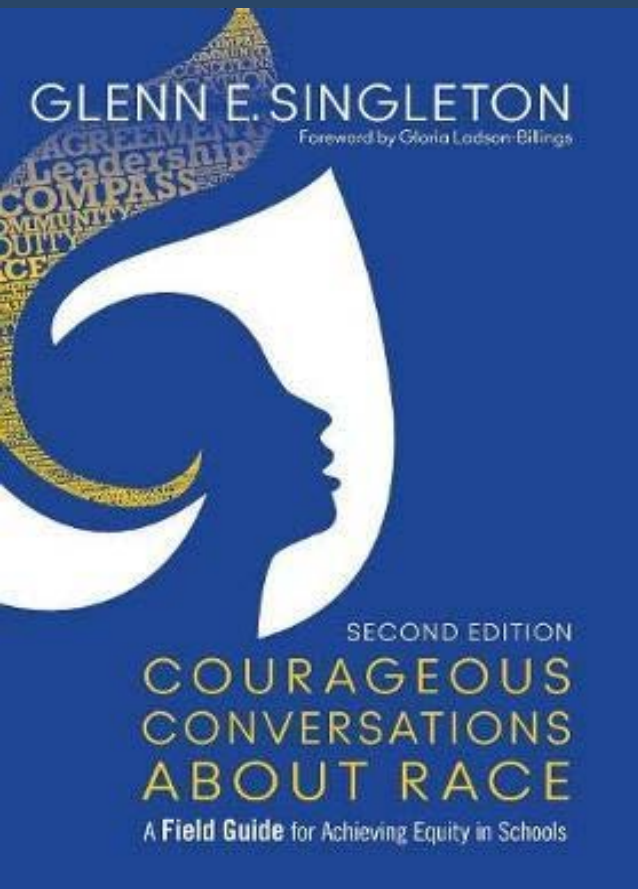
IBRAM KENDI

"How to be an Antiracist"

Ignite Activity

Persistence

Persistence

—

"However, lasting transformation is not merely technical or structural, nor does it result from a series of random acts of equity or pockets of excellence in the system. It requires that we as educators first imagine a new way of delivering education- and then embrace it. Central to this type of transformation are cultural changes that engage us, first and foremost, in deep, personal, introspection around our beliefs about the impact of race in our own lives. Understanding who we are, racially speaking, both in our perspective as well as in reality, is the initial step to engaging systemic transformation."

Figure 11.2 Black Students Grouped Together
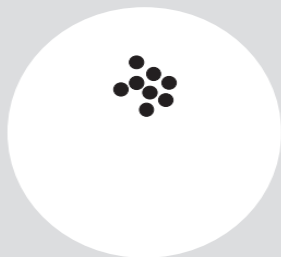
Figure 11.1 One Black Student

Figure 11.3 White Students Made Visible

App. 216

8

9
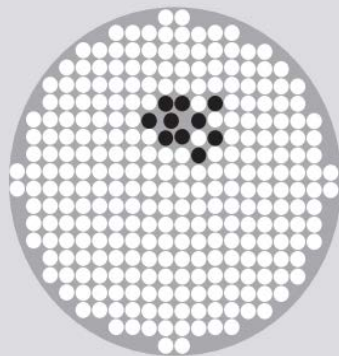
Stereotype Threat, Third Culture & Racial Isolation

SOUL BELIEVING MORAL

HEAD THINKING INTELLECTUAL

COURAGEOUS CONVERSATION

EMOTIONAL FEELING HEART

RELATIONAL ACTING HANDS & FEET

1. Discuss the differences in the illustrations on slide 8 and how they represent or relate to the culture and dynamics in your specific school or department. Who are the faces behind those dots for your department or school?

1. What is your reaction on the compass to the video?

1. How do you personally relate to the video?

1. What is the impact in your department or school?

1. How do our assumptions affect students?

1. What happens if the student fails to live up to his/her own expectations?

Questions to Consider (slides 11-20)

1. What do you notice?
2. Why might representation matter?
3. When can we expect the numbers to change?
4. How do you address past discrimination without creating a similar problem going forward?
5. How do you know when you have the diversity you want?

5-Year Trends

	15-16	16-17	17-18	18-19	19-20
Total Staff	1,233	1,250	1,264	1,315	1,344
Male	24%	23%	23%	23%	23%
Female	76%	77%	77%	77%	77%
White (Non-Hispanic)	91%	90%	90%	90%	90%
Black or African American	5%	5%	5%	5%	5%
Hispanic or Latino	2%	2%	3%	2%	3%
Asian	1%	1%	1%	1%	1%
American Indian or Alaskan Native	<1%	<1%	<1%	<1%	<1%
Native Hawaiian or Pacific Islander	0%	0%	<1%	<1%	<1%
Two or More Races	1%	1%	1%	2%	2%
Average Age	43	43	43	42	42
Average Years of Service	9	9	9	9	9
New Hires	152	143	143	183	190
Male	20%	20%	22%	22%	22%
Female	80%	80%	78%	78%	78%
Minority	11%	15%	15%	14%	17%
Retirements	38	28	38	36	33
Average Age at Retirement	62	61	62	61	61
Retention Rates	88.6%	87.8%	89.6%	88.1%	87.0%

5-Year Trends

Teacher Representation

2019 /20 By the numbers:

1344 total teachers

141 minorities

83% White

770 interviews

190 new hires

17% Minority new hires

Image credit: "Teacher Leader Conference 2 August 2012" by US Department of Education is licensed under CC BY 2.0

App. 221

By the numbers:

147 Employees

94 Minorities

53 White

"2014 - Mexico City - Clean Sweep" by Ted's photos - For Me For You is licensed under CC BY-NC-SA 2.0

By the numbers:

110 Employees

87 White

23 Minority

"Chef" by Charles Haynes is licensed under CC BY-SA 2.0
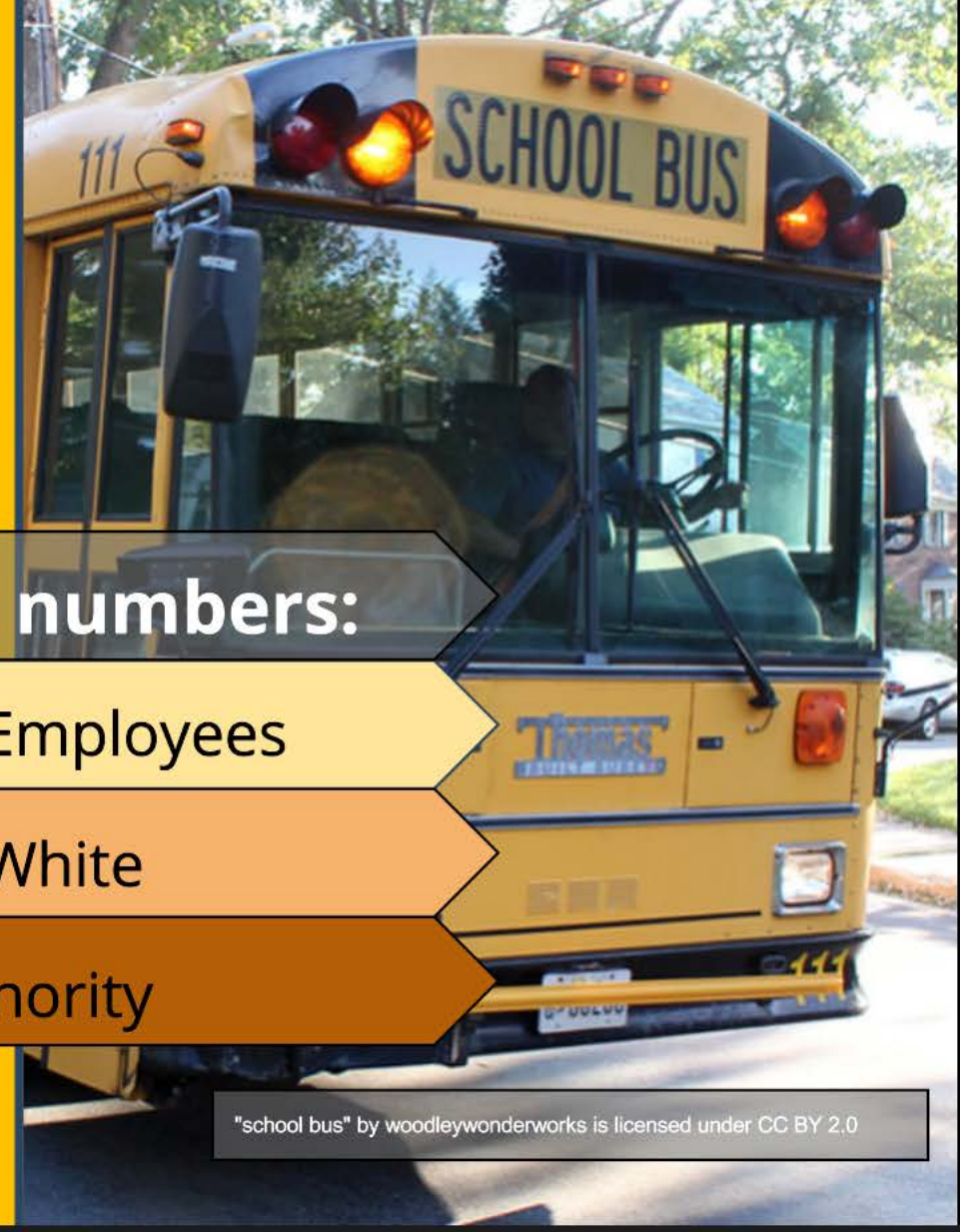
By the numbers:

226 Employees

178 White

48 Minority

"school bus" by woodleywonderworks is licensed under CC BY 2.0

By the numbers:

135 total Admins

28 minorities

79% White

9 new hires

44% Minority new hires

5-Year Trends

	15-16	16-17	17-18	18-19	19-20
Total Staff	112	112	110	116	135
Male	48%	46%		47%	47%
Female	52%	54%	54%	53%	53%
White (Non-Hispanic)	83%	81%	80%	81%	79%
Black or African American	13%	15%	17%	15%	16%
Hispanic or Latino	3%	3%	2%	3%	4%
Asian	0%	0%	0%	1%	1%
American Indian or Alaskan Native	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%
Two or More Races	1%	1%	1%	1%	1%
Average Age	48	48	50	48	48
Average Years of Service	11	12	13	12	12
New Hires	6	3	1	9	9
Male	33%	33%	100%	44%	11%
Female	67%	67%	0%	56%	89%
Minority	33%	33%	0%	22%	44%
Retirements	2	1	0	9	2
Average Age at Retirement	59	63	0	64	56
Retention Rates	92.3%	92.9%	97.3%	86.4%	93.1%

5-Year Trends

" All systems create what they were designed to create. Sadly, the education system has been designed to weed out, to discriminate and to provide success for kids of privilege. "

— MIRIAM ROLLIN

Questions to Consider (slides 11-20)

1. What do you notice?
2. Why might representation matter?
3. When can we expect the numbers to change?
4. How do you address past discrimination without creating a similar problem going forward?
5. How do you know when you have the diversity you want?

Understanding Systemic White Racism

In what ways has **gradualism** and a preference for **incremental change** challenged your own development and progress as well as that of educators and students in your school or department?

Understanding Systemic White Racism

Figure 11.5 A View of Systemic White Racism
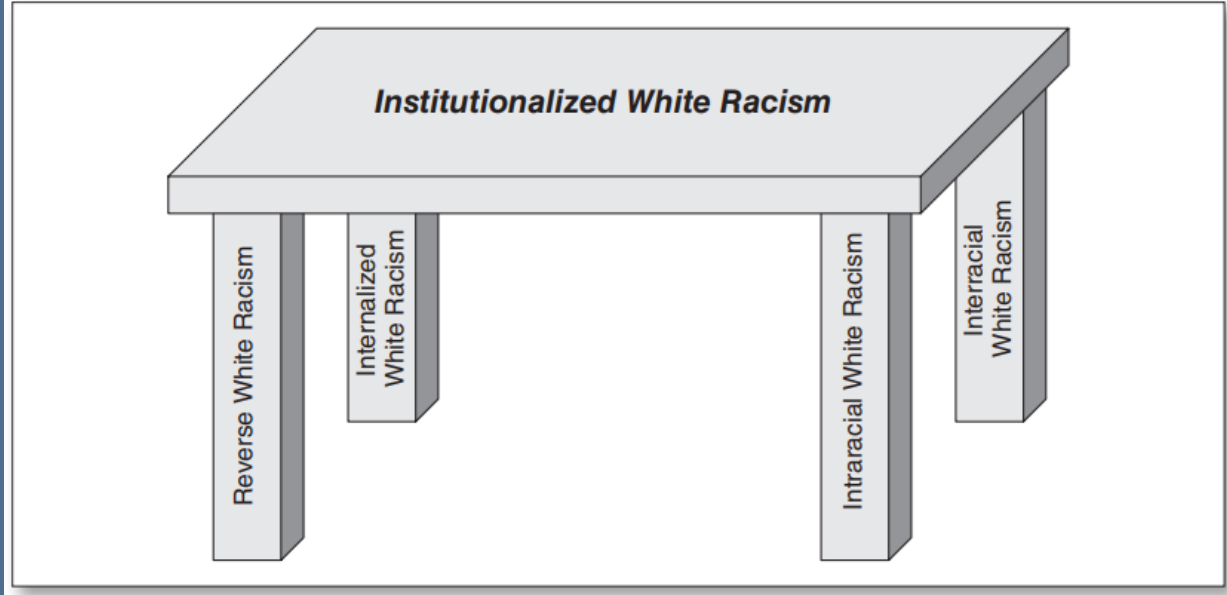
Institutionalized White Racism

Reverse White Racism

Internalized White Racism

Intraracial White Racism

Interracial White Racism

"

"To be anti racist is a radical choice in the face of history, requiring a radical reorientation of our consciousness."

IBRAM KENDI

"How to be an Antiracist"

Next Steps
—

- Use this presentation and **facilitation guide** as a resource to develop your department or school based courageous conversations PD.

- Next CCAR Leadership PD, April leadership team meeting

- Division Wide CCAR Experience, March 26th (?)

- Next Courageous Forum April 29th

GLENN E. SINGLETON
Foreword by Gloria Ladson-Billings

SECOND EDITION
COURAGEOUS
CONVERSATIONS
ABOUT RACE
A **Field Guide** for Achieving Equity in Schools

Courageous Conversations About Race: Session 7

Passion, Practice, and **Persistence**

App. 233

Today We Will…

Book study Facilitators:
Ashby Johnson & Christie Isaiah
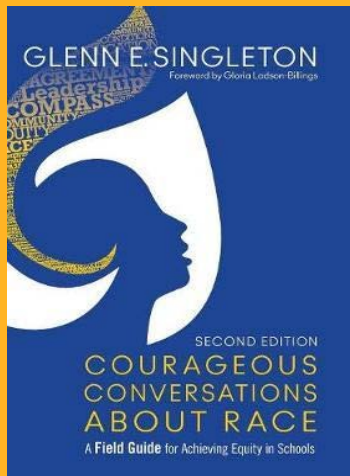
- **REVIEW** the book study norms and expectations to include the Four Agreements & Six Conditions.
- **SUMMARIZE** key points of Pacific Educational Group's Systemic Racial Equity Transformation Framework.
- **DEVELOP** a first draft of a *vision of equity* for your school or department.
- **REFLECT** on commonalities between schools within the division.
- **DETERMINE** next steps as a school or department team.

Book Study Norms and Expectations

Four Agreements
(The Process, pg 27)

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non closure

App. 236

Six Conditions
(The Content, pg 27-28)

1. Focus on personal, local and immediate

2. Isolate race

3. Develop an understanding of race from multiple racial perspectives

4. Monitor agreements, conditions, and establish parameters for discussion

5. Establish an organizational vision around a contemporary, working definition of race

6. Examine the presence and role of "Whiteness" and its impact on the conversation

IGNITE on EQUITY

RACE AND EQUITY
IN OUR SCHOOLS
PEDRO NOGUERA
Center for the Transformation of Schools
UCLA

NRL
PACIFIC
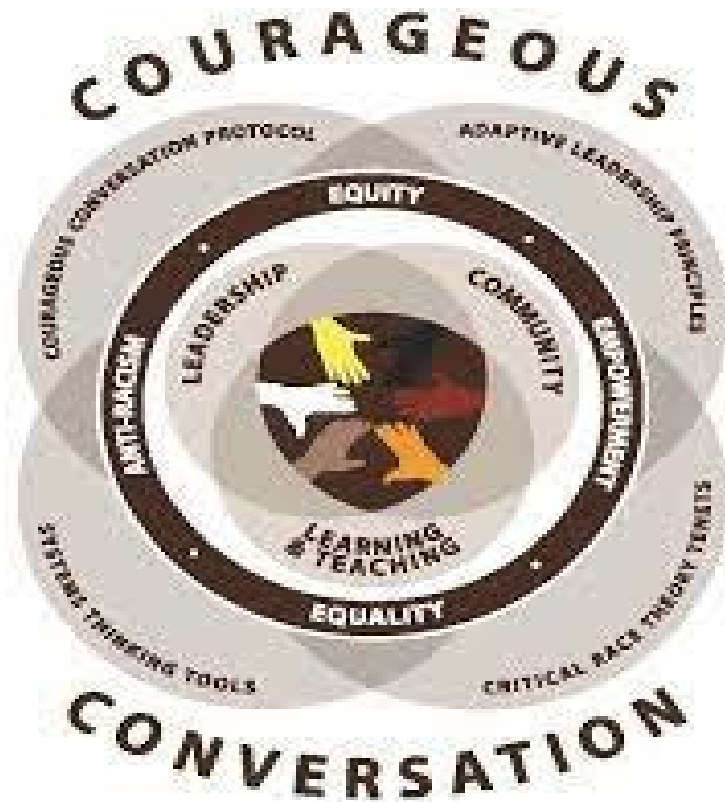
THREE DOMAINS

──

LEADERSHIP

- *Equity Teams (E-Teams)*
  - Engage in a process of investigation to discover how race impacts their personal and professional beliefs and behaviors.
- Lead the school or central office staff in the examination of individual and institutional culture as it relates to equity and anti-racism.
- Establish a professional learning community in which adults can effectively develop skills and knowledge necessary to improve student performance and eliminate racial achievement disparities.

LEARNING & TEACHING

- *CARE Teams*
  - Collaborative Action Research for Equity
  - Educators analyze a focus group of students to learn how best to teach and support them in their learning.

COMMUNITY

- A network of effective and supportive relationships shared by all throughout the system.
- *PASS Groups*
  - *Partnerships for Academically Successful Students*

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A comparison of Singleton's transformative components and ACPS practices	
Singleton's Transformative District and School Culture Components	**1) ACPS CRT and Anti-Racism Implementation Plans, 2) CCAR Book Study 3) State of the Division Report & Equity Report, 4) Equity Policy Checklist, 5) Equity Education Policy, 6) Culturally Responsive Teaching Model, 7) Equity Table**
Leadership Equity or E-Team	**1) Equity Specialist, 2) Leadership Team PD Structure, 3) DRTs, 4) School Based CRT Equity Teams, 5) Anti-Racism Policy and Steering Committee 6)Equity Advisory Committee**
Learning & Teaching	**CRT Certification and Microcredential, Professional Learning Communities,**
Community	**1) Equity Specialist, 2) Leadership Team PD Structure, 3) DRT, 4) Equity Teams, 6) Equity Advisory Committee**
Collaborative Action Research for Equity (CARE)	**1)CRT Module Training on Characteristics #1, 2 & 3, (2) Book Studies (3) UVa partnerships (4) CRT Certification (focus student group structure, (5) Equity Audits**
Partnerships for Academically Successful Groups (PASS)	**An area of weakness - CRT Characteristic #3 can serve as a developmental format**
Role of Principal	**The Anti-racism Leadership Team PD Structure can serve as a developmental format**

App. 241

COLLABORATIVE TASK

In your school team, you will work to draft a vision of equity for your school/department...

- Refer to Figure 12.1 on Page 238 or Slide 7.
- You will draft an equity goal for each of the three domains (Leadership, Learning & Teaching, Community).
  - Each school team/department has a slide to share your draft goals.
  - School/Department teams are listed **HERE** in breakout rooms (Lead Coaches and other central office staff have been assigned a school to work with.)
  - Join the breakout room associated with your school/department team.

App. 242

Considerations for your Goal

___

- Current SIP/School Goals
- Current state vs. desired state
- Achievement Data & Other Data Points
- Equity Audit Outcomes & Data
- Current structures to support marginalized students
- Identify a problem of practice from your data
- Equity Mission Statement

Pg. 238 in CCAR or Slide 7 can help you get going...

Elementary Schools

LEADERSHIP - Considerations

Clearly stating to staff our personal expectations as leaders and in regards to equity.

Creating a common definition of equity

Attendance - practices and processes w/in the building

LEARNING & TEACHING- Considerations

Use of staff time to support necessary PD

TPA - Addition of new standard and getting staff up to speed.

COMMUNITY - Considerations
Continued use of community forums and plans for extension events that include families from varying backgrounds.

LEADERSHIP
We will review data (walk through, student attendance, community survey) with our leadership team to measure the efficacy of our CRT strategies. We will continue to make equity the framework for decision making and continued professional develop.

LEARNING & TEACHING
We will utilize our Equity Audit walk-though rubric to assess our application of CRT strategies within our school building & better target our PD learning for our staff

COMMUNITY

We will meet quarterly with an Equity Advisory that represent our school population to engage in honest conversations, obtain feedback.and create shared solution for areas of growth.

LEADERSHIP

Work towards mico-credential for the 21-22 schoolyear.

LEARNING & TEACHING

Continue equity audit work across the building, including individual teachers and departments.

COMMUNITY

Focus on engaging more parent voices from marginalized populations.

LEADERSHIP
*Establish a BES Equity team composed of various teachers to facilitate processes of self examine and reflection on instructional practices.

LEARNING & TEACHING
*Defined norms established in PLC meetings.
*Document culturally responsive teaching practices during learning walks (look fors developed by ETeam.)
*Establish learning partnerships between students, teachers, and families.

COMMUNITY
*In order to provide equitable opportunities we will work with our community partners to focus on awareness, voice, engagement and relationships. (Still working on deciding on how we would measure this impact.)

LEADERSHIP

Establish a culturally responsive teaching culture (staff & school community) utilizing CCAR four agreements, six conditions & compass of CCAR.

LEARNING & TEACHING
Form learning/teaching systems of support - CARE (Collaborative Action Research for Equity) team, PASS (Partnerships for Academically Successful Students) groups and Equity Learning Communities.

COMMUNITY
Unearth local community history with community conversations and strengthen school learning partnerships with families and community members.

LEADERSHIP

- At Greer we will deepen our professional learning communities so that we can effectively apply skills to improve student performance and to eliminate racial achievement disparities.
- Our goal is to have no achievement gaps in reading by June , 2024.

LEARNING & TEACHING

- At Greer we will continue to strengthen our new Equity Team to collaborate PreK-5th to facilitate monthly PD sessions on race and effective and culturally relevant teaching practices.

COMMUNITY

- We will continue to strengthen our relationships with our families and to develop two way partnerships with families (instead of just the school sharing with the families).

LEADERSHIP
Have our equity team read and study CCAR and dive deeper with the entire staff throughout 2021-22

LEARNING & TEACHING
Establish a CARE team of teachers to focus on instruction and building learning partnerships of unsuccessful students from traditionally underserved populations. This will build of our work with culturally responsive teaching and the brain.

COMMUNITY - To have 3 parent focus groups with members of the school community - parents of asian students/black students/ hispanic students/ Sp. Ed students/ military families will be invited to engage in conversations with school based educators.

LEADERSHIP

- **Collect, share, reflect on CRT in PLCs look fors in team leaders regularly.**
- **Allocate time/resource to ensure every teacher gains microcredential or ceritfication in 2 years.**

LEARNING & TEACHING

- **Embrace learner-centered approach - embed**

COMMUNITY

Equity work is intentionally <u>embedded</u> throughout every aspect of our work at Mountain View. We are in the process of formalizing our vision/mission as a school/community.

LEADERSHIP
- We have an Equity team that focuses on Culturally Responsive Teaching, and modeling of best practices through our monthly COLTS-CARE program. We continuously reflect on our ourselves as instructors, our instructional practices, and look for ways to support teachers, students, and families.

LEARNING & TEACHING
- **"Mountain View: Two Paths, One Goal: All students experience and celebrate bilingualism, biliteracy <u>biculturalism</u>, and high academic achievement in two languages.**
- ACPS programs will be implemented to fidelity (Being A Reader, Being a Writer, Math Investigations)
- Looking at data to make decisions; summer work on vertical alignment based on standards

COMMUNITY
- We have strong partnerships with our community through monthly Equity Zooms, learning partnerships, and intentional conversations with families to guide our work.

LEADERSHIP

LEARNING & TEACHING

COMMUNITY

LEADERSHIP
Close gaps by (date):
PLC - best practices plus enhanced with CR lens (using Khalifa's questions)
Equity Audits as part of analyzing data

LEARNING & TEACHING
100% Teacher CRT Certified by 2024
Continue with PD related to CRT #1 and build in PD and implementation of CRT practices
School wide CRT certification plan for staff

COMMUNITY
Goals for climate survey and community enagement
Changing the dominant narrative focus of our curiculum/instruction to include the history of marginalized populations with a school-wide focus on local history - learning from and with our

LEADERSHIP
   Revisit & Continue PLC work with explicit CRT lens
   School wide CRT certification PD plan

LEARNING & TEACHING

   Equity Audits

COMMUNITY
   Continue and expand Community Advisory Council

LEADERSHIP
- **Identify a natural in - Consider unpacking new TPA and establishing consensus around CRT domain**
- **Inspire urgency**
- **Use equity audit work to inform growth**

LEARNING & TEACHING
- **Maximize opportunities for and understanding of co-construction**
- **Continue to focus on Exit slips and student conferences**

COMMUNITY
- **Improve representation at community events**
- **Improve representation of parents who are calling for questions/support**
- **Build out Happiness Survey**

LEADERSHIP

- **Continue equity audit work**

LEARNING & TEACHING

- **See more teachers (atleast 3) engage in mirco-credential /certification process**

COMMUNITY

- **Personally connect with minority families to encourage involvement on PTO and representing school at county events and committies**

LEADERSHIP

Design models to expand use of equity lens by creating protocols to support teacher reflection and collaboration that integrates asset based and equity lenses

- PLC Protocols (including flip the script)
- Kid Watch/Talk
- Sentence Stems to Redirect Discussions

LEARNING & TEACHING

Critical to develop learning partnerships with teachers, families, and students

- Student goal setting
- Making learning visible for all (parents, students, & staff)
- Asset perspectives

COMMUNITY

Purposefully communicate in an authentic and ongoing way rather than for just points in time (example We Are WES ongoing as well as special topics such as Black History Month)

Establish an Equity Advisory Team that includes parents from all demographic groups within school, teachers, and students. (PASS Teams)

Middle Schools

LEADERSHIP
Burley Middle School leadership will:
- Lead each department through the process of creating its vision, mission and core values that will be used to recreate Burley Middle School's collective vision, mission and core values.
- Lead a cohort of team members through the CRT micro-credentialing and/or certification

LEARNING & TEACHING
Burley Middle School will commit to continuing to build and sustain a culture of achievement for all students that will be impacted by our commitment to:
- professional learning to support the move to more heterogeneous student grouping
- re-imagining our PLC work

COMMUNITY

LEADERSHIP

- Setting a vision for the culture we wish to see
- Seeing all students through strengths based lens (TOPs)
- Building structures in our schools that are supporting all students *(Ex. equitable grading practices, restorative practices)*

LEARNING & TEACHING
- Use what we know about kids to plan instruction
- Use of CRT practices for engagement *(not just compliance)* and achievement *(Ex. differentiation, development of independent learners - not overusing scaffolding)*

COMMUNITY
- Students and families choose us, trust us, feel heard
- Students feel a sense of belonging
- Acknowledging our work must include white families too

LEADERSHIP
- Vision of equity across all departments, grade levels, people in the building and community working with children - stays a priority in the building.
- Look at equity team representation and have teacher and community leaders involved in ***leading*** the work.

LEARNING & TEACHING
- Equity audits to lead the work (let the data speak to you) to inform your practice.
- Being intentional about incorporating equity practices and conversations in PLC's. (agendas, PD)

COMMUNITY

LEADERSHIP:
- Administration team (Principal, Associate Principal, Counselors, Interventionist, Mindy Moran) will work as a cohort to become CRT certified.
- Look at equity team representation and have teacher and leaders involved in *leading/creating* the work

LEARNING & TEACHING:
- Sutherland will continue to embed professional learning experiences for teachers related to actualizing principles & practices of differentiation to support de-leveling our courses.
- We will deepen our understanding and application of the Differentiation framework (e.g., acknowledge and incorporate the cultural influences of all students).
- We will intentionally and systematically reflect on their own personal cultural lenses (CRT 1) to identify how beliefs, biases, assumptions impact our decision making.

COMMUNITY:
- Identify families to provide feedback regarding their experiences at Sutherland with regard to engagement, inclusivity, and academic needs to adjust and adapt our supports

LEADERSHIP
We, as educators, examine ourselves first and work collaboratively with our equity team to reveal systems and biases that undermine our efforts to achieve equitable outcomes for all students.

LEARNING & TEACHING

We examine our instructional practices through the prism of racial equity and make intentional changes based on this examination to nurture the talents of all students toward equitable outcomes.

COMMUNITY
We engage families and community members in deep work that moves towards equitable outcomes for all students in their pursuit of talents and success.

High Schools

LEADERSHIP

-All leadership team members are CRT certified
-Leadership support for minority teachers (what do our teachers of color need so they stay?) (grow our own, staff support groups)
-Create reactive and proactive structures for both students and staff
-Teachers KNOW our non-negotiables and what those elements should look like every day (even if those non-negotiables make some white teachers uncomfortable) (e.g. PLC Leads)

LEARNING & TEACHING

-Teachers own their role as partners in student learning, including changing pedagogy and curriculum based on data resulting from common assessments and common pacing guides (i.e. PLC work)
-Increase the # of teachers with micro-credential/certification so more teachers start changing their practices (i.e. teach to ALL students, not just the white students)
-Teachers know how to support students with all needs they bring to school

COMMUNITY

-Our entire community feels that AHS is a safe place, as evidenced by parent/student responses to surveys, student participation in all courses and extracurricular activities, and increased staff responsiveness to expressed family/student needs
-Improve our communication strategies with all families in content & method based on what they tell us they want/need (how will we know that our entire community feels comfortable telling us their truth and trusting us as a school to respond well/meet their needs?)

LEADERSHIP

LEARNING & TEACHING

COMMUNITY

LEADERSHIP

- *Create a system where everyone regularly performs equity audits of multiple classroom and school data points, and works to understand the structural and institutional racism that impacts our students and families*
- *Lead the staff to collaboratively create an ownership statement for racial equity*

LEARNING & TEACHING

- *Collaborative **action** conversations about focus students will get "legs" through protocols that assign owners for true actions, as well as systems for follow-up. (move from conversations to actions)*
- *CARE team conversations will center around asset based approaches to approaching challenges*

COMMUNITY

- Prioritize partnerships with families of color that "strikes a chord." Needs to resonate that Center 1 is a safe and positive opportunity, which likely involves addressing the feeling that the pathways provided through Center 1 are a "risk" for students and families of color.

LEADERSHIP
Building collective efficacy by providing safe space for teachers to develop non traditional pedagogical practices that counter instruction that have perpetuated racism, classism, and opportunity gaps

LEARNING & TEACHING
To continue deconstructing the institutional practices that perpetuate racism and classism inherent in traditional schooling (e.g. grading, tracking, leveling, age-based cohorts... and to further development infrastructure to research, refine, and replicate model ready to inform comprehensive schools

COMMUNITY

LEADERSHIP: Monthly Equity Team meetings, members include & represent all departments within the school
-Revisit SIP & equity mission statement w/ equity team (does it represent and align with our goals at MHS?)

LEARNING & TEACHING: All teachers will participate in a structured book study in small groups with an MHS equity team leader to bridge the connection between Anti-racist practices & culturally responsive teaching.
-Increased support and incentive for teachers who are going through mico-credentialing and certification. Teachers who successfully complete county wide CRT programs may be eligible for a stipend to be an equity leader in the building.

COMMUNITY: Creating and implementing MHS student equity teams w/ equity team members to drive purposeful and meaningful change for our minority students.
--Collecting data from minority families on rationale for discomfort surrounding a return to school

LEADERSHIP

- *Ensuring each student is successful by continuing dialogue with students, staff and community to implementing better actions. Directive, collaborative and reflective practices incorporating E-team, building CARE team, etc*
- Build the capacities of early adopters to engage the school and community in conversations and work towards more equitable practices.; resulting in increased adoption and partnership.
- Continuing to identify, acknowledge and change practices that has limited access to to opportunities for our students and has perpetuated the achievement/opportunity gap.

LEARNING & TEACHING

- *Application of practices through PLCs and in all classrooms to ensure transformation of our practices and results*
- *Developing a model for observation and reflection, such as instructional rounds, focusing on specific look fors that inform next steps in the continuous improvement process.*

COMMUNITY

- Engage our community members including families and students through book studies, creation of a PTSO
- Work with community members to recognize our mission, identifying barriers/obstacles and that fair is not always equal
- Work with community stakeholders to assess needs and desired opportunities that community members think would help close the opportunity gap. It is important to capture the real needs of the community from their lens and not initiate what we believe their needs are.

Departments

LEADERSHIP

LEARNING & TEACHING

COMMUNITY
Expand access to families representing ACPS demographics

LEADERSHIP

LEARNING & TEACHING
Equity Audits, Data gathering to ensure compensation and career opportunities are equitable, Institute career paths

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Engage community stakeholders in decision-making, Ensure that equitable voices are heard, Work with communities to ensure donations are equitable, Ensure job postings are accessible and reaching representative communities

LEADERSHIP
To effectively partner with our support services and educator workforces ensure that our staff are representative of the educational community, compensated and managed equitably, and embrace the value of equity as a core value

LEARNING & TEACHING
Purposeful and equitable training/professional learning/communication is differentiated to account for the different learning styles of our employees

COMMUNITY
A community that is reflective of intersectional identities & fosters a sense of belonging and feeling valued

Technology
Vision of Equity

———

LEADERSHIP

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Provide educators access to the technology tools and resources necessary to provide a high quality learning experience for each and every student.

LEARNING & TEACHING

Provide common experiences to all students with technology-supported learning including computer science and digital citizenship.

Partner with and coaching educators to prepare them to scaffold student learning experiences in such a way that each and every student is best accessing and using the learning tools and resources available in the learning environment.

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COMMUNITY

Partner with families to make sure they have access to the knowledge and adult learning experiences necessary to prepare them for supporting their student's use of technology for learning.

LEADERSHIP

LEARNING & TEACHING

COMMUNITY

LEADERSHIP

Ensure the school board policies that our department informs, the administrative guidelines and processes we facilitate, the way we plan new facilities and renovations, and the support we provide the ACPS community takes into account the diverse and specific needs of each and every member of our stakeholder groups.

Develop and deliver culturally responsive training for our leadership team and staff.

LEARNING & TEACHING

Implement workforce development strategies to provide additional opportunities for career growth for department employees. For ESOL employees, offer English learner resources during work hours.

COMMUNITY

Develop facility quality measures to inform renovation decisions and equitably distribute school improvement funding. Engage the community in multiple formats for capital project planning.

GALLERY WALK
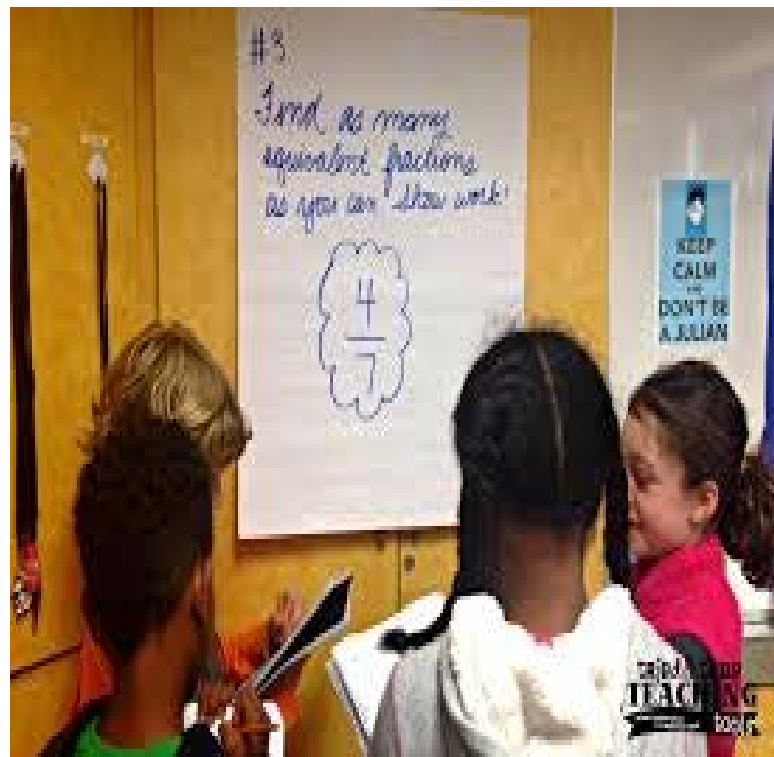
WHOLE GROUP SHARE OUT

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CLOSING/
NEXT STEPS
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- Complete, " vision for equity" slide
- Read CCAR, Chapter 13
- Be prepared to create your school and department based strategic plan

All staff is invited to the final Monthly Courageous Forum
May 27th
4:45-6:15

Please complete survey, to be shared through email, before the June Leadership Team Meeting

Courageous Conversations About Race Session 8

Passion, Practice, and Persistence

App. 283

Course Outline

Introduction:
Chapter 1: Breaking the Silence: Ushering in Courageous Conversation About Race

Session 1:Passion
Chapter 2-4: What Is Race and Why Do We Need to Focus on It?

Session 2:Practice
Chapters 5-6: The First and Second Condition: Getting Personal about Race. Putting Race on The Table and Keeping The Spotlight on It

Session 3: Practice
Chapters 7-8: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?

Mid-Year Review

Session 4: Practice
Chapter 9 The Fifth : It's Time to Deepen This Conversation. What Do You Mean by Race?

Session 5: Practice
Chapters 10: Sixth Condition- It's Time to Deepen This Conversation. Let's Talk About Whiteness−

Session 6: Persistence
Chapters 11: Eliminate Systemic Racial Disparities

Session 7: Persistence
Chapters 12: Systemic Racial Transformation

Session 8: Persistence
Chapter 13: Strategic planning for Anti-Racism

App. 284

2

Today's Agenda

Session 8:

Chapter 13: Courageous Conversation as a Strategy for Achieving Equity in Schools

Today's Targets

We will:

Discuss racial equity leadership at the personal, individual teacher, and whole school/department level

Book study Facilitators: Jamie Gellner and Chris Gilman

App. 285

Courageous Conversation Protocol

4 Agreements

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non closure

The Compass

App. 286

6 Conditions

1. Focus on personal, local and immediate
2. Isolate race
3. Develop an understanding of race from multiple racial perspectives
4. Monitor agreements, conditions, and establish parameters for discussion
5. Establish an organizational vision around a contemporary, working definition of race
6. Examine the presence and role of "Whiteness" and its impact on the conversation

VIDEO: _Singleton Discusses The Compass_

"People who challenge our tightly held beliefs and those who encourage us to be introspective, self-critical, and self-corrective are our truest allies along the journey. "

Prompt #1: From a scale 1-5, what is your level of readiness/comfort to engage in conversations about race?

Level 1	Level 2	Level 3	Level 4	Level 5
I don't see color. I was raised to treat everyone with respect.	I acknowledge that racism exists, but I am still uncomfortable in engaging in conversations about race. It's easier for me to talk about other inequities (i.e., gender bias, social economic status, etc)	I am aware of my racial identity and how its influenced my ability to navigate society. I still experience discomfort when talking about race, but I am getting better at sitting with the discomfort I feel.	I am comfortable talking about race, but I acknowledge I still have some gaps. I want to be better equipped at speaking out when I witness a micro-aggression and acts of racism.	I am completely comfortable talking about race and calling out acts of racism. However, I want to be better equipped at identifying and implementing policies and programs that are anti-racist.

7

INDIVIDUAL [TEACHER] RACIAL EQUITY LEADERSHIP

"Teachers [and other staff] often claim to have high expectations for students of color, but then they demonstrate little surprise when their students perform poorly. This lack of disappointment reveals the true level of expectation that a teacher holds. To vocalize belief in a student's abilities but not act on or support those beliefs is not only hypocritical but also destructive to students" (p. 256). **Think of a concrete example to discuss. How would you talk to one of your team members about this situation? How do you guide them as a leader and an anti-racist?**

Vision

In ACPS our learners are engaged in authentic, challenging, and relevant learning experiences as lifelong contributors and leaders in our dynamic and diverse society.

Mission

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

Values

- Equity
  - We will provide every student with the level of support needed to succeed.
- Wellness
  - We will support the physical and emotional health of our students and staff.
- Family and Community
  - We will share the responsibility for student success with families and community partners.
- Excellence
  - We will mitigate barriers and provide opportunities for every student to be successful.

App. 291

COLLABORATIVE TASK

In your school team, you will work to draft a vision of equity for your school/department...

- You will continue to draft equity goals for each of the three domains (Leadership, Learning & Teaching, Community).
  - Each school team/department has a slide to share your draft goals.
  - You'll be assigned randomly to a break out room this time.
  - Discuss for 10-15 minutes and then turn off the camera and work individually on your Equity Plan.

See discussion questions on next page!

Considerations for your Work Today

—

- What is your role as a racial equity leader (p.257)?

- How will you hold yourself accountable for your vision of equity?

- Share out some key steps that you will take to ensure racial equity transformation in your school/department and how it aligns to the strategic plan. (PD? CRT certification? Equity teams? Community partnerships?)

Video – Glenn Singleton closing

—

http://qrs.ly/uc4bke1

Elementary Schools

LEADERSHIP - Considerations

Clearly stating to staff our personal expectations as leaders and in regards to equity.

Creating a common definition of equity

Attendance - practices and processes w/in the building

LEARNING & TEACHING- Considerations

Use of staff time to support necessary PD

TPA - Addition of new standard and getting staff up to speed.

COMMUNITY - Considerations
Continued use of community forums and plans for extension events that include families from varying backgrounds.

LEADERSHIP
We will review data (walk through, student attendance, community survey) with our leadership team to measure the efficacy of our CRT strategies. We will continue to make equity the framework for decision making and continued professional develop.

LEARNING & TEACHING
We will utilize our Equity Audit walk-though rubric to assess our application of CRT strategies within our school building & better target our PD learning for our staff

COMMUNITY

We will meet quarterly with an Equity Advisory that represent our school population to engage in honest conversations, obtain feedback.and create shared solution for areas of growth.

LEADERSHIP

Work towards mico-credential for the 21-22 schoolyear.

LEARNING & TEACHING

Continue equity audit work across the building, including individual teachers and departments.

COMMUNITY

Focus on engaging more parent voices from marginalized populations.

LEADERSHIP
***Establish a BES Equity team composed of various teachers to facilitate processes of self examine and reflection on instructional practices.**

LEARNING & TEACHING
***Defined norms established in PLC meetings.**
***Document culturally responsive teaching practices during learning walks (look fors developed by ETeam.)**
***Establish learning partnerships between students, teachers, and families.**

COMMUNITY
***In order to provide equitable opportunities we will work with our community partners to focus on awareness, voice, engagement and relationships. (Still working on deciding on how we would measure this impact.)**

LEADERSHIP

Establish a culturally responsive teaching culture (staff & school community) utilizing CCAR four agreements, six conditions & compass of CCAR.

LEARNING & TEACHING
Form learning/teaching systems of support - CARE (Collaborative Action Research for Equity) team, PASS (Partnerships for Academically Successful Students) groups and Equity Learning Communities.

COMMUNITY
Unearth local community history with community conversations and strengthen school learning partnerships with families and community members.

LEADERSHIP

- At Greer we will deepen our professional learning communities so that we can effectively apply skills to improve student performance and to eliminate racial achievement disparities.
- Our goal is to have no achievement gaps in reading by June , 2024.

LEARNING & TEACHING

- At Greer we will continue to strengthen our new Equity Team to collaborate PreK-5th to facilitate monthly PD sessions on race and effective and culturally relevant teaching practices.

COMMUNITY

- We will continue to strengthen our relationships with our families and to develop two way partnerships with families (instead of just the school sharing with the families).

LEADERSHIP
Have our equity team read and study CCAR and dive deeper with the entire staff throughout 2021-22

LEARNING & TEACHING
Establish a CARE team of teachers to focus on instruction and building learning partnerships of unsuccessful students from traditionally underserved populations. This will build of our work with culturally responsive teaching and the brain.

COMMUNITY - To have 3 parent focus groups with members of the school community - parents of asian students/blac students/ hispanic students/ Sp. Ed students/ military families will be invited to share their thoughts with school based educators.

LEADERSHIP

- **Collect, share, reflect on CRT in PLCs look fors in team leaders regularly.**
- **Allocate time/resource to ensure every teacher gains microcredential or certification in 2 years.**

LEARNING & TEACHING

- **Embrace learner-centered approach - embed in weekly meetings**
- **Using TOPS to promote asset-based approach to SBIT and IEP meetings**

COMMUNITY

- **Create, communicate, and celebrate a common definition of equity**

Equity work is intentionally <u>embedded</u> throughout every aspect of our work at Mountain View. We are in the process of formalizing our vision/mission as a school/community.

LEADERSHIP
- We have an Equity team that focuses on Culturally Responsive Teaching, and modeling of best practices through our monthly COLTS-CARE program. We continuously reflect on our ourselves as instructors, our instructional practices, and look for ways to support teachers, students, and families.

LEARNING & TEACHING
- "Mountain View: Two Paths, One Goal: All students experience and celebrate bilingualism, biliteracy and <u>biculturalism</u>."
- ACPS programs will be implemented to fidelity (Being A Reader, Being a Writer, Math Investigations)
- Looking at data to make decisions; summer work on vertical alignment based on standards

COMMUNITY
- We have strong partnerships with our community through monthly Equity Zooms, learning partnerships, and intentional conversations with families to guide our work.

LEADERSHIP
Staff will participate in a book study with CCAR to develop collective efficacy in eliminating all achievement gaps by June 2024.

LEARNING & TEACHING
PLCs will re-norm and include focus on culturally responsive teaching practices that impact student achievement
Staff will hold learning conferences with individual students who are not achieving

LEADERSHIP
        Close gaps by (date):
PLC - best practices plus enhanced with CR lens (using Khalifa's questions)
Equity Audits as part of analyzing data

LEARNING & TEACHING
        100% Teacher CRT Certified by 2024
Continue with PD related to CRT #1 and build in PD and implementation of CRT practices
School wide CRT certification plan for staff

COMMUNITY
Goals for climate survey and community enagement
Changing the dominant narrative focus of our curiculum/instruction to include the history of marginalized populations with a school-wide focus on local history - learning from and with our

LEADERSHIP
Revisit & Continue PLC work with explicit CRT lens (using Khalifa's questions)
School wide CRT certification PD plan

LEARNING & TEACHING
Ongoing Equity Audits
Focus on Learning Partnerships to make the learning more visible for every partner

COMMUNITY
Continue and expand Community Advisory Council

LEADERSHIP
- **Identify a natural in - Consider unpacking new TPA and establishing consensus around CRT domain**
- **Inspire urgency**
- **Use equity audit work to inform growth**

LEARNING & TEACHING
- **Maximize opportunities for and understanding of co-construction**
- **Continue to focus on Exit slips and student conferences**

COMMUNITY
- **Improve representation at community events**
- **Improve representation of parents who are calling for questions/support**
- **Build out Happiness Survey**

LEADERSHIP

- **Continue equity audit work**
- **Develop an equity task force to consist of teachers and community members to continue to lead the work as a school**

LEARNING & TEACHING

- **See more teachers (atleast 3) engage in mirco-credential /certification process**
- **Have regular opportunities for the equity team to share and lead PD with the staff**

COMMUNITY

- **Personally connect with minority families to**

Woodbrook
21-22 Vision of Equity

LEADERSHIP
Design models to expand use of equity lens by creating protocols to support teacher reflection and collaboration that integrates asset based and equity lenses
- PLC Protocols (including flip the script)
- Kid Watch/Talk
- Sentence Stems to Redirect Discussions

LEARNING & TEACHING
Critical to develop learning partnerships with teachers, families, and students
- Student goal setting
- Making learning visible for all (parents, students, & staff)
- Asset perspectives

COMMUNITY
Purposefully communicate in an authentic and ongoing way rather than for just points in time (example We Are WES ongoing as well as special topics such as Black History Month)

Establish an Equity Advisory Team that includes parents from all demographic groups within school, teachers, and students. (PASS Teams)

Partner with families to showcase student achievement and strengths

App. 310

Middle Schools

LEADERSHIP
Burley Middle School leadership will:
- Lead each department through the process of creating its vision, mission and core values that will be used to recreate Burley Middle School's collective vision, mission and core values.
- Lead a cohort of team members through the CRT micro-credentialing and/or certification

LEARNING & TEACHING
Burley Middle School will commit to continuing to build and sustain a culture of achievement for all students that will be impacted by our commitment to professional learning, re-imagining our PLC work

COMMUNITY

LEADERSHIP

- Setting a vision for the culture we wish to see
- Seeing all students through strengths based lens (TOPs)
- Building structures in our schools that are supporting all students *(Ex. equitable grading practices, restorative practices)*

LEARNING & TEACHING

- Use what we know about kids to plan instruction
- Use of CRT practices for engagement *(not just compliance)* and achievement *(Ex. differentiation, development of independent learners - not overusing scaffolding)*

COMMUNITY

- Students and families choose us, trust us, feel heard
- Students feel a sense of belonging
- Acknowledging our work must include white families too

LEADERSHIP
- Vision of equity across all departments, grade levels, people in the building and community working with children - stays a priority in the building.
- Look at equity team representation and have teacher and community leaders involved in *leading* the work.

LEARNING & TEACHING
- Equity audits to lead the work (let the data speak to you) to inform your practice.
- Being intentional about incorporating equity practices and conversations in PLC's. (agendas, PD)

COMMUNITY

LEADERSHIP:
- Administration team (Principal, Associate Principal, Counselors, Interventionist, Mindy Moran) will work as a cohort to become CRT certified.
- Look at equity team representation and have teacher and leaders involved in *leading/creating* the work

LEARNING & TEACHING:
- Sutherland will continue to embed professional learning experiences for teachers related to actualizing principles & practices of differentiation to support de-leveling our courses.
- We will deepen our understanding and application of the Differentiation framework (e.g., acknowledge and incorporate the cultural influences of all students).
- We will intentionally and systematically reflect on their own personal cultural lenses (CRT 1) to identify how beliefs, biases, assumptions impact our decision making.

COMMUNITY:
- Identify families to provide feedback regarding their experiences at Sutherland with regard to engagement, inclusivity, and academic needs to adjust and adapt our supports

Next steps involve adding strategies that align with this vision. Additionally, gathering feedback from staff, students, and families.

LEADERSHIP

We, as educators, examine ourselves first and work collaboratively with our equity team to reveal systems and biases that undermine our efforts to achieve equitable outcomes for all students.

LEARNING & TEACHING

We examine our instructional practices through the prism of racial equity and make intentional changes based on this examination to nurture the talents of all students toward equitable outcomes.

COMMUNITY

We engage families and community members in deep work that moves towards equitable outcomes for all students in their pursuit of talents and success.

High Schools

LEADERSHIP
-All leadership team members are CRT certified
-Leadership support for minority teachers (what do our teachers of color need so they stay?) (grow our own, staff support groups)
-Create reactive and proactive structures for both students and staff
-Teachers KNOW our non-negotiables and what those elements should look like every day (even if those non-negotiables make some white teachers uncomfortable) (e.g. PLC Leads)

LEARNING & TEACHING
-Teachers own their role as partners in student learning, including changing pedagogy and curriculum based on data resulting from common assessments and common pacing guides (i.e. PLC work)
-Increase the # of teachers with micro-credential/certification so more teachers start changing their practices (i.e. teach to ALL students, not just the white students)
-Teachers know how to support students with needs they bring to school
-Teachers will recognize and leverage the cultural and linguistic assets that students bring to the classroom

COMMUNITY
-Our entire community feels that AHS is a safe place, as evidenced by parent/student responses to surveys, student participation in all courses and extracurricular activities, and increased staff responsiveness to expressed family/student needs
-Improve our communication strategies with all families in content & method based on what they tell us they want/need (how will we know that our entire community feels comfortable telling us their truth and trusting us as a school to respond well/meet their needs?)

LEADERSHIP

LEARNING & TEACHING

COMMUNITY

LEADERSHIP

- *Create a system where everyone regularly performs equity audits of multiple classroom and school data points, and works to understand the structural and institutional racism that impacts our students and families*
- *Lead the staff to collaboratively create an ownership statement for racial equity*

LEARNING & TEACHING

- *Collaborative **action** conversations about focus students will get "legs" through protocols that assign owners for true actions, as well as systems for follow-up. (move from conversations to actions)*
- *CARE team conversations will center around asset based approaches to approaching challenges*

COMMUNITY

- Prioritize partnerships with families of color that "strikes a chord." Needs to resonate that Center 1 is a safe and positive opportunity, which likely involves addressing the feeling that the pathways provided through Center 1 are a "risk" for students and families of color.

LEADERSHIP
Building collective efficacy by providing safe space for teachers to develop non traditional pedagogical practices that counter instruction that have perpetuated racism, classism, and opportunity gaps

LEARNING & TEACHING
To continue deconstructing the institutional practices that perpetuate racism and classism inherent in traditional schooling (e.g. grading, tracking, leveling, age-based cohorts... and to further development infrastructure to research, refine, and replicate model ready to inform comprehensive schools

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Departments

LEADERSHIP

LEARNING & TEACHING

COMMUNITY
Expand access to families representing ACPS demographics

LEADERSHIP

LEARNING & TEACHING
Equity Audits, Data gathering to ensure compensation and career opportunities are equitable, Institute career paths

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A community that is reflective of intersectional identities & fosters a sense of belonging and feeling valued

Technology
Vision of Equity

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LEADERSHIP

LEARNING & TEACHING

COMMUNITY

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Develop and deliver culturally responsive training for our leadership team and staff.

LEARNING & TEACHING

Implement workforce development strategies to provide additional opportunities for career growth for department employees. For ESOL employees, offer English learner resources during work hours.

COMMUNITY

Develop facility quality measures to inform renovation decisions and equitably distribute school improvement funding. Engage the community in multiple formats for capital project planning.

WHOLE GROUP SHARE OUT

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App. 331

Appendix in Support of Plaintiffs' Motion for Preliminary Injunction,

Part II

Ibanez v. Albemarle County School Board, et al.

CL21001737-00

Dear teachers,

      Thank you for your willingness to do antiracist work with your students this year. We believe that this work can impact and change both individual and systemic racism that is prevalent today. In our effort to make these lessons deliverable and easy to follow, we have included a thought bubble symbol to indicate teacher directions are included in the speaker notes. We strongly encourage you to preview all slides and notes prior to presenting to the students. We're excited to partner with you on our county's anti   -racism journey.

      Best,
      MS Diversity Resource Team

Who Am I?

IGNITE: Consider if we had a new student joining our advisory community and you were asked to introduce yourself, how would you describe yourself? What characteristics would you choose?

GREETING: Introduce yourself in up to three descriptors or phrases without saying your name.

App. 333

HELLO… I'M

THE HISTORY WE CARRY WITH US IS IN EACH AND EVERY ONE OF US. YOU WILL MAKE YOUR ANCESTORS PROUD. YOU ARE A PART OF THEIR STORIES OF RESISTANCE. YOU WILL MOVE US FORWARD.
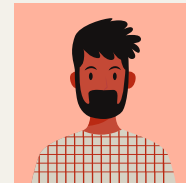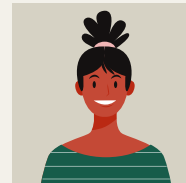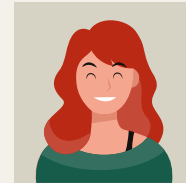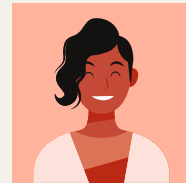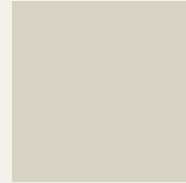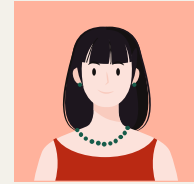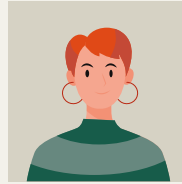
Jewell & Durand - Frances Lincoln Children's Books - 2020

App. 334

[Teacher can insert here the descriptors used in their modeling.]

Now it's your turn, please unmute and share with us how you would introduce yourself.
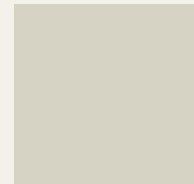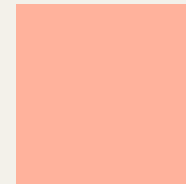
Activity for Today: Same

For today's activity, you will be asked to turn on your camera when you hear a description that aligns with how you see yourself.
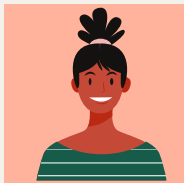
Welcome!
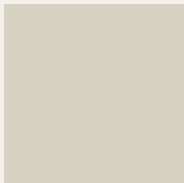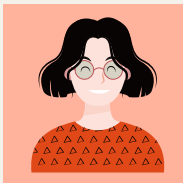
Ignite: In our advisory community we need to feel able to share openly about ourselves and our opinions. What norms are needed for our community to succeed in this?

App. 337

Suggested Norms:

Use a respectful tone when speaking.

If you disagree with a thought, state why you disagree with the issue(not the person). Everyone has a right to identify themselves in whatever way feels right to them. Others should respect that by using the words that person has chosen.

Stay present and be open to new ideas.

Be an active participant today. Some ideas and views may be different from yours. Being uncomfortable is a natural part of growth. Listen attentively to others.

Respect privacy and identity of others.

Everyone has a right to identify themselves in whatever way feels right to them, others should respect that BY using the words that person has chosen. What is shared in our room, should stay in our class

App. 338

Chunk:
Who Am I?

Who are you? You are *you*. You are the only you there is. There's so much that makes you who you are. Your identity is what makes you, YOU: it's all the parts that make you unique.

You are made up of your family, your friends, your neighborhood, your school, what you see on social media and read in books, what you hear and listen to, what you eat, what you wear, what you feel, your dreams, the stories you cannot wait to share and those you don't want to tell and everything in between and all around.

App. 339
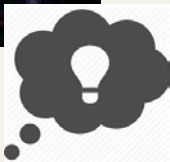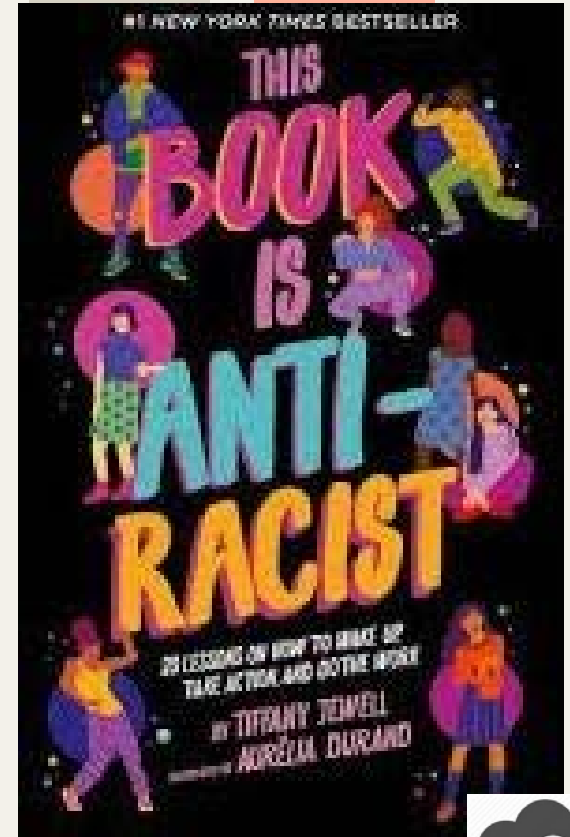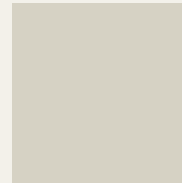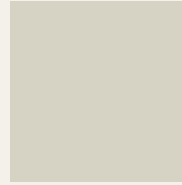
YOU ARE EVERYTHING WITHIN YOU AND EVERYTHING THAT SURROUNDS YOU.

You are all the ancestors who came before you: those you've never known, never heard of, never seen -- and those you've passed on the street, sat next to, and snuggled near.

I'm sure you've asked, "WHO AM I?"   and others have asked, "WHO ARE YOU?"

How do you answer? How much of yourself do you share with others -- if anything? This is who I was at 14...
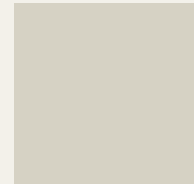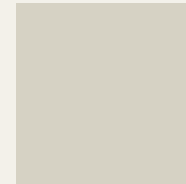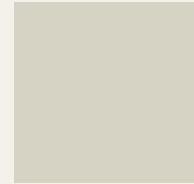
App. 340

App. 341

Jewell & Durand - Frances Lincoln Children's Books - 2020
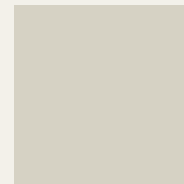
You are not solely defined by your social identities. They are the parts of you that relate to other people in society. These categories—and the way you define yourself within them—are based on creations that have been named, framed, and defined by society over the course of a long time.

(This list does not include everything and does not show a complete picture of who you are.)

SOCIAL IDENTITY CATEGORIES

- RACE
- ETHNICITY
- SOCIOECONOMIC CLASS
- GENDER EXPRESSION
- SEXUAL ORIENTATION
- AGE
- NATIONALITY
- LANGUAGE
- RELIGIOUS BELIEFS
- ABILITIES
- EDUCATION
- FAMILY STRUCTURE

App. 342

Chew: "I Am" Word Cloud

Use this LINK to type words you use to identify yourself. Feel free to use what you learned from Tiffany's reflection and the categories to the left.

Jewell & Durand - Frances Lincoln Children's Books - 2020
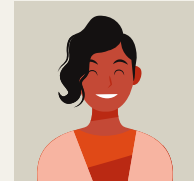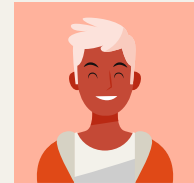
Jessica Andrews -
"Who I Am"

Review: "If you're always trying to be normal you will never know how amazing you can be."

-Maya Angelou
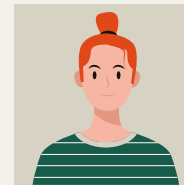
App. 344

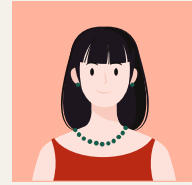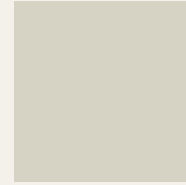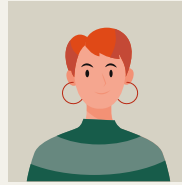# End of Lesson 1

App. 345

Start of Lesson #2: "What is identity?"

App. 346
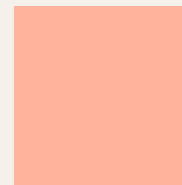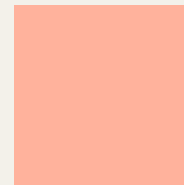
Who are you?

Today, we will investigate our own identities to see how they connect to make us who we are!
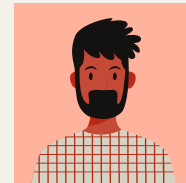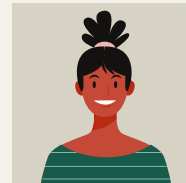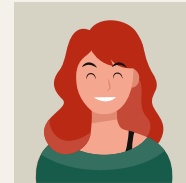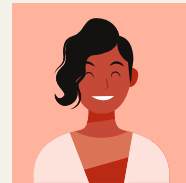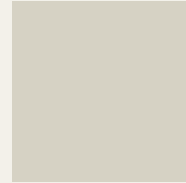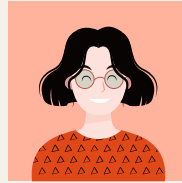
App. 347

Suggested Norms:

Use a respectful tone when speaking.

If you disagree with a thought, state why you disagree with the issue(not the person). Everyone has a right to identify themselves in whatever way feels right to them. Others should respect that by using the words that person has chosen.

Stay present and be open to new ideas.

Be an active participant today. Some ideas and views may be different from yours. Being uncomfortable is a natural part of growth. Listen attentively to others.

Respect privacy of others.

Everyone has a right to identify themselves in whatever way feels right to them, others should respect that BY using the words that person has chosen. What is shared in our room, should stay in our class

App. 348
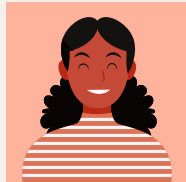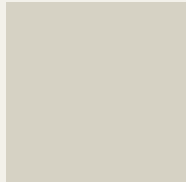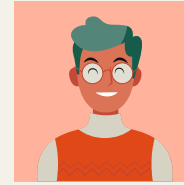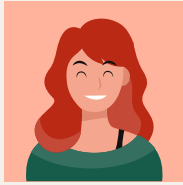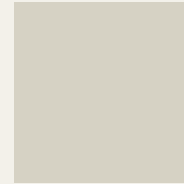
Ignite:

We are going to share some statements with you!
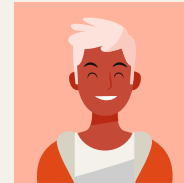
Using the annotate feature, stamp where you are !
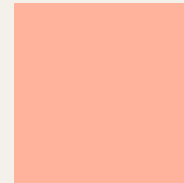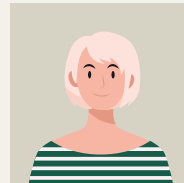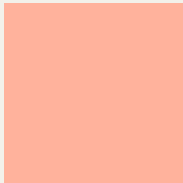
Ignite: Stamp the Screen

I know who I am.

AGREE!

Not sure..

DISAGREE!

App. 350

Ignite: Stamp the Screen

It can be difficult to describe who you are.

AGREE!

Not sure..

DISAGREE!

App. 351

Ignite: Stamp the Screen

My identity can change over time as I grow up.

AGREE!

Not sure..

DISAGREE!

App. 352

Ignite: Stamp the Screen

It is okay to say phrases like "I am white."

AGREE!

Not sure..

DISAGREE!

App. 353

Ignite: Stamp the Screen

I feel comfortable talking about my personal identity.

AGREE!

Not sure..

DISAGREE!

App. 354
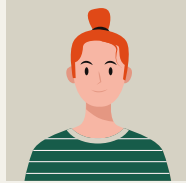
END Day 1: "What is identity?"

App. 356

"Own your identity. Love who you are in this world"

-Nyle DiMarco

App. 357
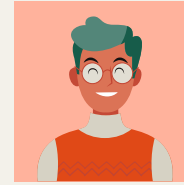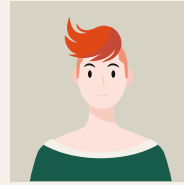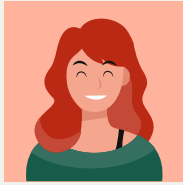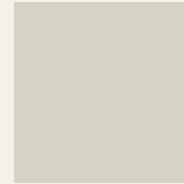
Today's Share:

What does it mean to own your identity?

App. 358
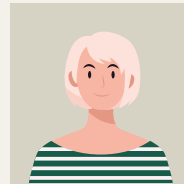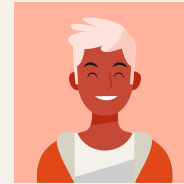
Chunk:

Today, we are going to learn
about our personal identities!

App. 359

What is identity?

Together, we will watch the video and answer the questions!

1. Stop at 1:25, **what are some of the things that make up our identity?**

2. Stop at 3:05, **what are some things that you enjoy? What values do they match?**

3. At the end, **what parts of our identity change and evolve? Why is that?**

4. **What is identity? Why is it important to understand our identity?**

App. 360

END Day 2: "What is identity?"

App. 361

Activity: Power Flower

Students will use this document to create their own power flower!

- The center circle is YOU! Put your name and make it represent you!

- **Your Power Flower is meant to represent your identity. Your Power Flower will include five of your Big 8 Identifiers, your interests, and your core values.**

  - You will be able to place the items on your flower in any order. GOAL: Place the items that are essential to your identity closest to the inner circle.

App. 362
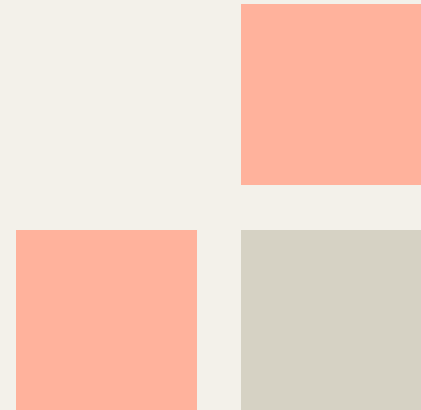
Power Flower with Lists of Examples

Your Power Flower is a representation of your core values, interest, and rooted pieces of your identity.
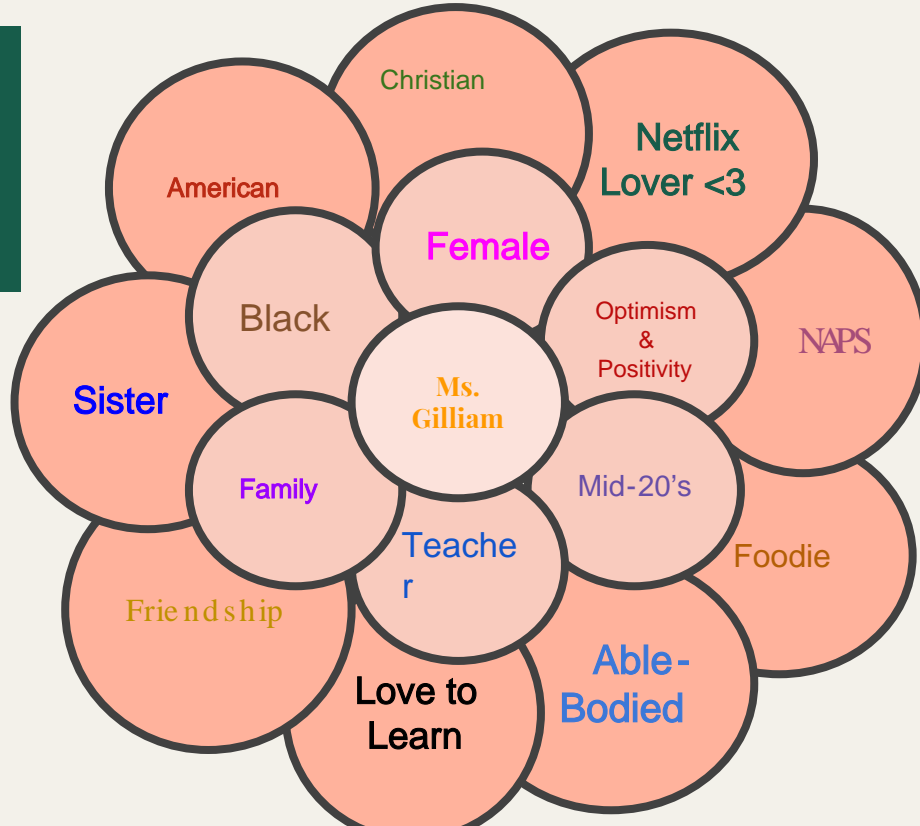
The items closest to your name are the ones that are essential to who you are!

Christian

Netflix Lover <3

American

Female

Black

Optimism & Positivity

NAPS

Sister

Ms. Gilliam

Family

Mid-20's

Friendship

Teacher

Foodie

Love to Learn

Able-Bodied

App. 363

Power Flower

Your Turn:

Name

App. 365
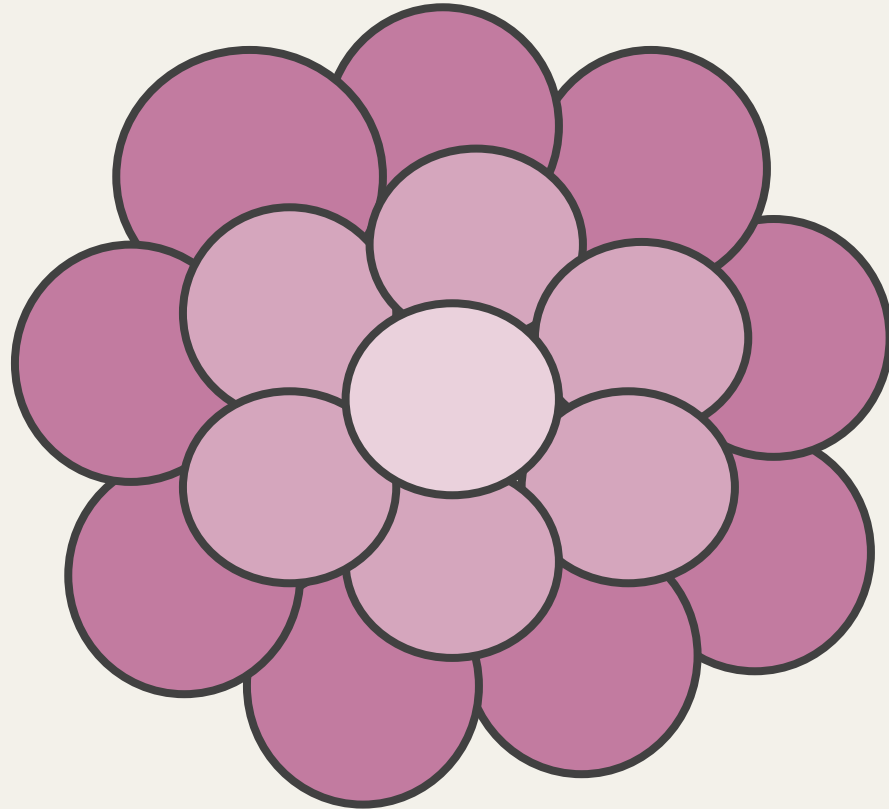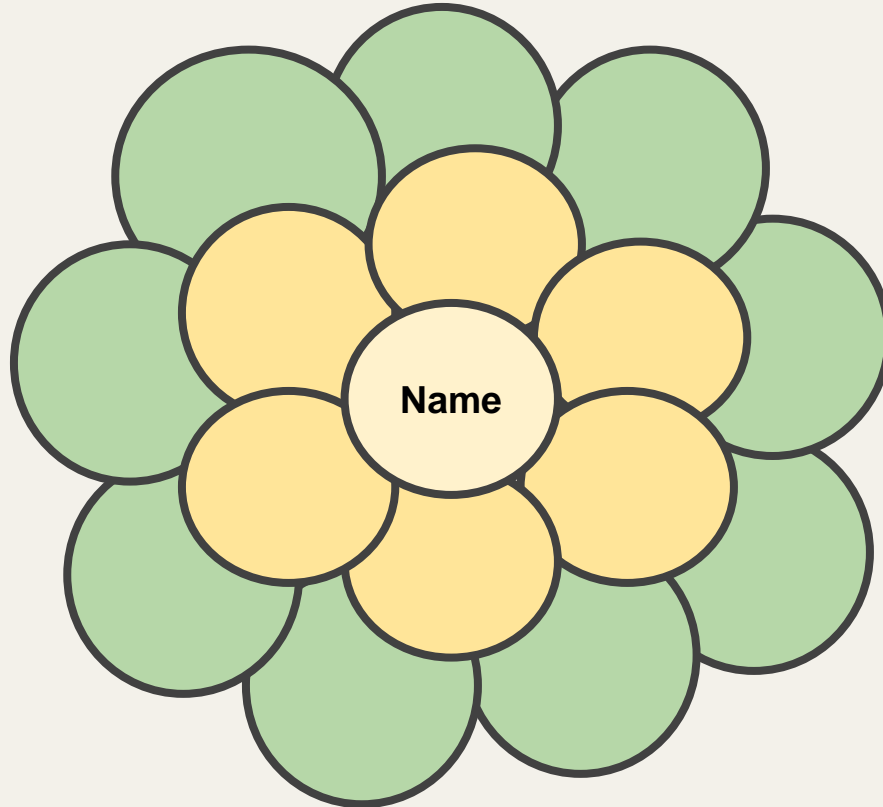
Let's Wrap It Up:

We are going to close this lesson similar to how we started, use the annotate feature to **stamp where you are!**

App. 367

Ignite: Stamp the Screen

I know who I am.

AGREE!

Not sure..

DISAGREE!

App. 368

Ignite: Stamp the Screen

It can be difficult to describe who you are.

AGREE!

Not sure..

DISAGREE!

App. 369

Ignite: Stamp the Screen

My identity can change over time as I grow up.

AGREE!

Not sure..

DISAGREE!

App. 370

Ignite: Stamp the Screen

It is okay to say phrases like "I am white."

AGREE!

Not sure..

DISAGREE!

App. 371

Ignite: Stamp the Screen

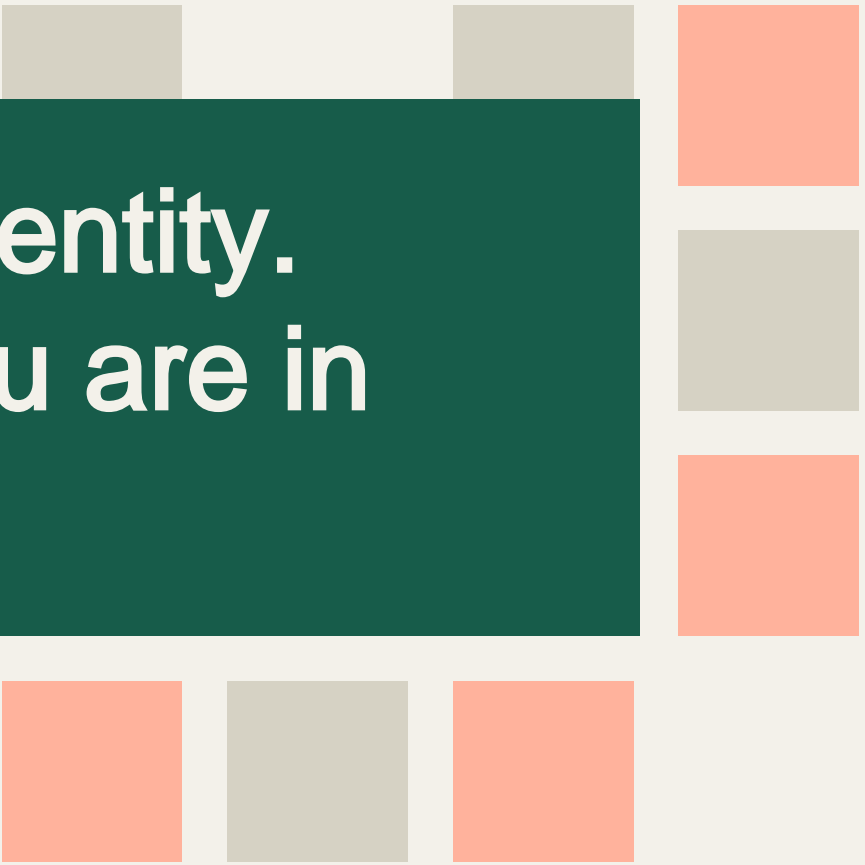I feel comfortable talking about my personal identity.

AGREE!

Not sure..

DISAGREE!

App. 372

Ibram X. Kendi was asked, what do you think the role of parents, educators and young people are in working toward antiracism?

Kendi's reply:

"I think it is so critical. I mean, think about it   -- I am sure they assume some adults when they were 35 or 45 or 65, or 25, began to realize all of the racist ideas they had learned or consumed or internalized and began the difficult process of unlearning. Can you imagine if you learned antiracist from the beginning of your development? It is easier to learn than it is to unlearn. Right? And I want us to understand and recognize that our children are either going to learn racist or antiracist ideas. In other words if we don't actively protect them from this dangerous racist society, what do you think they will be taught?"

App. 374

Thank you for continuing on
this journey.

Welcome

Ignite: Today we are going to ask you to to share with us in chat what you feel is best. You can respond just to me or to everyone. It is important that you put the first thing that comes to mind for each category.

App. 376

Share

Do you have any favorites that are different from your family members?

App. 377

Review of Norms

Use a respectful tone when speaking.

If you disagree with a thought, state why you disagree with the issue(not the person). Everyone has a right to identify themselves in whatever way feels right to them. Others should respect that by using the words that person has chosen.

Stay present and be open to new ideas.

Be an active participant today. Some ideas and views may be different from yours. Being uncomfortable is a natural part of growth. Listen attentively to others.

Respect privacy and identity of others.

Everyone has a right to identify themselves in whatever way feels right to them, others should respect that BY using the words that person has chosen. What is shared in our room, should stay in our class community.

Anytime you are uncomfortable, let your advisory

Bias - unfairly showing favoritism towards something or someone

Prejudice - a negative feeling toward a group of people

Stereotypes - a general belief about a group of people

Discrimination - behavior that treats people unequally because of their membership in a group

Implicit bias - hidden prejudices or stereotypes that shape what we see, think, and do without our awareness

Dominant culture - in the United States is that of white, middle class, Protestants or Northern European descent

App. 379

Chew:

All of us have preferences that lead to biases. It is important to be aware of these biases so we can challenge them.

OVERCOMING
UNCONSCIOUS BIAS

Chunk: Do you know about bias?

https://www.youtube.com/watch?v=mx -1VPumeD0

Review: What examples of biases have you seen or done?

end of lesson 1

App. 383

Ignite: Looking at the cover of this book, what predictions can you make about the topic?

TO KILL A MOCKINGBIRD

50TH ANNIVERSARY
CELEBRATE AN AMERICAN CLASSIC

HARPER LEE

App. 384
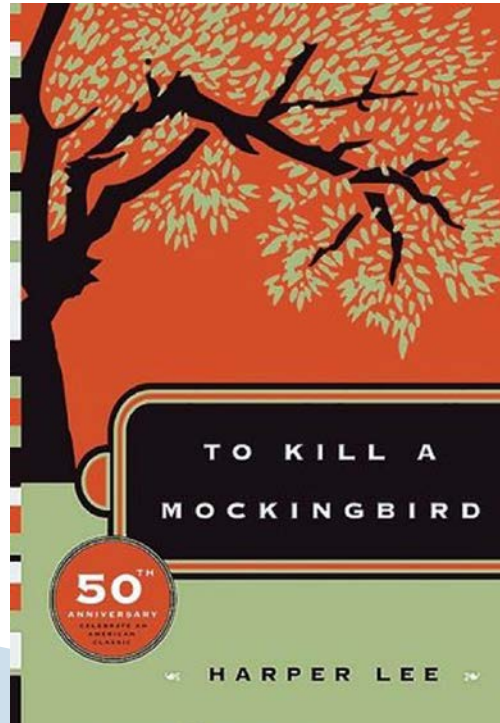
Have you ever heard of the phrase, "Don't judge a book by its cover"?

Have you ever found yourself judging someone based on their appearance before taking time to learn their story?

Review of Norms

Use a respectful tone when speaking.

If you disagree with a thought, state why you disagree with the issue(not the person). Everyone has a right to identify themselves in whatever way feels right to them. Others should respect that by using the words that person has chosen.

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Anytime you are uncomfortable, let your advisory

What do you see?

Chunk: What assumptions do we make?

https://www.youtube.com/watch?v=4WkZ46K41Fo

Chew: What were some "AHA" moments you had while watching?

Review:
- What surprised you?
- Were there words or actions that stood out to you?
- What were some of the assumptions you noticed?
- Based on your identity, what assumptions do you think people might make about you?
- What questions do you wish that others would ask to better know you?

App. 389

end of lesson 2

Ignite:

Imagine in our class one person chose the game and the rules for us daily. Consequently, that person also won the game each time. How would you feel? What if you somehow benefitted from the person winning?

Have you ever benefited from the scenario mentioned? How does this scenario occur? How do some people or groups have more control than others?

Chunk: What is Dominant Culture?

App. 393

Chew/Review: What do you think of when you hear the words "dominant" or "to dominate"? How does this relate to culture?

App. 394

end of
lesson 3
day 1

App. 395

Ignite: Take a look at the following image on the next slide.

App. 397

- What do you notice about this group of people?
- What is similar? What is different?

App. 398

Chunk: What is Dominant Culture?

The DOMINANT CULTURE is...

...the group of people in society who hold the most power and are often (but not always) in the majority.

The DOMINANT CULTURE is...

...in the U.S.: people who are white, middle class, Christian, and cisgender

The DOMINANT CULTURE is...

...in charge of the institutions and have established behaviors, values, and traditions that are considered acceptable and the "norm" in our countries.

Jewell & Durand - Frances Lincoln Children's Books - 2020

App. 399

The dominant culture has created a "normal" (or status quo) that has shaped how we see ourselves and the world around

1

Which identities are inside the "imaginary box" of the dominant culture? (Place these inside the box.)

2

Which identities are outside the box, and not a part of the dominant culture? (Place these outside and all around the box.)

Chew: What's in the Box?

Neurotypical   Cisgender male

Black   Able-bodied   Transgendered   Educated

Non-binary folx

Cisgender male

Folx with disabilities

Muslim

Indigenous people of color
of the global majority

White

Cisgender female

DOMINANT CULTURE

Folx living in poverty

Jewish

Upper-middle class   Brown   Youth   Non-Christian folx

Queer

Buddhist   Atheist   Neurodiverse   Athletic

Chew: What's in the Box?

Neurotypical · Cisgender male

Black · Non-binary folx · Able-bodied · Transgendered · Educated

Cisgender male · Folx with disabilities

Muslim · Indigenous people of color of the global majority

White · Cisgender female · **DOMINANT CULTURE**

Jewish · Youth · Folx living in poverty

Upper-middle class · Brown · Non-Christian folx

Buddhist · Atheist · Neurodiverse · Queer · Athletic

DOMINANT CULTURE: White, upper-middle class, cisgender male, educated, athletic, neurotypical, able-bodied
SUBORDINATE CULTURE: Black, brown, indigenous people of color of the global majority, queer, transgendered, non-binary folx, cisgender women, youth, Muslim, Jewish, Buddhist, atheist, non-Christian folx, neurodiverse, folx with disabilities, folx living in poverty

Why is there a human desire to divide people into groups?

Review: Do we need the box?

www.preachit.org

App. 404

end of
lesson   3
day   2

App. 405

Welcome!

Ignite: Read the quote and be ready
to discuss.

"When I was twelve, my parents had two talks with me.
One was the usual birds and bees. … The other talk was
about what to do if a cop stopped me.

'...you do whatever they tell you to do,' [Daddy] said.
'Keep your hands visible. Don't make any sudden moves.
Only speak when they speak to you.'"

App. 406

Excerpt from *The Hate U Give* by Angie Thomas

Chunk: The "Talk"

https://www.youtube.com/watch?v=coryt8IZ-DE

Chew:

- Have you had this talk with your family?

- Why are these conversations necessary in some families?

- How is this an example of dominant culture?

App. 408

end of

lesson   4

day   1

App. 409

Ignite

Click on the link to the Google Doc in the chat to view a comic.

What is the message of this cartoon? Why do you think Richard feels that he "deserves to be on top"?

App. 410

Chunk: What Is Privilege?

https://www.youtube.com/watch?v=2KlmvmuxzYE&t=41s
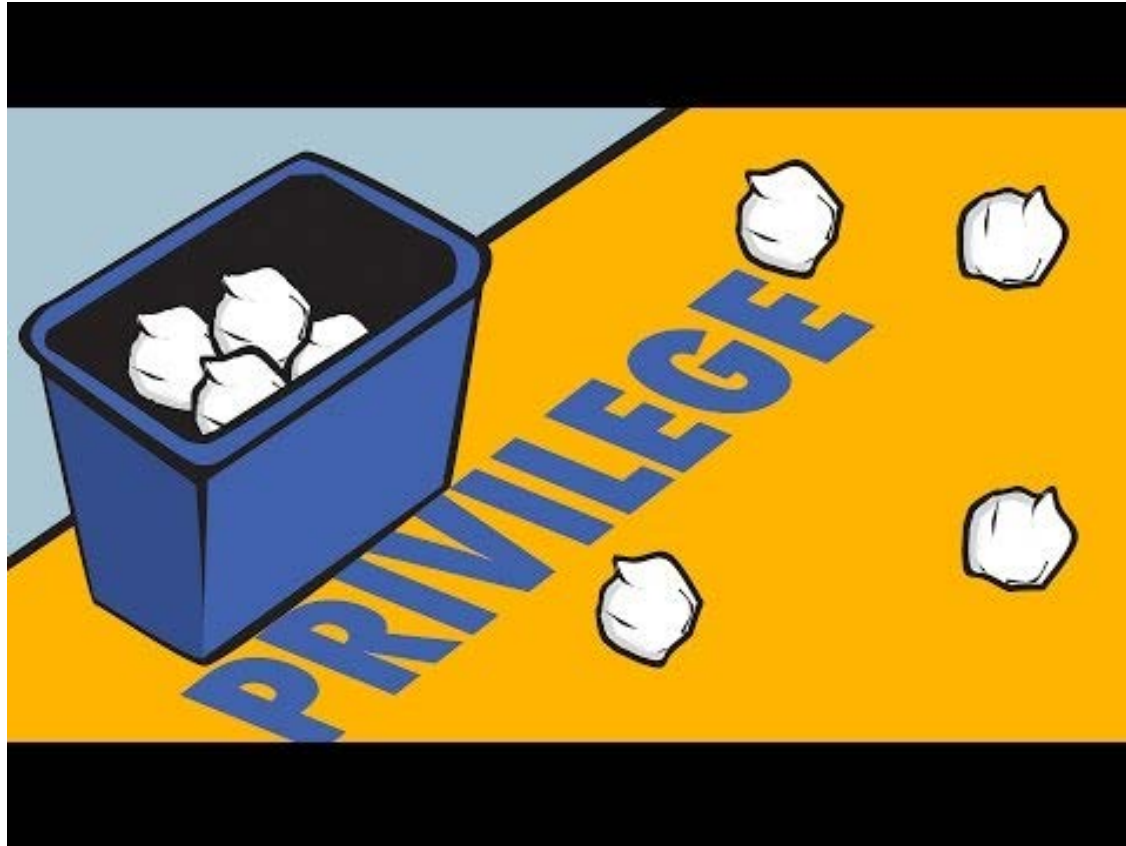
Watch the video and complete the

https://www.youtube.com/watch?v=BHS4YYKyALE&feature=emb_logo

Chew: Put a Finger Down

For this activity, you'll start with both hands up. I will read scenarios to you. If the scenario is true about you, put a finger down. We will see how many fingers folx have left at the end.

Review

- As you were reading and answering the questions, how did you feel?

- Were you aware of your privilege or lack of privilege?

- Why is it challenging for white people to think about (and do something about) white privilege?

- What is the cost of white privilege for persons of color?

- What is the cost of white privilege for white people?

App. 414

I. WHITE PRIVILEGE DOESN'T MEAN YOUR LIFE HASN'T BEEN HARD, IT MEANS YOUR SKIN TONE ISN'T ONE OF THE THINGS MAKING IT HARDER!

THERE'S PLENTY OF OTHER PRIVILEGES (SOCIO-ECONOMIC, MALE, HETEROSEXUAL CISGENDER, CHRISTIAN, ABLE-BODIED) BUT WHITE PRIVILEGE IS PERHAPS THE MOST ENDURING THROUGHOUT HISTORY

App. 415

end of

lesson   4

day   2

Welcome

Ignite: Have you ever been accused of something that you did not do? How did you feel? Have people ever made assumptions about you because of your family members, your race, or your past? Have ever felt judged by a teacher because of previous mistakes you've made?

App. 417
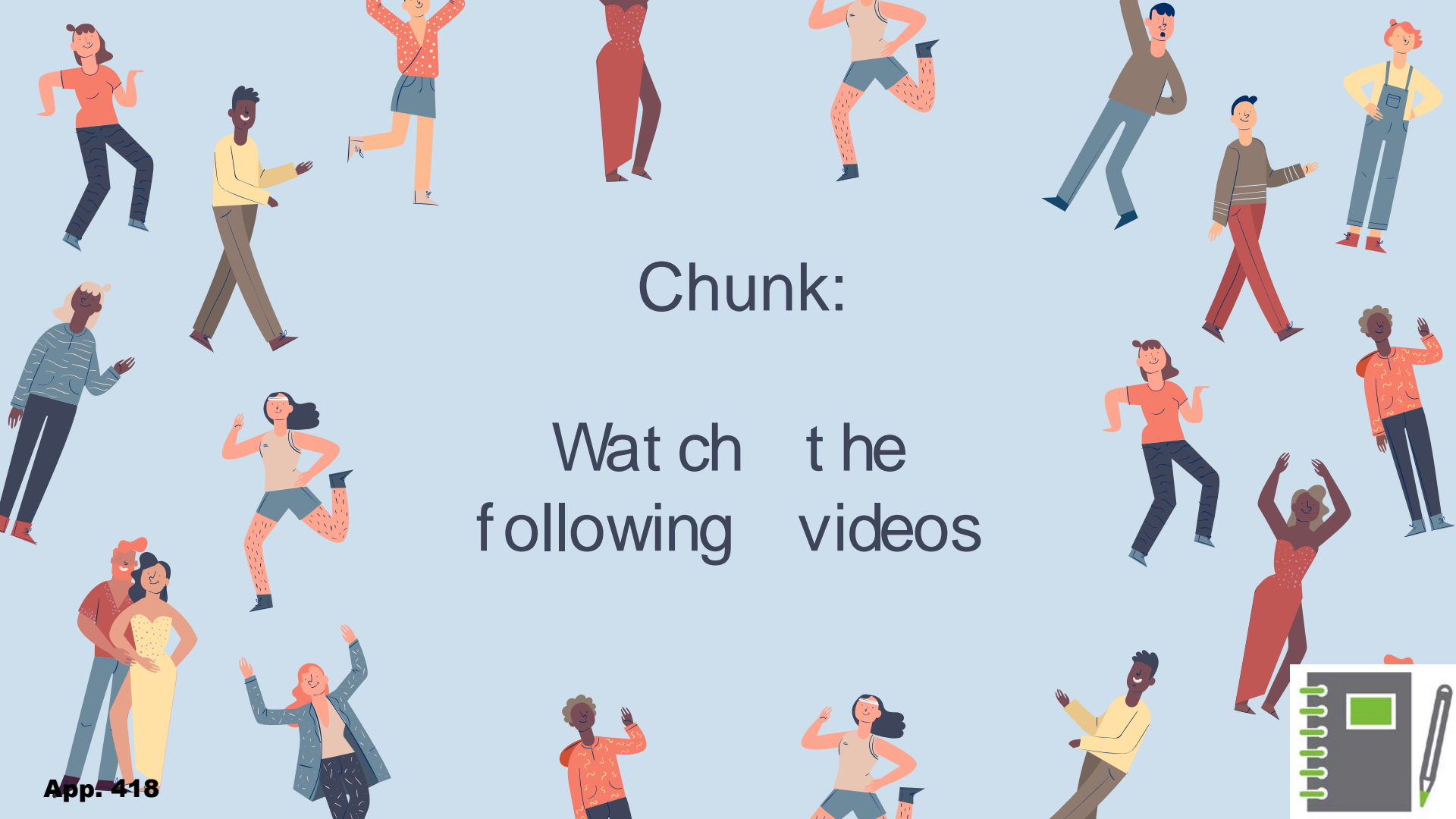
Chunk:

Watch the
following videos

App. 418

https://www.youtube.com/watch?v=fTcSVQJ2h8g

https://www.youtube.com/watch?v=fTcSVQJ2h8g

The Look

What assumptions do you see others make in the video?

What does "the look" convey?

https://www.youtube.com/watch?v=L3662COVmn8&t=1s

Chew:

1. What surprised you in the video?

App. 422

Review

1. What assumptions did this individual make?
2. Why do you think those assumptions were made?

end of

lesson   5

day   1

App. 424

Ignite: What is the message of this comic?

App. 425

Chunk:

I get

https://youtu.be/h8jUA7JBkF4
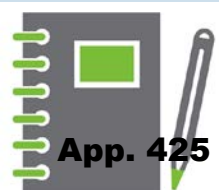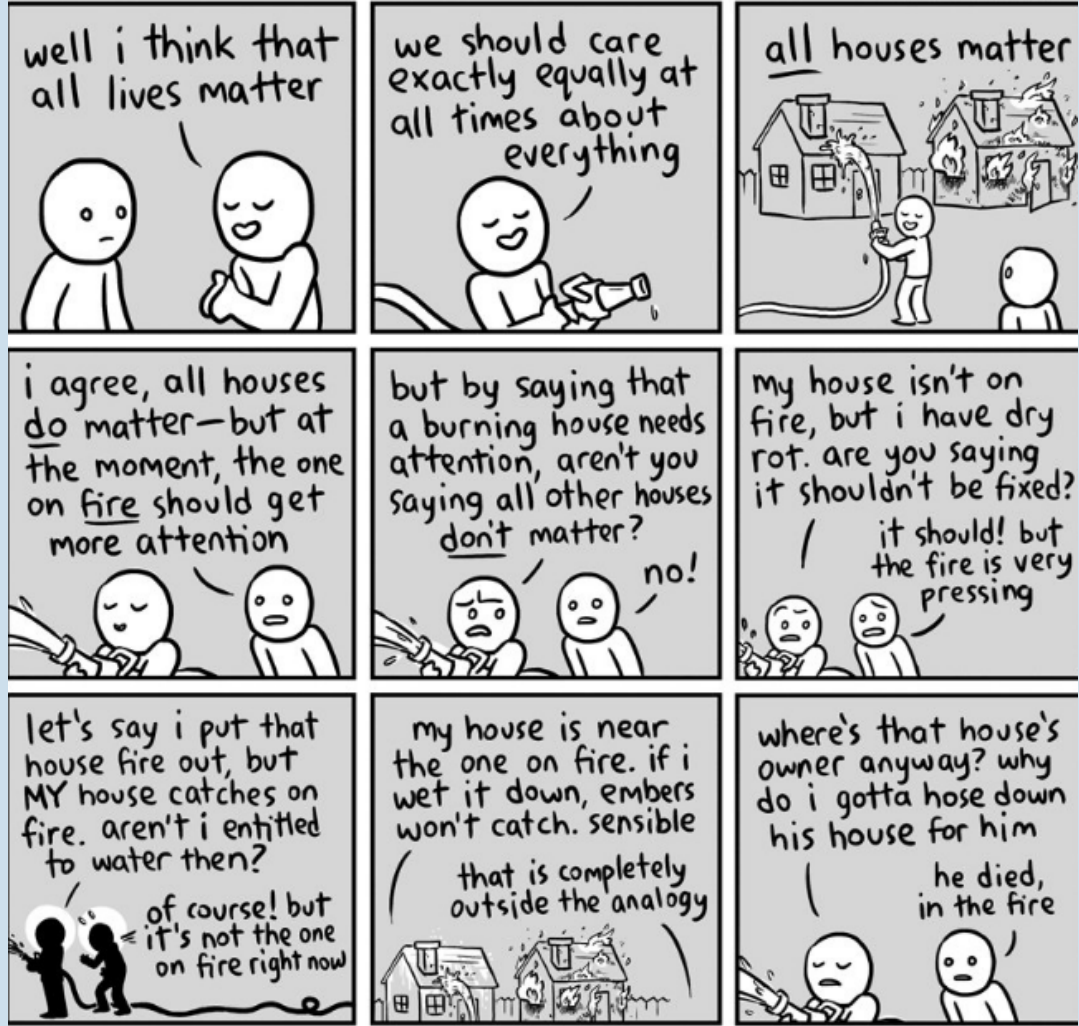
Chew on these facts:

- In 2018, the average Black worker earned just 62% of what the average white worker made.

- 80% of teachers are white while 50% of the population are Black or Brown.

- Black and Latinx - 56% of people in prison are Black or Latinx

- 71% of White people own their homes; 45% of Latinx people; 41% of Black people own their homes

- White Americans live 4.5 years longer than black Americans.

- Black men are 5 times more likely to be imprisoned than white men; 13 times more likely when looking at 18-19 year olds.

- While Blacks make up 19% of the population in Minneapolis, they are 58% more likely be involved in "use of force" incidents.

- August 2019 study showed that Black men are 2.5 times more likely than white men to be killed by police. Black women - 1.4 times more likely than white women.

App. 427

Review:

1. Which fact surprised you the most?
2. What do these facts tell us?
3. Why is it important to know these facts?
4. Can we change these facts?
5. How can we change these facts?

App. 428

end of

lesson   5

day   2

App. 429

Ignite: What is the message of this image?

Chunk:

A Conversation With
Asian-Americans on Race

—

BY GEETA GANDBHIR
AND MICHÈLE STEPHENSON

https://www.nytimes.com/video/opinion/100000004308529/a-conversation-with-asians-on-race.html

Chew: Let's talk it out

This conversation took place in 2016. How has the treatment of Asian -Americans changed?

Chunk:

https://www.youtube.com/watch?v=_T2q4uKUoRY

Chew on these personal accounts of hate:

- "Go back to Chi-Na before you give us all coronavirus" --Alameda

- "I got yelled at " ...Chinese who brought the coronavirus. Go back to China...blah blah blah..." by my neighbor who lives directly across from my house." --San Francisco

- "A white man on open sidewalk approached and stepped directly in front of me and coughed in extremely exaggerated manner in my face loudly mouth wide open about 2 feet from my face and said 'take my virus'." --Lafayette

- "A group of Teenage Caucasian Americans screamed "corona" at us when my friend and I walked past them towards the restaurant. Then when we were about to leave, an Asian family of four biked past the same group, and got yelled at "here comes the corona squad" directly at them." --Sunnyvale

App. 434

Chew on these local accounts of hate:

- "My friend and I were eating lunch, and my friend is one of those students that likes to bounce around tables in the cafeteria to talk and socialize with her other friends. She is also of Asian descent. As she was walking around the cafeteria, I saw some students whispering as she came near, and shortly after that my friend came up to me again, saying that that group of students were saying "Ching Chong, Ching Chong" over and over to her."--an ACPS middle school student

- "This was also around the same time last year. My friend and I walked into the cafeteria to be greeted with a poster that said something about promoting equality and accepting everyone, no matter their race. It depicted a couple of white students and a couple of black students holding hands and walking out of school. My friend, who is white, was absolutely infuriated with how the school depicted race, and I 100% agreed with her. She said, "why is it only black and white students? What about Hispanics, Asians, Muslims, Indians, etc? Why aren't they represented?" It might have just been a poster, but it still hurt and we still talk about it to this day." --an ACPS middle school student

What can we do to help?

1 Interrupt
Speak up against biased racist remarks, every time

2 Question
Ask questions to find out why they made the offensive comment

3 Educate
Model & encourage other students to become upstanders

4 Echo
If someone speaks up against hate, thank them

5 Report
Report any incidents that happen

6 Research
Create some time to research whats been happening

App. 437
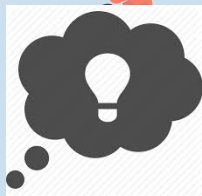
end of unit

3

EQUITY FOR ALL!

How can we make a space that uplifts all communities to fight against racism and bias?

App. 440

Ignite

Today's Share

What does it mean to be fair? If you
to teach someone about fairness, ho
would you define it?

App. 441

EQUAL MEANS...

- Everyone gets the SAME EXACT thing.
- So, let's complete a challenge to see if equal means fair, and that fair means equal!
- We will play this game in two rounds:
  - Round #1 <u>Click here</u>
    - What did we think of this game? We are all playing the same game, with the same rules. Was it fair?
  - Round #2 <u>Click here</u>
    - How about in round #2? Did this one feel more fair? Why?

App. 443

"The difference between equity and equality is that equality is everyone get the same thing and equity is everyone get the things they need."

—Why do we need to recognize the difference between equality versus equity?

App. 444

Equality — The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity — Everyone gets the supports they need

Justice — All 3 can see the game without supports of accommodations because the cause(s) of the inequity was addressed.

Equity aims to understand the needs of each individual and distribute the resources fairly. Equality involves ensuring that every individual ge same amount of resources regardless the differences between

App. 445

EQUITY
VERSUS
EQUALITY

Equity is the quality of being fair and impartial	Equality is the state or quality of being equal
Involves treating each individual according to his or her needs	Involves treating every individual in the same manner, irrespective of their differences
Considers individual needs of people	Does not consider needs and requirements of people

Pediaa.com

Can you think of a time when we need equity instead of equality?

App. 446

How can we make a space that uplifts a
communities to fight against racism and bi

Creating spaces that are founded in equality, equity,
and social justice allows us to challenge the barriers of
racism and bias. There are different ways to promote
equity, and many of them require you to be a person
who believes in Anti-Racism and Anti-Bias practices!
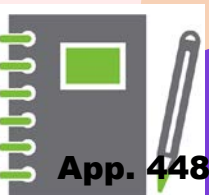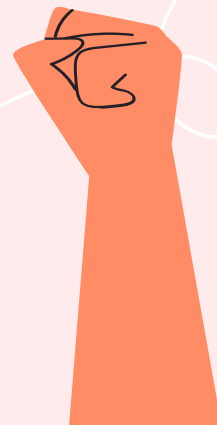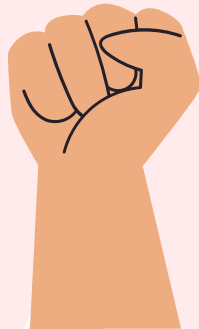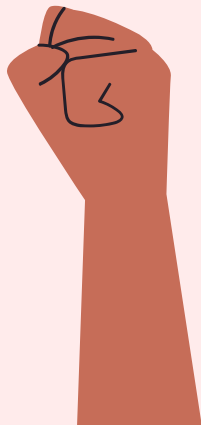
END LESSON #1: What is equity

App. 449

ANTIRACISM FOR ALL

How can we make a space that uplifts all communities to fight against racism and bias?

App. 450

Reminder: What is racism?

Reminder: What is racism?

"The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people." - ADL

App. 452
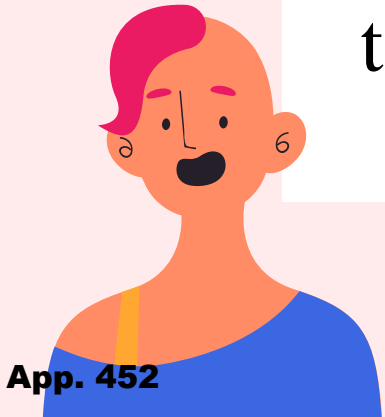
Reminder: Racism is different from...

Racial Prejudice & Bias: Our racial prejudices and bias are based in our own judgements around race. Racism is larger, as it covers INDIVIDUAL and SYSTEMIC acts of racism.

Racism is not just the big things. It is the little thing

This list shows how our personal bias and our inaction toward racism can uphold a racist system.

App. 454

Genocide
Mass Murder

Violence — Unjust Police Shootings
Lynching   Hate Crimes

Calls for Violence   Police Brutality
Neo-Nazis   KKK   The N-Word
Confederate Flags   Burning Crosses

Discrimination   Mass Incarceration   Swastikas
Racial Profiling   School-to-prison Pipeline
Hiring Discrimination   Stop and Frisk
Fearing People of Color   Redlining
Racial Slurs   Anti-Immigration Policies
Funding Schools Locally

Veiled Racism   Predatory Lending
Paternalism   Victim Blaming   Racist Jokes
English-only Initiatives   Euro-Centric Curriculum
Racist Mascots   Bootstrap Theory
Tokenism   Cultural Appropriation
Tone Policing   Claiming Reverse Racism   Colorblindness

Minimization   "We all belong to the human race"   Denial of White Privilege
White Savior Complex
"Post-Racial Society"   "Why can't we all just get along?"
"It doesn't matter who you vote for"   White Ally Speaking over POC
"It's just a joke!"   "Get over slavery"   False Equivocation
"Not all white people…"
"But my Black friend said…"   Not Believing Experiences of POC
Prioritizing Intentions over Impact

Indifference   Two Sides to Every Story
"Politics doesn't affect me"   Not Challenging Racist Jokes
Avoiding Confrontation with Racist Family Members   Remaining Apolitical

Adapted from Ellen Tuzzolo and Safehouse Progressive Alliance for Nonviolence's diagram

In a pyramid, every brick depends on the ones below it for support. If the bricks at the bottom are removed, the whole structure comes tumbling down.

Review:

Many people say that is not enough to simply be NOT racist. We must be anti-racist. **What do you think is the difference? Why do you think we MUST be anti-racist, instead of simply NOT racist?**

App. 455

END DAY #1: LESSON #2

App. 456

ANTI-RACISM FOR ALL

How can we make a space that uplifts all communities to fight against racism and bias?

ANTI-RACISM FOR ALL!

What does it mean to be…

ANTI-RACIST?

App. 458

ANTI-RACISM means…

- **Being anti-racist is fighting against racism.**
  - It is a choice to **actively be against racism** and racial prejudice in all forms!

ANTI-RACISM means…

- No one is born racist or antiracist; these result from the choices we make.
  - **Being antiracist** results from **a conscious decision** to make frequent, consistent, **equitable choices daily**
  - These choices **require ongoing self awareness and self reflection** as we move through life.

ANTI-RACISM means…

- In the absence of making anti-racist choices, we (un)consciously uphold aspects of white supremacy, white dominant culture, and unequal institutions and society.
  - Being racist or antiracist is not about who you are; it is about what you do.

App. 461

Anti-Racist versus NOT Racist

Not Racist says...

- "I have friends from a different type of culture or background."

- "I attend a school with people from diverse races and cultures."

- "I am learning about my own culture and how it influences how I view the world."

- "I do not say mean things about people of other races."

- "I treat others with respect, and that is enough."

Anti-Racist says...

- "I listen for understanding from the experiences of friends of various backgrounds, and work to amplify their voices to help them advocate for change."

- "My school has inequitable systems that disadvantages the students of color, and I advocate for the equitable distribution of resources for all!"

- "As I am learning about my culture and privilege, I actively questioning systems of power and working influence other people in my culture to do the same."

- "I speak out against racist behavior, and work to educate myself and others on ways to be anti-racist."

- "I am always learning, and growing."

App. 462

Let's Reflect: In your own words, what does it mean to be… ANTI-RACIST?

App. 463

Personal Reflection:

1. Pick out one phrase that feel **represents where you are now**. Why did you pick that phrase?

1. Pick one phrase that **represents where you wa to be**. Why did you pick th phrase?

I identify how I may unknowingly benefit from Racism.

I promote & advocate for policies & leaders that are Anti-Racist.

I recognize racism is a present & current problem.

I seek out questions that make me uncomfortable.

I sit with my discomfort.

I deny racism is a problem.

I avoid hard questions.

I understand my own privilege in ignoring racism.

I speak out when I see Racism in action.

Becoming Anti-Racist

Fear Zone   **Learning Zone**   **Growth Zone**

I strive to be comfortable.

I education myself about race & structural racism.

I educate my peers how Racism harms our profession.

I talk to others who look & think like me.

I am vulnerable about my own biases & knowledge gaps.

I don't let mistakes deter me from being better.

I listen to others who think & look differently than me.

I yield positions of power to those otherwise marginalized.

I surround myself with others who think & look differently than me.

END DAY #1: LESSON #2

ANTIRACISM FOR ALL

How can we make a space that uplifts all communities to fight against racism and bias?

App. 466

Today's Share

Did you know that our school district has an anti-racism policy? What do you think is the purpose behind having an entire policy for anti-racism?

App. 467

Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division's equity mission to end the predictive value of race and ensure each individual student's and staff's success. *The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values, and goals.*

App. 468

ACPS ANTI-RACISM POLICY

01
Our Collective Responsibility

Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate **racism.**

App. 469

Looks Like

Sounds Like Feels Like

02

Ensure Equitable Practices

Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success (ACPS Equity & Access Initiative: A Call to Action, 2017).

App. 471

Looks Like

Sounds Like

Feels Like

App. 472

03
Celebrate Diversity

Respecting and championing the diversity and life experiences of all community members to support the school division's mission, vision, values, goals, and objectives.

Looks Like

Sounds Like   Feels Like

App. 474

Chunk

04
Recognize Racism is Complex

Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in policy AC, Nondiscrimination.

App. 475

Looks Like

Sounds Like

Feels Like

App. 476

Anti-Racism is an ACTION!

The ACPS Anti-Racism Policy is nothing without action. Now we know there is a policy and we understand what it means. It is time to act.

Anti-Racist Baby is a book about what it means to be anti-racist.

ANTI-RACISM STARTS IN YOUR ACTIONS TODAY!

App. 479

End of lesson 2

App. 480

Who do we want to be?

Writing a Classroom Vision Statement

App. 481

This is who we've said we are:

Class definition of community

App. 482

Right now, this is how we:

01 Look

Type physical descriptors here

Think 02

Type things kids think about themselves and others here.

03 Sound

Type things kids say to each other when they agree and when they disagree.

Act04

Type things kids do here

App. 483

An antiracist community...

01

looks...

human, yet diverse.

Everyone is a human being, yet there are lots of different physical characteristics, skin colors, hair styles, fashions, etc. in the room.

02

thinks...

humanely, but critically.

Everyone thinks of themselves and all others as equal huma but they question what is said, why it's said, and who is sayi it. The purpose of this criticism is to uplift and empower, not destroy.

03

sounds...

humane, and precise.

Everyone uses words that are kind and respectful, but they're also factual, accurate, effective, and precise to limit miscommunication.

App. 484

04

acts...

with love and compassion for all humans, productively and relentlessly.

Everyone's actions are rooted in love as they relentlessly prod policies and practices that are anti-racist in nature, so as to replace those policies and practices that are inherently racist.

Now, let's audit our community. When we consider how w

01 Look

Do we see other people as humans?

Who is missing?

03 Sound

Are all the words true, helpful, necessary, and kind?

Do we say what we mean, or avoid words that are true but uncomfortable?

Do we use the words others ask us to when referring to them?

Think 02

Do we see others as equals

Do we ask ourselves why something is being said?

Do we ask who is saying it, an why that matters?

Act 04

Do we learn when we don't know somethin

Are we acting from a place of love and compass

Are we trying to build something, or trying to tear something o

Are we relentless?

App. 485

End of lesson 3 day 1

How do we get there?

Writing a Classroom Mission Statement

How do we change how we...

Strategies

Look
- Create a safe and welcoming community.
- Invite people who look different from us to be a part of our community.

Think
- Acknowledge that every other human is also a human and deserves respect.
- Think of yourself as human, too—accept when you make mistakes and learn from them.
- Ask yourself why you sometimes react negatively to others or situations.
- Ask yourself who is speaking and why this matters.
- Ask yourself if an idea is complete and, if not, what's missing?
- Brainstorm solutions rather than staying stuck on the problems.

Sound
- Above all: speak. Don't remain silent.
- Amplify: Say things to uplift other people's ideas when you agree with them.
- When you don't agree, be courageous enough to ask questions to understand better before speaking your own o
- Use the most precise words, even it makes you uncomfortable.

Act
- Learn the facts about history or a situation
- Act from a place of love, compassion and courage for other humans, not from a place of hate.
- Focus on the new things you can produce and build rather than the things you want to destroy.
- Do. not. stop. until. you've. achieved. your. vision.
- Then, find something else to grow.

App. 490

In Room 36B, we will change how we...

look by...
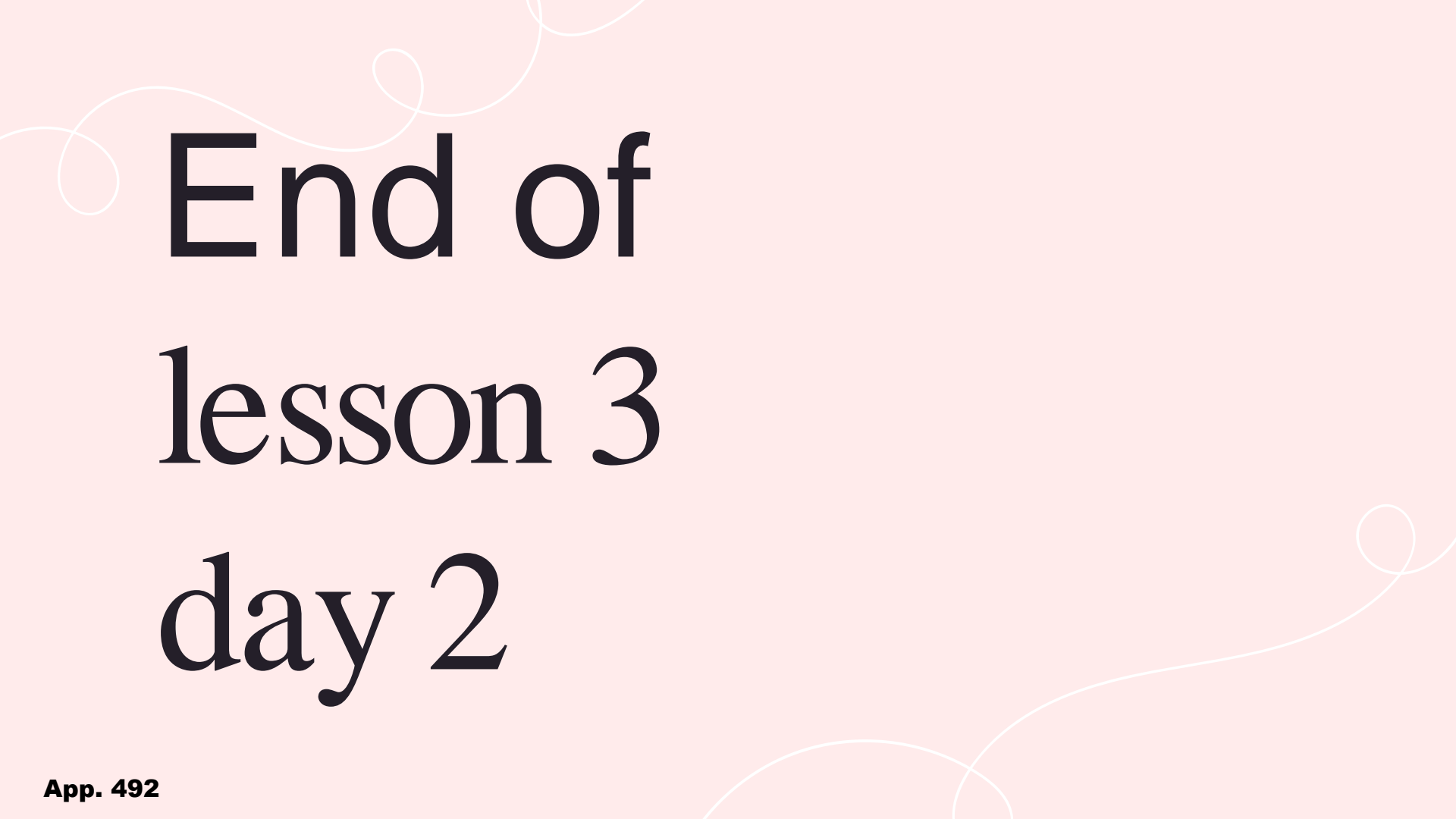
think by...

sound by...

act by...

App. 491

End of lesson 3 day 2

WHAT WILL

I DO

TODAY?

App. 493

Vision Statement:

In Room 36B....

Mission Statement:

We will look more anti-racist by…

We will think more anti-racist by…

We will sound more anti-racist by…

We will act more anti-racist by...

App. 494

Stamp the Screen: TODAY I WILL HELP OUR COMMUNTY...

look anti-racist by...

Insert from mission statement

sound anti-racist by

Insert from mission statement
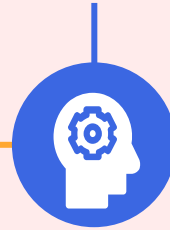
think anti-racist by

Insert from mission statement

act anti-racist by

Insert from Mission Statement

App. 495
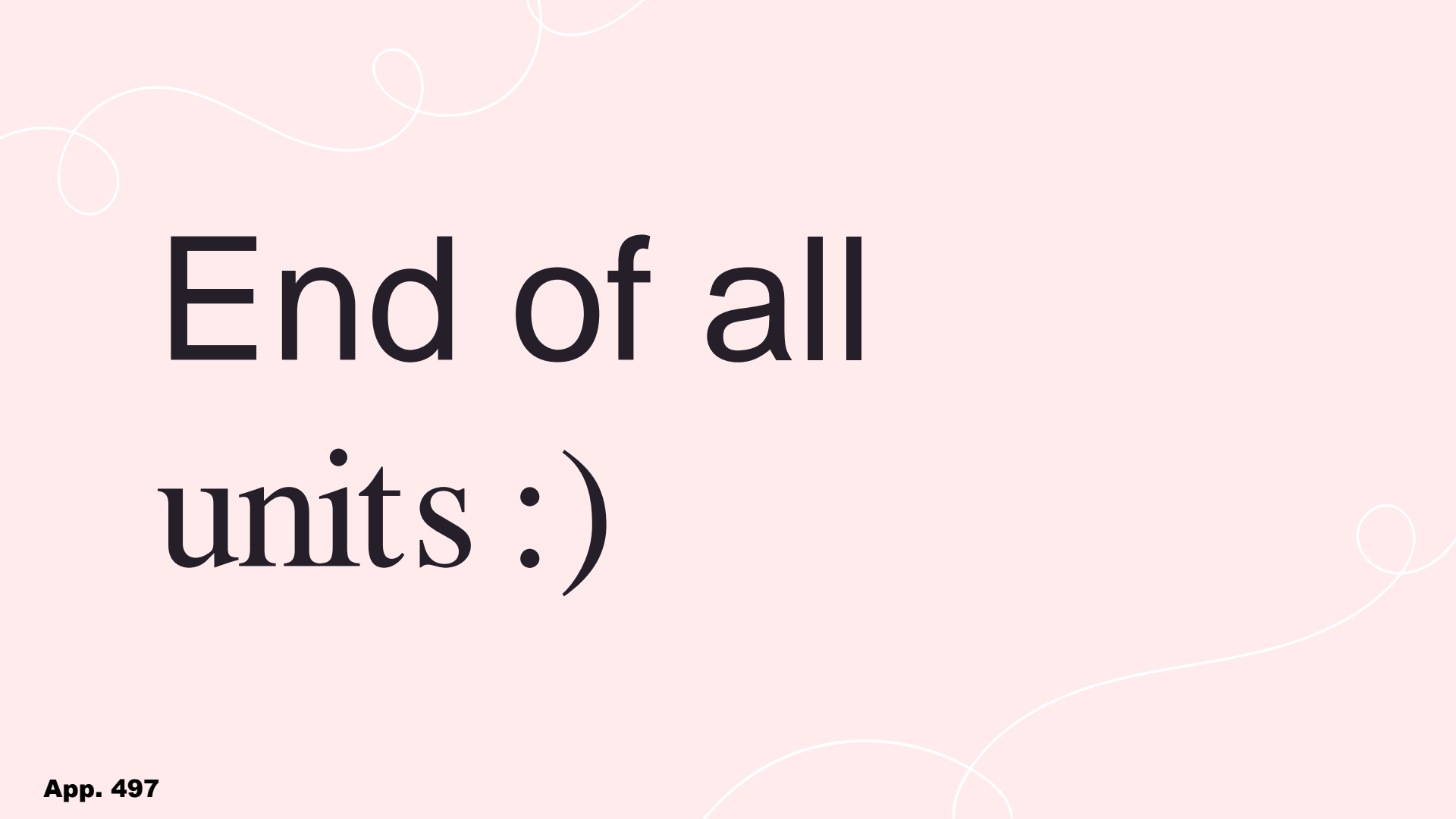
Student Feedback

Click here to reflect on the Artist Advisory Lessons

App. 496
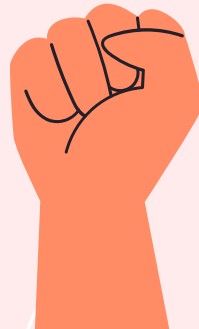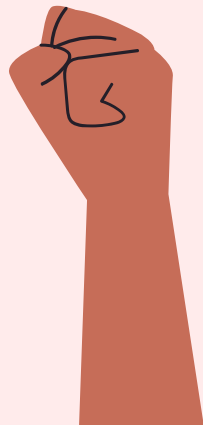
End of all units :)

Equity Toolkit for ELA Educators

ACPS ELA
Equity AS Excellence

Albemarle County Public Schools
<mark>DRAFT in development - July 2020</mark>

Equity as Excellence in Language Arts Classrooms

Overview
The audience for this document is ACPS 6-12 ELA teachers, librarians, interventionists, school administrators, and others.

In 2019 the Albemarle County Public School (ACPS) Division created the ACPS Anti-Racism Policy, acknowledging that, "combating racism in our schools is a legal and moral imperative." The policy aims to establish a school community that shares collective responsibility to address and eliminate racism, eliminate inequitable practices, champion the life experiences of all community members, and acknowledge that racism is often compounded by other forms of discrimination. "Designed to dismantle the individual, institutional, and structural racism that exists in the Division," it specifies regulations across all areas of the Division.

This Anti-Racist ELA Toolkit was created to support secondary English Language Arts (ELA) educators as they adopt teaching approaches in alignment with the ACPS Anti-Racism Policy. The Toolkit provides ELA educators with resources to help evaluate their current content and pedagogy and move toward more diverse and inclusive content and pedagogy.

All of these resources can be found on the ACPS ELA (6-12) Schoology Group page.

ELA Equity Toolkit Design Team
Paula Archey, librarian
Monica Cabarcas, librarian
Shannon Cruthirds, instructional coach
Lynn Define, English teacher
Kelly Kroese, librarian
Maureen Jensen, lead coach
Adrienne Oliver, instructional coach
Zoe Padron, talent development resource teacher
Thomas Panarese, English teacher
Amber Roberts, instructional coach
Meghan Streit, English teacher
Brittany Sullivan, English teacher
Erica Thorsen, librarian

Table of Contents

Introduction

Anti-Racist education encourages teachers to challenge curriculum that over-represents dominant racial perspectives with alternative points of view designed to more accurately and fully represent history and society.

Antiracist education in English classroom has an added layer of nuance when dealing with authors and fictional texts. Simply removing or replacing biased material is impossible but also irresponsible. The goal of the English teacher is to support students to learn how to read "with and against" a text.

There are many available resources to help us question, examine, and revise our instructional practices as English educators. However, to align our practices with the ACPS Anti-Racism Policy, English educators read research, examined current practices and resources, and created tools to help ACPS English teachers de-center ourselves and our values from the English language arts experiences offered to our students.

Our common text in this endeavor is *Letting Go of Literary Whiteness* (Borsheim-Black & Sarigianides, 2019).

> *"As English teachers, we must be aware of the role we place in maintaining the racial status quo of White supremacy in the ways we engage all students via literary study."*
> (*Letting Go of LIterary Whiteness*, page 5)

ACPS Anti-Racism Policy

In 2019 the Albemarle County Public School (ACPS) Division created the ACPS Anti-Racism Policy, acknowledging that, "combating racism in our schools is a legal and moral imperative." The Policy aims to establish a school community that shares collective responsibility to address and eliminate racism, eliminate inequitable practices, champion the life experiences of all community members, and acknowledge that racism is often compounded by other forms of discrimination. "Designed to dismantle the individual, institutional, and structural racism that exists in the Division," it specifies regulations across all areas of the Division.

Toolkit Overview

This Anti-Racist ELA Toolkit was created to support secondary English Language Arts (ELA) educators as they adopt teaching approaches in alignment with the ACPS Anti-Racism Policy. The Toolkit provides ELA educators with resources to help evaluate their current content and pedagogy and move toward more diverse and inclusive content and pedagogy.

To get the most out of the Toolkit, it is important to understand some fundamental concepts inherent in anti-racist literature instruction: anti-racist educator, anti-racist pedagogy, critical literature

pedagogy, and anti-racist curriculum. While the framework for the Toolkit is tied to the Anti-Racism Policy's four regulations for curriculum and instruction, the tools contained within it and the theories behind key concepts are largely derived from the works of Carlin Borsheim-Black and the National Council of Teachers of English's (NCTE) Committee Against Racism and Bias in the Teaching of English.

Who Are Anti-Racist ELA Educators?

Anti-racist educators actively address, challenge, and dismantle racisim in all its forms. In [Being an Anti-Racist Educator is a Verb](#), NCTE's Rembert, et al. provide three key characteristics of ELA educators: they bring current realities into the classroom, they strategically use texts to talk with students about systemic inequities, and they encourage student activism through projects.

What is Anti-Racist Pedagogy?

Antiracist Pedagogy is a paradigm located within Critical Theory utilized to explain and counteract the persistence and impact of racism.

An anti-racist pedagogy asks educators to understand the power and privilege inherent in whiteness and to examine how whiteness affects their classrooms, students, teaching strategies, and attitudes toward students of color (Treinin and Warren 46-75). An anti-racist pedagogy begins when educators and students engage in self-reflection about what it means to be white, and how it, "affects our thinking, our behaviors, our attitudes, and our decisions from the micro, personal level, to the macro, social level." (Scheurich 5-10).

While anti-racist ELA pedagogy requires some reconsideration and modification of curriculum, "text selection alone will not work to dispel dominant racial ideologies." (*Letting Go* 58) Educators will not necessarily stop teaching White-authored canonical texts overnight, but our approaches to teaching these (and all) texts must change immediately. Borsheim-Black and Sarigianides recommend four strategies to help employ an inquiry-focused pedagogy when teaching canonical texts focused on racism:

1. Expose Whiteness - Rather than focus only on representations of Blackness, we must guide students to see how commonly taught texts feature Whiteness. (*Letting Go* 56)
2. Pair White-Authored Views of Racism with Counterstories - By putting the perspectives of people of color in the foreground, we can help to, "expose Whiteness and disrupt taken-for-granted thinking about race." (*Letting Go* 58)
3. Ensure Students Understand How a Text *Critiques* Racism - Educators must help students understand the racial commentary in texts, "lest the literature reinforces existing dominant racial ideologies." This is especially essential with satirical texts. (*Letting Go* 58)
4. Investigate Canonicity with Students - Instead of teaching students to accept the canonicity of a text, educators should help students explore why a particular canonical text that addresses racism, "might be upheld by White-dominant society as an example of literary greatness." (*Letting Go* 59)

What is Critical Literature Pedagogy?

Critical literature pedagogy (CLP) is a means to draw attention to implicit ideologies in literature by examining issues of power and representation and by providing avenues for equity-oriented activism (Critical Literature Pedagogy, 2014). An essential facet of CLP is teaching against canonical texts. Literature curriculum in secondary schools is dominated by a particular group of texts, or "the canon." CLP draws on critical literacy theory asking students to read between the lines in canonical texts to expose and interrupt embedded, dominant narratives.

==Critical Literature Pedagogy will be the instructional framework for ACPS ELA educators as we move forward with implementing the tenets of the ACPS Anti-Racism Policy.==

What is Anti-Racist Curriculum?

Anti-racist ELA curriculum celebrates and sustains diversity while dismantling systems of oppression. Anti-racist curriculum consists not only of culturally diverse literature and content, but also of opportunities to explore marginalized voices of color and environments where silence about racism is recognized as a form of complicity. (NCTE, appendix) The four regulations for curriculum and instruction laid out in the ACPS Anti-Racism Policy reflect NCTE's characterization.

ACPS Anti-Racist Policy Regulations for Curriculum and Instruction
1. Curriculum and instruction materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color.
2. All curriculum materials shall be examined for racial bias by the Division's Department of Student Learning. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents.
3. The Board and Division shall implement an anti-racist curriculum and provide educational resources for students at every grade level.
4. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity. The Board shall support inter-school activities that will allow students to experience diversity with the Division.

In *Letting Go of Literary Whiteness* (19-25)*,* Borsheim-Black and Sarigianides suggest a backward design approach to this curriculum focusing on racial literacy goals. Articulating racial literacy objectives that are specific, tied directly to literature learning, and framed as concepts to be learned rather than opinions to be changed allows teachers to work backward to pose essential questions urging students to make connections between content and present-day realities. Some examples of racial literacy objectives include:
1. "Students will be able to name ways racism works on individual, institutional, and societal levels in [canonical text] and in their own lives." (*Letting Go* 29)

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2. "Students will be able to understand central frames of colorblind racial ideology in literature and in society." (*Letting Go* 29)
3. "Students will be able to connect [author's] representation of housing discrimination in [canonical text] in the [era] to the legacy of similar examples of housing discrimination in their community today." (*Letting Go* 30)

References

Albemarle County Public Schools. "Anti-Racism Policy." *Albemarle County Public Schools,* 2019, https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx.

Borsheim-Black, Carlin, et al. "Critical Literature Pedagogy: Teaching Canonical Literature for Critical Literacy." *Journal of Adolescent & Adult Literacy,* vol. 58, no. 2, 2014, pp. 123-133.

Borsheim-Black, Carlin, and Sophia Sarigianides. *Letting Go of Literary Whiteness: Antiracist Literature Instruction for White Students.* New York, Teachers College Press, 2019.

Rembert, Keisha, et al. "Being an Anti-Racist Educator is a Verb." *NCTE,* 6 Nov. 2019, https://ncte.org/blog/2019/11/being-an-anti-racist-educator-is-a-verb/.

Scheurich, James Joseph. "Toward a White Discourse on White Racism." *Educational Researcher,* vol. 22, no. 8, 1993, pp. 5-10.

Treinen, Kristen P. and Warren, John T. (2001) "Antiracist Pedagogy in the Basic Course: Teaching Cultural Communication as if Whiteness Matters," Basic Communication Course Annual: Vol. 13 , Article 8.

ANTIRACIST ELA CURRICULA CORE VALUES

ANTIRACIST ELA CURRICULA MUST CELEBRATE AND SEEK TO SUSTAIN LINGUISTIC DIVERSITY AS PART OF THE MOVEMENT TOWARD EDUCATIONAL JUSTICE IN A CHANGING WORLD. THESE CURRICULA MUST HAVE AS THEIR EXPLICIT GOAL THE PERPETUATION AND FOSTERING OF LINGUISTIC, LITERATE, AND CULTURAL PLURALISM AS PART OF THE DEMOCRATIC PROJECT OF SCHOOLING. THUS, AS MEMBERS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, WE RECOGNIZE THAT ANTIRACIST CURRICULA SHOULD PROVIDE STUDENTS WITH

TEXTS that reflect each student's cultural background and history. In this way, educators can move beyond token multiculturalism to foster intercultural awareness and respect.

AN ENVIRONMENT where silence is recognized as a form of complicity.

LESSONS that teach mainstream power codes and discourses that lead students to become critical users of language while their home and cultural codes are honored.

LESSONS that incorporate, examine, and critique popular culture with students.

THE CHOICE of culturally relevant texts.

TIME AND SPACE to participate as ethnographers into language that cites community members as experts.

TIME AND SPACE to investigate cultural privileges and/or marginalization.

TIME AND SPACE to identify experiences that examine whose English "counts" in varied contexts.

CONTENT that empowers students socially and academically.

COURSE TEXTS that include young adult books that reflect the culturally diverse lives and experiences of all students.

BASED ON THE FOLLOWING POSITION STATEMENTS, RESOLUTIONS, AND PUBLICATIONS:

Conference on English Education (2008). *Supporting Linguistically and Culturally Diverse Learners in English Education.* Retrieved from http://www2.ncte.org/statement/diverselearnersinee/

National Council of Teachers of English (2015). *Position Statement in Support of Ethnic Studies Initiatives in K–12 Curricula.* Retreved from http://www2.ncte.org/statement/ethnic-studies-k12-curr/

National Council of Teachers of English (2015). *Resolution on the need for Diverse Children's and Young Adult Books.* Retrieved from http://www2.ncte.org/statement/diverse-books/

National Council of Teachers of English (2015). *Statement about the Role of Early Childhood Education and Racism.* Retrieved from http://www2.ncte.org/statement/early-child-educ-racism/

Paris, D., & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World.* New York: Teachers College Press.

NCTE

Created in 2016–2017 by the Action Subcommittee of the NCTE Standing Committee Against Racism and Bias in the Teaching of English. Reviewed by the Action Subcommittee in 2019.

ANTIRACIST ELA EDUCATORS' ACTIONS

RACISM EXISTS. CLASSROOM TEACHERS CONSCIOUSLY WORK TO CREATE SAFE LEARNING ENVIRONMENTS FOR ALL STUDENTS. THUS, AS MEMBERS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, WE RECOGNIZE THAT TEACHERS WORK TOWARD THIS ENVIRONMENT WHEN THEY

OPPOSE English-only policies, because censorship deprives linguistically diverse students of their voices.

RECOGNIZE the importance of adequate materials in students' first language(s).

SEEK and lead training in language diversity.

WORK against negative attitudes toward multiple Englishes.

ARE INFORMED on multiple Englishes and ways of communicating as a means of celebrating cultures.

INCLUDE culturally relevant and sustaining materials in all learning spaces.

CELEBRATE and respect the power of communities reading in their heritage language and in their own customs.

ADVOCATE for every student to receive equitable educational opportunities.

ADOPT teaching stances that are culturally sustaining (Paris & Alim, 2017).

BASED ON THE FOLLOWING NCTE POSITION STATEMENTS AND SOURCES:

Conference on College Composition and Communication (2016). *CCCC Statement on Ebonics.* Retrieved from http://www2.ncte.org/statement/ebonics/

Conference on English Education (2008). *Supporting Linguistically and Culturally Diverse Learners in English Education.* Retrieved from http://www2.ncte.org/statement/diverselearnersinee/

National Council of Teachers of English (1992). *Guideline on Teaching Storytelling.* Retrieved from http://www2.ncte.org/statement/teachingstorytelling/

National Council of Teachers of English (2008). *Resolution on English-Only Instructional Policies.* Retrieved from http://www2.ncte.org/statement/englishonlypolicies/

Paris, D., & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World.* New York: Teachers College Press.

NCTE

Created in 2016–2017 by the Action Subcommittee of the NCTE Standing Committee Against Racism and Bias in the Teaching of English. Reviewed by the Action Subcommittee in 2019.

Equity Toolkit Documents

Hard Conversations

Text Evaluation Checklist

Protocols for Book Collection Audits

Classroom Library Evaluation Tool from Teaching Tolerance

Text Equity Audit Teacher Questionnaire

Build Your Anti-Racist ELA Classroom - a list of resources

Critical Literature Pedagogy Instructional Tools

Anti-Racist Literature Instruction: A Planning Tool

Planning Tool Example: To Kill a Mockingbird (Schoology)

Planning Tool Example: The Hate U Give (Schoology)

ELA Syllabus Sample- Critical Components

Hard Conversations
ELA Department Discussion Questions

(Adapted from the work of Jennifer Chandler Ward at Teaching While White)

- What are the unspoken rules and hidden curriculum in your department/classroom?

- What are the unconscious beliefs/norms, group values, world beliefs, and core values of your department/classroom?
  - What are the conscious values? Does your department have a philosophy statement? (*We believe that ELA classrooms are places where students…*)

- How would you describe the ideal student for your curriculum? What assumptions do you have about their background, culture, and language?

- What messages do you believe students receive about race, ethnicity, gender, sexuality, age, ability, religion, and socioeconomic status through experiences in English class?
  - How do the texts offered in the classroom influence how students construct their own identity as well as their perspectives of others?
  - Is there direct instruction around race and racism while reading certain texts?

- Are there any assumptions/biases built into your criteria for your assessments? Does it create an advantage for certain students?

ELA Antiracist Resource Selection

---Text Evaluation Checklist---

(Adapted from the work of Jennifer Chandler Ward at *Teaching While White)*

❏ Does the text offer a compelling narrative and characters? Compelling to whom and why?

❏ Are we addressing any of the "Big 8" social identifiers with this text?

Age	Ethnicity
Race	Ability
Gender	Sexual Orientation
Religion	Socioeconomic Status

❏ What topics and issues do we hope to teach in connection to this book?

　　　a. What perspectives are missing?

　　　b. Are there other books/authors that could address these same objectives?

❏ Does this book reinforce stereotypes or offer a counter-narrative to stereotypes?
If the book does have some stereotypes, what counter-narratives and or additional readings could be offered?

❏ Is the author from the depicted social group?

❏ Does this text increase students' understanding of systemic oppression (sexism, racism, homophobia, etc.) prejudice, stereotyping, discrimination, etc.

❏ Does this text have any depictions or language that has the potential to re-traumatize students (sexual assault, N-word, etc.)?

❏ Does this text offer linguistic variety?

❏ Does this text offer students opportunities to apply multicultural knowledge for analyzing and solving social problems?

❏ Does this text offer opportunities to examine cultural biases and assumptions?

❏ What do we need to know more about and research to teach this text responsibly?

Albemarle County Public Schools
Protocols for Book Collection Audits
Equity and Inclusion

Level 1

Each grade should examine approved instructional resources that you may have physical access to and may teach.

This audit is a starting point for ELA Department Heads to provide teachers with a qualitative overview of the books available for instruction. In order to move toward more diverse and inclusive literature that aligns with the ACPS Anti-Racism Policy, we are examining the titles, authorship, and content of literature as compared to the most recent Census data. This audit is an examination of current state and is not exhaustive in its analysis. Results of this audit help educators reflect on curriculum and next steps in instructional practice.

Total Number of Titles from ACPS Approved Books List or Pilot Approved Selection
Total Number of each category (see chart on page 20 of diversity audit ppt)
Categories are:
- Title
- Grade
- Main Protagonist
- Own Voice
- HS Additional Columns: 10th - Country [World Lit], 11th, US Literature and Cultures, 12th - British/Other Culture [British Lit & Other Cultures]

*Pre-set formula to calculate data from Column C. This data would display in Column I so the teacher could see the audit numbers against actual Census numbers.
2016 Census Data

White Americans	76.9%
Black/African Americans	13.3%
Native Americans/Alaska Natives	1.3%
Asian Americans	5.7%
Native Hawaiian/Other Pacific Islander	0.2%
Hispanic/Latinos	17.8%
Americans with Disabilities (under 65)	8.6%
Americans Identifying as LGBTQ	4.1% (0.3% identify as transgender)

2019 Albemarle Census		School Books
White	81.60%	
Black	9.70%	
Native American	0.4	
Asian American	5.60%	
Native Hawaiian/	0.1	
Hispanic/Latinos	5.90%	
Americans with D	8.60%	
Americans Identi	?	

Level 2

List and audit the books taught by each grade level teacher in the previous school year.

Teachers should add an additional tab to the master spreadsheet and copy the titles they teach onto their worksheet. This allows each teacher to examine the diversity and inclusiveness of the texts selected for instruction. Our first step towards building equity is building transparency in curriculum and practice. Teachers should engage with the [Equity Audit Reflection](#) tool from LGOLW to further examine the titles on their syllabus or use Teaching Tolerance's [Reading Diversity Teacher's Edition](#) selection tool.
[Level 2 Sample of Teacher's Course 9th Grade](#)

Total Number of Titles from ACPS Approved Books List or Pilot Approved Selection
Total Number of each category (see chart on page 20 of diversity audit ppt)

Level 3

Dual enrollment classes - Audit syllabus titles and selected works from the previous school year.

Teachers should add an additional tab to the master spreadsheet and copy the titles they teach onto their worksheet. This allows each teacher to examine the diversity and inclusiveness of the texts selected for instruction. Our first step towards building equity is building transparency in curriculum and practice. Teachers should engage with Teaching Tolerance's [Reading Diversity Teacher's Edition](#) selection tool or the [Equity Audit Reflection](#) tool in LGOLW to further examine the titles on their syllabus. For texts that remain on the syllabus, teachers should refer to examples of racial literacy objectives developed in Letting Go of Literary Whiteness on pages 30-31.

Level 4

Classroom Libraries

In recognizing that a classroom library is a supplemental resource recommended by a classroom teacher, teachers should periodically evaluate, add, remove, and reflect on titles in their collection. Classroom libraries can be viewed as endorsed resources. Teachers should refer to the [Equity Audit Reflection](#) from Letting Go of Literary Whiteness or Teaching Tolerance's [Reading Diversity Teacher's Edition](#) selection tool as an initial step in evaluating their collection.

[Template Spreadsheet](#)
[Sample audit 9th grade ACPS High School Approved Books List.](#)
[Sample audit 10th grade ACPS High School Approved Book List](#)
[Sample audit 11th grade ACPS High School Approved Book List](#)
[Sample audit12th grade ACPS High School Approved Book List](#)

[Level 2 Sample of Teacher's 9th Grade Course Audit](#)
[Student Book Survey](#)
[Equity Questionnaire for Teachers after book audit.](#)
[Classroom Library Questionnaire](#)

Reading Diversity Lite (Teachers' Edition):

A Tool for Selecting Diverse Texts

Find the tool [HERE](#)

Image of tool below

READING DIVERSITY LITE (TEACHER'S EDITION): A TOOL FOR SELECTING DIVERSE TEXTS
Use this checklist to enhance reading diversity in your classroom.

Title _____ Author _____ Grade level _____ Lexile score _____

1. What voices does this text include in terms of race, ethnicity, gender, class, age, ability, religion, place, immigration status or LGBT identity? Do the identities or experiences of the author(s), illustrator(s), character(s), speaker(s) or narrator(s) contribute to students' diverse reading experiences?	YES ☐	NO ☐
2. Does this text accurately reflect lived experiences in terms of setting, characters, speakers, events, language and illustrations?	YES ☐	NO ☐
3. Consider the author's attitudes, beliefs and point of view. Do they promote inclusion and equality?	YES ☐	NO ☐
4. Does the content perpetuate or rely on stereotypes, generalizations or misrepresentations? (Note: A text may address a stereotype without relying on it.)	YES ☐	NO ☐
5. Consider the gaps and silences. Are certain people or groups left out or given only a silent or insubstantial role?	YES ☐	NO ☐
Are certain questions or issues related to the topic omitted?	YES ☐	NO ☐
6. Does this text pair well with other texts that students encounter at school, home, in the media and through cultural transmission?	YES ☐	NO ☐
7. Consider the historical, social and cultural context in which the text was written. Is the text relevant now?	YES ☐	NO ☐
8. Does this text mirror the identities and experiences of my students?	YES ☐	NO ☐
9. Might this text be a window into the identities and experiences of people whose lives are different than my students' lives?	YES ☐	NO ☐
10. Does this text connect with the interests and concerns of my students?	YES ☐	NO ☐
11. Does this text relate to and build upon the knowledge my students bring with them?	YES ☐	NO ☐
12. Does this text work toward goals within the four domains of anti-bias education:		
Identity: Promote a healthy self-concept and exploration of identity	YES ☐	NO ☐
Diversity: Foster intergroup understanding	YES ☐	NO ☐
Justice: Raise awareness of prejudice and injustice	YES ☐	NO ☐
Action: Motivate students to act by highlighting individual and collective struggles against injustice	YES ☐	NO ☐

13. How might this text motivate, engage or enable my students?

Text Equity Audit - Teacher Questionnaire

After looking at your classroom, course, and book room audit, think about these questions.
Existing literature curriculum Includes: book-length works, short stories, poems, informational texts, and multimedia texts. (Can be done across grade level, within the department, or within one course.)

Which titles in my literature curriculum feature characters of color?
> What roles do those characters play in the story?
> Are these characters primary or secondary roles?
> How are these characters portrayed?

Do these texts represent a variety of racial and cultural identities?
> By whom have these texts been written?
> Are authors of color equally represented?
> Are stories about characters of color written by authors who share those identities?
> Are stories of racism authored by people who share the racial identity featured in the stories?

Book Length Titles
> Which book length tites in my literature curriculum are written by people of color?
> Are authors and characters of color represented in book length titles?
> Or are they supplemented in through short stories, poems, and shorter works?

Single Story
> In what years were the text by and about people of color written?
> What era do they portray?
> Does the literature curriculum include contemporary representations of people of color?
> Does my literature curriculum include stories that represent people of color in a variety of ways including in empowering and celebrating positive stories?
> Which texts include positive representation of people of color?
> Which texts explore the topic of racism exclusively?
> Does my literature curriculum represent a range of stories of people of color in which race intersects with other aspects of diversity including gender, class, geography, sexual orientation, ability and religion?

Timing
> Are texts by authors of color, featuring characters of color, represented across the curriculum rather than clustered in Multicultural themes?
> How might texts by and about people of color more densely populate the curriculum?
> How might reordering the placement of texts by and about people of color reflect the school's prioritizing of such stories and racial ideologies? (Borsheim-Black and Sarigianides, pp. 42-44.)

> Borsheim-Black, Carlin, and Sophia Tatiana Sarigianides. *Letting Go of Literary Whiteness: Antiracist Literature Instruction for White Students*. Teachers College Press, 2019.

Build Your Anti-Racist ELA Classroom

[Let's Talk:Discussing Race, Racism, and Other Difficult Topics with Students](#)

From Teaching Tolerance: *"Educators play a crucial role in helping students talk openly about the historical roots and contemporary manifestations of social inequality and discrimination. Learning how to communicate about such topics as white privilege, police violence, economic inequality and mass incarceration requires practice, and facilitating difficult conversations demands courage and skill—regardless of who we are, our intentions or how long we've been teaching. Use the strategies in this resource as you prepare to facilitate difficult conversations about race and racism. You can also use them to build competency when discussing other types of discrimination, such as gender bias, ableism, and religious or anti-LGBT persecution."*

[How Should I Talk about Race in My Most White Classroom](#)

"Race and racism are important topics to bring into your classroom. Because race is part of our public conversation and integrated into so many aspects of our world, young people want to and should be part of that conversation, no matter their race. White students in predominantlywhite classrooms should be discussing race for those reasons and because they are members of a multicultural society and world. Sometimes teachers feel reluctant to raise the topic of race especially if they are teaching in an all or predominantlywhite community. Teachers may be concerned that students bring their own assumptions and stereotypes, will hold back for fear of saying the "wrong" thing or bias will emerge and will be hard to facilitate and contain. Also, teachers may fear pushback from administrators and parents who feel they shouldn't talk about it at all."

[Creating the Space to Talk about Race is Your School](#)

"The following tips can help you make race conversations normal, constructive and successful. These skills are best learned through collective dialogue with others committed to addressing racial equity, as well as through lots of practice. When discussions of race and racism become normalized, the promise of equity can be realized."

Critical Literature Pedagogy: Literary Analysis Questions

Applying a Critical Race Theory Lens to Literary Analysis
(from *Letting Go of Literary Whiteness (LGOLW),* page 75)

<mark>Please see LGOLW for more details around these questions.</mark>

Literary Element	Questions for Racializing Literary Elements
Characterization	- Who are the central and secondary characters of the text? - How are characters of color portrayed - How does characterization reflect racial ideology?
Setting	- What are the settings (physical, social, historical, legal) of the text? - What are the racial dynamics of this setting? How does the text represent racial dynamics of the setting? What does the setting reveal about the racial ideologies of the text?
Plot	- What are central conflicts in the text? - To what extent is race a factor in those conflicts? - How do complex understandings of racism explain the trajectory of the plot and its central conflicts?
Theme	- What are the central themes of the text? - What messages about race and racism are conveyed through these themes? - To what extent does the text represent these themes in complex or stereotypical racial terms? What do the themes reveal about the racial ideology of the text?
Point of View	- From what perspective is the story written or told? - How does the racial perspective through which the story is told affect the story? - If the story is told from the perspective of a person of color, to what extent does this story function as a counterstory to interrupt dominant ways of thinking about race/racism?

PART I	ANTIRACIST LITERATURE INSTRUCTION PLANNING TOOL Teacher Interrogation of the Text

Book Title	
Author	
Publication Year	

ACPS Resource Vetting Tool

Purpose for Text ● *Why this book/text? How does this book/text compare to texts from a similar era or with similar themes?* ● *Whose voices are being represented throughout this unit, and how does this book/text amplify or counteract this trend?* ● *What literary criticism is available to consider this text and its inclusion in the curriculum?*	
Reflection of Teachers' Values and Racial/Cultural Perspective: ● *What relationship and/or experiences do you have to this book/text?* ● *How is your culture, race, and/or value system reflected or challenged by this book/text?* ● *What questions and/or sections are most comfortable for you? Why might this be?*	
Potential for Misunderstanding: ● *How is your culture, race, and value system reflected and/or challenged by this book/text?* ● *What is your/your students' comfort level and familiarity with race talk in the classroom?*	

Consider the Dimensions of Literary Study

Canonicity	Contexts	Literary Elements	Reader	Assessments
Consider the merit of the book and challenge the book's prominence.	Identify the book's contexts and counterstories from those same contexts.	Identify the literary elements and consider embedded values or ideologies the text reproduces.	Connect text to personal experiences and consider perspectives other than your own/in a new way to examine power and privilege.	Use standard literary analysis and take the opportunity to create and distribute text that critique normativity.
Teacher's Notes	Teacher's Notes	Teacher's Notes	Teacher's Notes	Teacher's Notes

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PART II	ANTIRACIST LITERATURE INSTRUCTION PLANNING TOOL **Planning for Instruction**

Consider the potential racial literacy objectives to be explored with this text

Through carefully crafted instructional moves with reading this text, students will begin to examine...

Examples

- ❏ Race as a social construct and/or historical lens on race
- ❏ Current and projected racial composition of place/space (i.e. school, country, world, etc.)
- ❏ Relationship between race and social structures (i.e. politics, law, culture, education, etc.)
- ❏ Race and perceptions of self and/or world
- ❏ Racial biases and prejudices, and strategies to overcome such
- ❏ Values of racial tolerance and of understanding racial difference

Before Reading	**During Reading**	**After Reading**
How will you prepare students to learn? How will you activate their prior knowledge, or challenge their current understanding? What will students do that will prepare them for learning?	*What procedure(s) will you implement that will create an environment that engages students across difference in learning? What opportunities will students have to engage with peers and others related to this lesson? How will you use strategies, materials, and grouping to meet the needs of all learners? Which instructional models and strategies are most suited to the specific knowledge and skills addressed in this lesson?*	*How will students assess their progress in ways which are relevant to their lens? How will students' performance in this lesson shape the next steps in your instruction?*

Set the Stage • *What are the racial and/or sociopolitical dynamics of your classroom/school/local/national environment?* • *How will this book be used and/or introduced within this given context?*	

PART III	ANTIRACIST LITERATURE INSTRUCTION PLANNING TOOL Unit Overview

	By the end of this experience students will KNOW -	By the end of this experience students will UNDERSTAND THAT -	By the end of this experience students will be ABLE TO -
Racial Literacy Targets			
English Content Targets			

Assessment		
Pre-Assessment *How will you gauge what students know, understand, and are able to do prior to instruction?*	**Ongoing Assessment** *How will you periodically check students' progress toward the targets?*	**Post-Assessment** *How will students demonstrate what they learn in relevant ways? How will students know if they have met the learning target(s)?*

(Below is a template to copy and paste)

Learning Session #	List the learning target(s) for this session:

Vocabulary *How will students demonstrate what they learn in relevant ways? How will students know if they have met the learning target?*	**Teacher Materials and Resources**: *How might you explore other perspectives and viewpoints on this racial context beyond your own? What social criticism is available to consider this context?*	**Student Materials** *What culturally relevant resources/materials must be available to students? How will these materials and resources enhance student engagement and provide opportunities for differentiation?*

Reading WITH and AGAINST the Text Use the Questions to Guide Critical Literature Pedagogy as well as Questions for Racializing Literary Elements to guide your planning for this text and its related assessments, discussions, and tasks.
What strategies and activities will you employ to support students in reading WITH and AGAINST this text?

App. 518

Who are the MOST IMPORTANT scientists?

What names jump into your mind?

Albert Einstein?

 Issac Newton?

  Crick and Watson?

   Marie Curie?

    Thomas Edison?

     Charles Darwin?

What did you notice about the names we mentioned?

Yep - they were (mostly) old white men.

Do any of these people *look like you?*

App. 521

What is the problem with the current literary canon?

1. 1967, U.S., White boys
2. 1960, southern U.S., White family
3. 1925, northeast U.S., White middle class
4. 1953, futuristic U.S., White characters
5. 1953, futuristic "World State" White people
6. 1954, Britain/Island, White boys
7. 1597. British, White families
8. 1951, U.S., White male
9. 1949, British, White nation/people
10. 1818, British, White family & monster

11. 1603, British, White family
12. 1945, British, farm animals
13 1953. Salem/U.S., White women*
14. 1850, U.S., White woman
15. 1937. U.S., White men
16. 1859, British, White people
17. 1884, American south, White boy
18. 1623, British, White couple
19. End of 8th Century, Greek
20. 1939, U.S./ Oklahoma, White family

App. 521

Flash drive containing the following video files:

1) Allison Holker checks her privilege.mp4
2) Bibi.mp4
3) Coffee w Costa.mp4
4) Dr. Bernard Hairston.mp4
5) Intersectionality 101.mp4

1   VIRGINIA: IN THE CIRCUIT COURT

2   FOR THE COUNTY OF ALBEMARLE

3

CARLOS and TATIANA IBAÑEZ; R.I.   )
4   AND V.I., minors, by and through   )
their parents, Carlos and   )
5   Tatiana Ibanez, as the minors'   )   NO. CL21001737-00
next friend; et al.,   )
6   )
Plaintiffs,   )   YouTube Recording
7   )
v.   )
8   )
ALBEMARLE COUNTY SCHOOL BOARD;   )
9   et al.,   )
)
10   Defendants.   )
)
11

12

13

14
TRANSCRIPT OF YOUTUBE RECORDINGS
15
OF PRESENTATION BY DR. BERNARD HAIRSTON,
16   Assistant Superintendent,
Albemarle County Public Schools
17

18   Uploaded to YouTube on January 30, 2021

19
ARIZONA REPORTING SERVICE, INC.
20   Audio Transcription Specialists
2928 North Evergreen Street
21   Phoenix, Arizona 85014-5508
azrs@az-reporting.com
22

23
Transcribed by:
24   Katherine A. McNally
CERTIFIED TRANSCRIBER
25   CERT**D-323

1   [Commencement of YouTube recording of

2   Dr. Bernard Hairston.]

3   *   *   *   *   *

4   DR. BERNARD HAIRSTON: Hello. I'm Dr. Bernard

5   Hairston, the second African American to hold the

6   position of assistant superintendent in the long history

7   of Albemarle County Public Schools. Think about it and

8   ask yourself, Why only two? And why 51 years between

9   the first and second hiring?

10   The School Board entrusted me with the

11   responsibility to develop and oversee the implementation

12   of this antiracism policy. I have asked myself why.

13   And my answer is because I'm black. I've experienced

14   racism in Albemarle County Public Schools; accepted

15   being a practitioner of individual, institutional, and

16   structural racism as a decision maker in Albemarle

17   County Public Schools. And I have no problem speaking

18   the truth and a track record of pushing against our

19   status quo thinking and doing business in Albemarle

20   County Public Schools. Thus, concluding the School

21   Board must be serious about confronting this

22   institutional system built on advancing whiteness.

23   These are personal clues to my understanding of

24   the four principles embedded in the antiracism policy.

25   This orientation officially invites you to the table as

1 decision makers. You are the behaviors. You are the

2 attitudes. You are the pop, protectors of everyday

3 practices and the necessary agents of change in this

4 journey to shift us to a more inclusive working and

5 learning environment, exclusive of racism.

6   For my white colleagues who are bus drivers to

7 principals, this what it's about, acknowledging that you

8 don't know what you don't know about race. You are

9 often invisible because you can be.

10   To my colleagues of color who are office

11 associates to teachers, it is about how you advance and

12 respect the learning curves of different points of view;

13 about race simply by pushing just hard enough, but not

14 so hard you close doors.

15   Now, ask yourself to what degree does race

16 complicate your life if you are white versus a person of

17 color?

18   This work is about all of us acknowledging our

19 part as change agents by honoring the third and fourth

20 principles of the antiracism policy.

21   The School Board and our superintendents

22 [indiscernible] are actively engaged in learning to

23 become antiracist leaders. Also, every principal and

24 every department head should be leading discussions on

25 the courageous conversations about race book study.

 1   This policy requires everyone to be trained in

 2   Albemarle County Public Schools.

 3   Now, reflect on the black males that ascribed

 4   individual racism in a previous slide and if they

 5   experienced discrimination based on their skin color.

 6   Consider the language in the School Board's

 7   nondiscrimination policy AC. It states: Albemarle

 8   County Public Schools shall not discriminate on the

 9   basis of sex, gender, race, color, or any other

10   characteristic protected by law in the educational

11   programs it operates.

12   Now, consider if discrimination and racism occur

13   regularly among students and adults of color in

14   Albemarle County Public Schools; and if so, what

15   structures and practices exist to protect the behaviors.

16   We see what we look for.

17   Now, not too long ago, I was engaged in a

18   conversation with a group of my white colleagues about

19   achievement gaps between students of color and white

20   students. The low level in which I perceived their

21   concern angered me to the core of my soul, resulting in

22   this statement: If these were your children, your

23   relatives, people who look like you, the urgency for

24   addressing these longstanding inequitable practices and

25   downright embarrassing results would be different.

App. 526

1   There was silence. Little to no eye contact.

2   But what is most concerning is that no one in that group

3   has spoken to me about that exchange.

4   Now, ask yourself why. But, more importantly,

5   ask what you would have done in my role in that

6   situation or their role.

7   Now, consider the possible connection to the

8   second principle of the antiracism policy. It's time to

9   wrap up.

10   I can own what I do with the words written in

11   this policy for applying the definition of antiracism.

12   I can hold myself accountable for identifying,

13   challenging, and changing the value structures and

14   behaviors that perpetual systemic racism in this school

15   division.

16   This simple statement drives my accountability:

17   If I identify forms of racism, and I do absolutely

18   nothing about it, then I become a practitioner of

19   racism.

20   Now, consider this controversial statement by

21   some researchers: You are either a racist or an

22   antiracist. It is time for you to think about how you

23   will own this required antiracism training and the

24   policy.

25   I leave you with this thought. Be real, my

1   colleagues, and ask yourself if you are on this moving

2   Albemarle County Public School antiracism school bus, or

3   if you need help finding your seat and keeping your

4   seat, or if it's time for you to just get off the bus.

5   Let me know if you need personalized support.

6   Thank you for listening and your efforts to make

7   Albemarle County Public Schools a more equitable and

8   inclusive environment to learn and work.

9   We can do this together.

10   [Conclusion of YouTube recording of

11   Dr. Bernard Hairston.]

12   *   *   *   *   *

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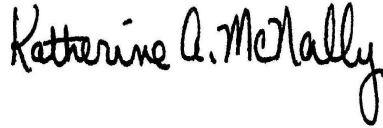
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1   C E R T I F I C A T E

2

3   I, Katherine McNally, Certified

4   Transcriptionist, do hereby certify that the foregoing

5   pages 1 to 6 constitute a full, true, and accurate

6   transcript, from electronic recording, of the

7   proceedings had in the foregoing matter, all done to the

8   best of my skill and ability.

9

10   SIGNED and dated this 27th day of January 2022.

11

12

13   *Katherine A. McNally*

14   _____
      Katherine McNally
15   Certified Electronic Transcriber
      CET**D-323
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App. 529

1   VIRGINIA: IN THE CIRCUIT COURT

2   FOR THE COUNTY OF ALBEMARLE

3

   CARLOS and TATIANA IBAÑEZ; R.I.   )
4 AND V.I., minors, by and through   )
   their parents, Carlos and   )
5 Tatiana Ibañez, as the minors'   )   NO. CL21001737-00
   next friend; et al.,   )
6   )
              Plaintiffs,   )   YouTube Recording
7   )   Excerpt
   v.   )
8   )
   ALBEMARLE COUNTY SCHOOL BOARD;   )
9 et al.,   )
)
10   Defendants.   )
)
11

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13

           EXCERPTED TRANSCRIPT OF YOUTUBE RECORDING
14
                     COFFEE W COSTA 4/22
15   Principal Beth Costa
                     Henley Middle School
16   Albemarle County Public Schools

17

           Uploaded to YouTube on April 23, 2021
18   [Excerpt: Counter 00:36:30 to counter 00:42:05]

19

20   ARIZONA REPORTING SERVICE, INC.
                          Audio Transcription Specialists
21   2928 North Evergreen Street
                            Phoenix, Arizona 85014-5508
22   azrs@az-reporting.com

23

                          Transcribed by:
24   Katherine A. McNally
                          CERTIFIED TRANSCRIBER
25   CERT**D-323

       ARIZONA REPORTING SERVICE, INC.   (602) 274-9944
         azrs@az-reporting.com   Phoenix, AZ

1   [Commencement of excerpted portion YouTube recording

2   of COFFEE W COSTA 4/22, commencing at counter 00:36:30.]

3   *   *   *   *   *

4   BETH COSTA: And I'm sorry. I did see while I

5   was scrolling through the chat that -- let me just see

6   if I can provide some clarity about the resources again.

7   And Chris and Clifton, please chime in, because

8   the 8th -- the 8th grade advisories, as I said, are

9   slightly different than the 6th and 7th grade.

10   I can say that a lot -- that my "go to"

11   resource, when I created the 6th and 7th, you know, sort

12   of mirroring the 8th, was Facing History in Ourselves,

13   and they are part of a 6th grade curriculum. So they

14   are developmentally, you know, like, 6th, 7th grade.

15   I did not use any resources on that list. So

16   they were -- they were solely created because families

17   and petso (phonetic), as we talk, like, hey, wouldn't it

18   be great if we could create some resources for families.

19   It's book -- those are the books that we are reading.

20   Those are sites that we, you know, sort of -- you know,

21   Common Sense Media I use all the time.

22   And so, we just tried to say, Here are some. It

23   is not exclusive. It's not exhaustive. And it's

24   certainly -- we don't want it to be, you know -- it's

25   not something that's necessarily everything that you

App. 531

1   would share with kids. And that's for families to make

2   their own decisions.

3   But that's why I also edited the language.

4   Originally, it said, Overview for Families, which can be

5   confusing, because it suggests that we want you to maybe

6   read some of those things with your kids.

7   We say families, because we don't assume that --

8   that parent -- that all kids are being raised by their

9   parents. So families is more inclusive of our kids'

10 experience. And so we use families.

11   But I could see where it would be confusing, so

12 I changed the language to say for use -- "for adults to

13 use with young people".

14   And so just to kind of clarify why and -- why we

15 put that out and the context in which we put it out.

16   And -- and then I will say for myself that I did

17 not use those resources. And they will not appear in

18 the lessons, and, you know, quotes, verbatim, anything.

19   The book that I do know that the 8th grade team

20 used was this book is not racist -- or This Book Is

21 Anti-Racist.

22   And I'll let Clifton and -- and Chris chime in,

23 if they want to add anything about the resources that

24 they used.

25   CLIFTON EVANCHO: Yeah. The -- the list of

1   the -- the resources below the chart part are additional

2   resources that we were asked for.

3   Inside the chart, in that resource section,

4   including the book that This Book is Antiracist, by

5   Tiffany Jewell, those are the ones that were used. Now,

6   some of the other books we've read before, just like

7   others have read these books as well.

8   But the ones that were specifically used for the

9   resources for these -- these advisory lessons are in

10   that chart.

11   BETH COSTA: Thank you, Clifton.

12   All right. I'm going to look for my trustee

13   chat moderator.

14   There was a question twice: If families are

15   allowed to opt their children out of the curriculum.

16   I wish you wouldn't, just because I think it's

17   important to have all voices at the table. But just

18   like you can opt -- just like families can opt them out

19   of reading a book in English class, you can choose not

20   to have your child participate in these advisory

21   lessons.

22   You will just simply call the school and mark

23   your -- and have Ms. Wilkes in the Registrar's Office

24   mark your child present for the day.

25   CHRIS BOOZ: Dr. Costa, can I jump in?

1   BETH COSTA: Yeah. Please.

2   CHRIS BOOZ: I just want to tell -- in regard to

3   the opting out question, this work is happening in all

4   content areas.

5   So teachers across the county are incorporating

6   antiracism work into their content.

7   So if you're opting out of these advisory

8   lessons, your children -- these -- these topics and

9   these lessons and this -- this concept is going to be

10 woven through in all of their classes in Albemarle

11 County. So --

12   BETH COSTA: Thank you.

13   CHRIS BOOZ: You're welcome.

14   BETH COSTA: And as far as, you know, those who

15 are saying that the resources should stay -- should

16 stay. As they are, we can keep them in.

17   I guess I just wanted to say that I, as the

18 principal and as my teacher team and my admin team,

19 Chris Booz and Clifton Evancho -- like, I don't want to

20 get into conversations about this person is this

21 political affiliation and this is political and this is

22 too political. Like, I don't want to argue with

23 families about that.

24   I want to focus on the work that we're doing

25 with kids. We believe in it. And it's really going to

1 be intensive work. And I -- and so the energy that we

2 want to focus is on the students.

3   And so that was my only, like, you know, rather

4 than open it up to just a lot of pushback on the

5 resources that do or do not have to be there -- because

6 anybody can find them -- I really want to hone in on the

7 scope and sequence and the conversations and the

8 learning that kids and teachers will have the

9 opportunity to do.

10   [Conclusion of excerpted YouTube recording of

11   COFFEE W COSTA 4/22, concluding at counter 00:42:05.]

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 1                  C E R T I F I C A T E

 2

 3         I, Katherine McNally, Certified

 4   Transcriptionist, do hereby certify that the foregoing

 5   pages 1 to 6 constitute a full, true, and accurate

 6   excerpted transcript, from electronic recording, of the

 7   proceedings had in the foregoing matter, all done to the

 8   best of my skill and ability.

 9

10         SIGNED and dated this 18th day of February 2022.

11

12

13                        Katherine A. McNally

14         _____
                 Katherine McNally
15               Certified Electronic Transcriber
                 CET**D-323
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App. 536

https://dailyprogress.com/news/local/education/dispute-brewing-over-anti-bias-lessons-at-albemarle-middle-school/article_1a124c9e-caf4-11eb-ad81-c394b77b2189.html

ALERT   FEATURED   TOP STORY

Dispute brewing over anti-bias lessons at Albemarle middle school

Katherine Knott
Jun 13, 2021

Courageous Conversations About Race lessons were taught to all grades at Henley Middle School in Crozet this past spring.

DAILY PROGRESS FILE

Katherine Knott

App. 537

Anti-bias lessons piloted this spring at Henley Middle School have prompted a range of comments to Albemarle County School Board members and dueling petitions from parents for and against the lessons.

A group of parents' concerns, comments and criticisms come as the division's anti-racism policy, which was **approved** in February 2019 and **drafted** by students, is starting to make its way into classrooms. That policy calls for an anti-racist curriculum, and Henley's pilot program was the middle school team's answer to that charge, Principal Beth Costa said.

The Courageous Conversations About Race lessons, **created by county teachers** and held during the Advisory block, started at the end of April following months of planning. The units walked students through discussions about race, identity, culture, bias and empathy with readings, activities and question prompts such as "What happens when people with different cultures come together in a community?" and others about the cost of white privilege.

"At this age, you can't dive into anti-racism," Costa said. "You have to go all the way back to the concept of self in order to understand your community, your culture, then to understand race."

The content of the lessons has alarmed a group of parents who say the units overstep the school's role, discriminate against their children who hold different beliefs, infringe on parental rights and create divisions.

Meanwhile, another group of parents says teaching students how to interact with their peers is essential to ensuring all students feel safe and supported, which can be a matter of life and death, given the suicide rates among transgender children.

Sixth- and seventh-graders followed one set of lessons while eighth-graders had a different set that was developed by a division-wide team of middle school diversity resource teachers. Henley was picked to pilot the lessons over the course of six weeks. Feedback from students and teachers will inform work over the summer to prepare to roll lessons o

App. 538

Costa said the lessons also stemmed from conversations among teachers last June in the wake of protests over the murder of George Floyd and police brutality.

"We wanted to come back and make sure we have those opportunities to talk about what's going on in kids' worlds," she said.

The goal in talking about bias, privilege and dominant culture was not to make anyone feel bad, Costa said.

"It's just to raise an awareness of what privilege is, and what is important to know about it," she said.

Costa said that in a school like Henley, which is one the division's least diverse, helping students to understand that people identify in different ways is important.

"The important thing was the impact," she said. "How do you become an ally for someone if you've never had that experience? You then can still become that person's ally … whether that's about identity or culture or race. That's the part we're really going after in a school like Henley that really is not very diverse or representative of the world."

After listening to 54 people — most of whom were white and in support of the lessons — weigh in on the issue over the last two School Board meetings, board members said Thursday that they supported what Henley was doing but also want more information about the pilot.

"It aligns perfectly with our anti-racism policy," board Chairman Graham Paige said.

The pushback from parents comes as state lawmakers across the country are aiming to restrict the teaching of critical race theory, systemic racism or bias. At the same time, parents are speaking out at school board meetings about similar issues with the support of national conservative organizations.

App. 539

In Virginia, this movement largely has been focused **in Loudoun County** over critical race theory and the suspension of **a teacher who disagreed** with a policy about transgender students, as well as potential changes to math courses, **which state officials say are far from being adopted**, and new **standards** for social-emotional learning.

CARE petition

More than 300 people have signed **a petition** seeking to pause the implementation of Courageous Conversations lessons at Henley Middle School to allow for a review and evidence-based analysis of the program, surveys and a public discussion.

In the petition, parents wrote that they support a learning environment free from discrimination, hate, exclusion and bullying of any kind.

"We are concerned about the new Courageous Conversations program being piloted at Henley Middle School, and whether it is the right way to achieve the above goals we are all united in supporting," according to the petition.

Parents also criticized the rollout of the lessons as lacking transparency and communication, and questioned the level of teachers' preparedness to lead the discussions.

"What's the rush on this program?" asked Christy Cormons, a parent of two elementary students, at last week's School Board meeting. "What's the big secret? Nothing is gained by rushing. Slow down, press pause and be transparent with parents."

Matt Mierzejewski, parent of a Henley eighth-grader, is part of **Citizens Advocating for Responsible Education**, the group opposed to the lessons. In an interview, he said he first became concerned about the lessons when he learned they would include conversations about identity, sexual orientation and gender. He and his wife pulled their son out of the class after the first lesson.

App. 540

"Part of the issue that I have in some of the curriculum is that it is absolutely imposing a belief system as opposed to presenting different belief systems," Mierzejewski said. "What we asked of the administration at Henley is, let's present all sides for inclusion here. Let's present the fact that some religions and beliefs say that there are only two genders. This is a widely held belief; this is not a radical thought."

Additionally, he said the school setting is an inappropriate place for the questions and class discussion "without trained professionals, either monitoring or facilitating these conversations."

To Mierzejewski, trained professionals would mean that the right people have had the time to understand and manage the content and potential for student conversations before the rollout.

He said parents didn't have enough information or time to digest the lessons and what their students would be talking about. As an example of how the process should have worked, he pointed to the division's approach to sex education, in which parents can review the materials and opt out.

Costa, the school's principal, said parents could opt out of the anti-bias lessons, and that no more than 20 did. Henley has about 885 students this year.

More broadly, Mierzejewski is taking issue with the anti-bias policy and how the division wants to go about becoming more equitable. The division has highlighted its plans through discussion of the policy, publication of annual reports and related presentations at School Board meetings over the last couple of years.

"There's an admission from a lot of parents that we haven't been as involved as we needed to be in the understanding and/or pushback on these changes to the mission," Mierzejewski said. "However, a lot of parents and community members are now waking up."

Mierzejewski added that he and other parents want positive change and do not want discriminatio

App. 541

"The mechanisms to get there are what we need to now discuss and agree to," he said.

Mechanisms he would support include those that respect parental rights, provide teachers with the proper training and time and offer a safe learning environment. He said natural conversations about race, bias and other topics most likely will come up in other subjects, and that's fine, as long as teachers are properly trained.

"But there has to be a place for every student's voice to be included," Mierzejewski said. "And that includes, as an example, someone who believes that there are only two genders, male or female. That is a belief system that my child subscribes to, and that he should not feel intimidated, unsafe, or discriminated against because of that belief and position."

His son has experienced discrimination in the school, he said, declining to provide further details.

His wife, Marie Mierzejewski, said at the May 27 board meeting that as a Catholic, the message to her son has been to keep his head down and shut up because his opinions aren't welcomed in the school.

"When did public schools truthfully only become welcoming if you're a Democrat?" she asked. "That's honestly what it's come down to — feeling that if you have conservative values, you are really unwelcome to express them at the school, and that you'll get ostracized. And that's already been happening to my son for saying to people he believes in male and female."

Support for CCAR

About 700 students, teachers, administrators, parents and community members have signed a petition calling for the Albemarle school division to continue the lessons and implement the anti-racism policy, to adopt policies to protect transgender students and support a curriculum that's inclusive of the LGBTQ+ community.

App. 542

"I want to make it very clear that this school is in no way teaching us that white people are bad," said Madalyn Benedict, an eighth-grader at Henley. "The only purpose is to bring awareness to these kinds of issues. For those of you who think that the county is pushing a political agenda or narrative: The idea that being anti-racist is somehow an attack on your political or religious views because it promotes being against bigotry is disgusting."

Madalyn was one of several students who spoke in support of the lessons at Thursday's board meeting. Mary Govan, a student at Albemarle High School, said that growing up in the county's western feeder pattern, many of her classmates were white and some teachers would confuse her with the only other Asian American child in her grade. She said the anti-racism policy and lessons might make the schools more welcoming for people who aren't in the majority.

"Tonight, I am listening to a lot of adults who are scared of having students and teachers talk about race and identity, but as an Asian American, I can't escape these topics," Govan said. "And I need my teachers and peers to know how to have those conversations with me when I'm around, and feel safe having them."

Julie Govan, Mary's mother, and Scott Guggenheimer, a Henley parent, are the justice, equity, diversity and inclusion volunteers with Henley's parent and teacher support organization and helped to write the petition as a way to express public support for the county and school.

Guggenheimer said he's sympathetic to people with whom the policy or lessons don't resonate.

"I certainly like the idea of a school system that is trying to figure out how to create the conditions in which every single student can thrive," he said. "And certainly, as a dad, I like the idea that my child and my children would be able to have conversations about identity across the curriculum. … That would be a good learning experience for my kiddos, and hopefully would help build sustained positive relationships for children, regardless of identity, background or circumstances."

App. 543

Govan said as a parent of several children of color, she has seen how different groups of students have different experiences in the school system.

"I'm really in support of what Albemarle County is doing here because I think that they're making it so that the standard for the school community is to be welcoming to and respectful to every single student," she said, speaking as a parent and not on behalf of the parent-teacher organization. "… to me, that's impossible to gainsay the value of."

For Govan's children at Henley, the lessons themselves haven't registered as anything particularly different from other conversations that come up in the Advisory block.

"Teachers have an almost magical ability to manage all the most complicated human things that happen to humans when they bubble up in their classrooms," she said. "And if this just gives them some additional tools and permission for supporting kids as they have conversations, to me, that's absolutely worthwhile. I'm never delighted that there's controversy but I'm delighted that people are digging into what does this mean for us as a school district."

Years-long effort

The lessons are part of a **years-long**, multi-faceted effort to eliminate racism in the school division and improve outcomes for students who have **historically lagged** behind their white, more affluent peers. The efforts include adopting the **anti-racism policy**, training teachers on **culturally responsive teaching** practices, changing **discipline policies**, updating the **history curriculum** and ending the **use of school resource officers**.

"We have crafted the anti-racism policy for a reason," School Board member Kate Acuff said at last week's meeting. "The reason is that racism in our schools does interfere with our academic mission."

The division's **equity reports** released in 2016 and 2019 highlighted achievement and opportun̶i̶t̶y̶ ̶g̶a̶p̶s̶, disparities in discipline, gifted education par̶

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In the 2018-19 school year, about 86% of white students passed the reading tests, compared with 54% of Black students, 55% of Hispanic students and 53% of economically disadvantaged students. That's the most recent state data available because the pandemic canceled testing last year.

Board members have said the schools are not teaching critical race theory, which is an academic framework that argues racism is embedded in legal systems and policies, **according to Education Week**.

The unanimous vote to adopt the anti-racism policy wrapped up a seven-month process of public meetings and work sessions that **stemmed from conversations** about the division's dress code and banning symbols relating to the Confederacy and white supremacy. During that process, most — if not all — of the public feedback was that the policy didn't go far enough.

The policy establishes reporting requirements on disciplinary actions and racial disparities throughout the division. It also mandates anti-racism training for staff and a more transparent process for class recommendations. Division staff have identified **27 action items** from the policy and developed a multi-step plan for implementing the different parts.

Amanda Moxham, a parent with the Hate-Free Schools Coalition of Albemarle County, said at Thursday's meeting that the parent pushback resulted from the division's inability to engage the community.

"You reap what you sow," she said. "Because [Albemarle County Public Schools] is not fully and authentically grounded in intersectional anti-racist work, the rights of Black, Indigenous and people of color, as well as LGBTQ+ students and educators is at risk. It's time to reckon with the ongoing coddling of racist white families in this school system."

At the end of the meeting, board members said they want to know more about the lessons, how they were developed and what the communication to parents entailed.

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"Dr. Costa and her team at the school really did do what we ask our principals to do and what we asked our teachers to do in communicating with families around programming," schools Superintendent Matt Haas said, noting that there's always room for improvement.

Costa discussed the plan for the lessons with parents during monthly town halls since January, according to a review of her presentations. The pandemic delayed the implementation by a few months.

Costa said in an interview that middle-schoolers are trying to figure out who they are and where they fit in, and lessons like Courageous Conversations help them learn about themselves and gain a better awareness of one another.

"These conversations can be challenging for adults, and so practicing them on a smaller scale in a safe space early on only can make that foundation for their continued ability to have these kinds of conversations with others later on," Costa said.

She added that all the parent feedback is valuable and had been used to tweak the some of the lessons.

Katherine Knott

Katherine Knott is the K-12 education reporter for The Daily Progress. Contact her at (434) 422-7398, kknott@dailyprogress.com, or @knott_katherine on Twitter.

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Being Antiracist

To create an equal society, we must commit to making unbiased choices and being antiracist in all aspects of our lives.

Topics

Race does not biologically exist, yet how we identify with race is so powerful, it influences our experiences and shapes our lives. In a society that privileges white

people and [whiteness](), racist ideas are considered normal throughout our media, culture, social systems, and institutions. Historically, racist views justified the unfair treatment and oppression of people of color (including enslavement, segregation, internment, etc.). We can be led to believe that racism is only about individual mindsets and actions, yet racist policies also contribute to our polarization. While individual choices are damaging, racist ideas in policy have a wide-spread impact by threatening the equity of our systems and the fairness of our institutions. To create an equal society, we must commit to making unbiased choices and being antiracist in all aspects of our lives.

Being antiracist is fighting against racism. Racism takes several forms and works most often in tandem with at least one other form to reinforce racist ideas, behavior, and policy. Types of racism are:

- **Individual racism** refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism.
  Examples include believing in the superiority of white people, not hiring a person of color because "something doesn't feel right," or telling a racist joke.

- **Interpersonal racism** occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.

- **Institutional racism** occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages.
  Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.

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- **Structural racism** is the overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color.

  Example: Stereotypes of people of color as criminals in mainstream movies and media.

Dominant narratives about race (family, media, society) coupled with racialized structural arrangements and differential outcomes by race all **prime** us to believe that people of color are inferior to white people, create and maintain harmful associations, and lead us to make harmful assumptions, consciously and unconsciously, about people of color

PRIMING, ASSOCIATIONS, ASSUMPTIONS

HISTORY, POLICIES, PRACTICES

For Example:
- *Voting Rights*
- *FHA Loans*
- *Residential segregation*
- *Access to education, green space, resources, safety, healthcare, etc.*
- *Jobs, hiring and advancement*

Race is created to justify enslaving people from Africa (economic engine of country)

Policies and practices that consolidate and protect power bestow unearned economic, social, cultural, and political **advantage** to people called "white," and unearned **disadvantage** to people of color

National narrative (ideology, belief system) about people of color being "less than" human (and less than white) justifies mistreatment and inequality (white supremacy)

Implicit Bias

Structural Racism

INEQUITABLE OUTCOMES & RACIAL DISPARITIES

Inequitable outcomes and experiences resulting from policy decisions in health, housing, employment, education, and life expectancy - reinforces white supremacist beliefs and ideology; dominant narrative uses disparate outcomes as evidence of white superiority, promotes whiteness as "normal" and desirable and justifies inequality

"Implicit Bias and Structural Racialization," By Kathleen Osta & Hugh Vasquez, National Equity Project. Download full PDF ↗

No one is born racist or antiracist; these result from the choices we make.

Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we

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(un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you *are*; it is about what you *do*.

" *To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.* "

Ibram Kendi

"How to be an Antiracist"

How To Be An Antiracist by Ibram X. Kendi

▶

The above media is provided by YouTube

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Being Antiracist at the Individual and Interpersonal Level

When we choose to be antiracist, we become actively conscious about race and racism *and* take actions to end racial inequities in our daily lives. Being antiracist is believing that racism is everyone's problem, and we all have a role to play in stopping it. In "The Racial Healing Handbook ⧉," Dr. Anneliese A. Singh reminds us of the importance of being purposeful: "You need the intentional mindset of *Yep, this racism thing is everyone's problem-including mine, and I'm going to do something about it.*"

Being antiracist is different for white people than it is for people of color. For white people, being antiracist evolves with their racial identity development. They must acknowledge and understand their privilege, work to change their internalized racism, and interrupt racism when they see it. For people of color, it means recognizing how race and racism have been internalized, and whether it has been applied to other people of color.

All racial groups struggle under white supremacy. People of color groups are not always united in solidarity. People of color can act by challenging internalized white supremacy and interrupting patterns of prejudice against other racial groups. For everyone, it is an ongoing practice and process.

As a White Person or a Person of Color, Read More About Becoming Antiracist

Stop and Think!

Why do you want to be antiracist? Considering the breadth and depth of racism, committing to being antiracist may feel

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overwhelming yet small choices made daily can add up to big changes. Reflect on choices you make in your daily life (i.e., who you build relationships with, what media you follow, where you shop). How do these choices reflect being antiracist?

A Questioning Frame of Mind

A commitment to being antiracist manifests in our choices. When we encounter interpersonal racism, whether obvious or covert, there are ways to respond and interrupt it. Asking questions is a powerful tool to seek clarity or offer a new perspective. Below are some suggestions to use in conversations when racist behavior occurs:

- Seek clarity: "Tell me more about _____."

- Offer an alternative perspective: "Have you ever considered _____."

- Speak your truth: "I don't see it the way you do. I see it as _____."

- Find common ground: "We don't agree on _____ but we can agree on _____."

- Give yourself the time and space you need: "Could we revisit the conversation about _____ tomorrow."

- Set boundaries. "Please do not say _____ again to me or around me.

As you practice, take note of your responses and ask: *How am I processing the experience? What body sensations do I have? What is my emotional reaction?* Notice what triggers your response and how it manifests in your body.

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Another practical step is to uncover your own bias. In the video below, Verna Myers talks about acknowledging your biases in her Ted Talk:

Verna Myers: How to overcome our biases? Walk bo…
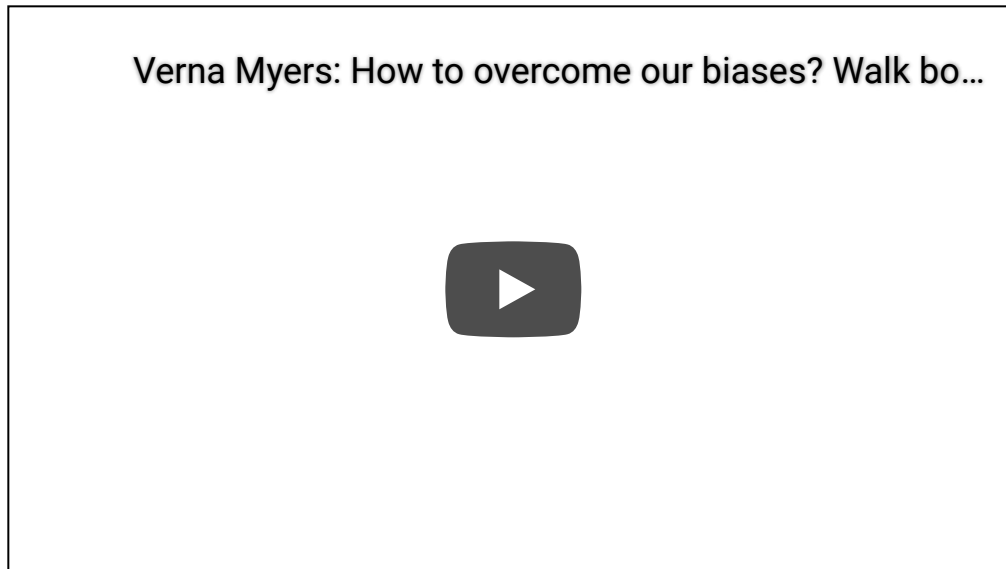
The above media is provided by YouTube

Being antiracist on the individual and interpersonal levels is only part of the work. To end racism, we must also work to dismantle racist policies at the structural and institutional levels.

Example of Being Antiracist at the Institutional Level

Institutional racism is the policies and practices within institutions that benefit white people to the disadvantage of people of color. An example of institutional racism is how children of color are treated within the U.S. education system. On average, children of color are disciplined more harshly than their white peers. They are also less likely to be identified as gifted and have less access to quality

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teachers. Racism in schools can and does have severe consequences for students and our future.

> When I say antiracist education, I am talking about equipping students, parents, and teachers with the tools needed to combat racism and ethnic discrimination, and to find ways to build a society that includes all people on an equal footing.
>
> **Enid Lee**

Antiracist education is a theory of learning and action to help us do the important work of dismantling racism in schools. It explicitly highlights, critiques, and challenges institutional racism. It addresses how racist beliefs and ideologies structure one-on-one interactions and personal relationships. It also examines and challenges how institutions support and maintain disadvantages and advantages along racial lines.

Antiracist education, while considering class, race, and gender inequity, places race at the center of its analysis. Focusing on race exposes direct links to unequal power, a system of oppression and privilege, and institutional practices.

One of the early formulations of antiracist education was developed by social science researchers, Carol Tator and Frances Henry, in Canada. It lists nine key traits.

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Infographic © NMAAHC. Data source: "[Multicultural Education vs Anti-Racist Education: The Debate in Canada](#) ⬏ ," Social Education 58(6), 1994, pp. 354-358. National Council for the Social Studies.

Stop and Think!

What do the elements of learning listed above mean to you?

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Developing routines to make antiracist choices is a daily commitment that must be carried out with intention. The continued efforts of each of us individually can add up to a lasting change in our society. Since racism operates at multiple levels, we have to make antiracist choices at the various levels - individual, interpersonal, and institutional - to eradicate racism from the structures and fabric of our society. In "How to Be an Antiracist," Dr. Ibram Kendi writes, "[We must] believe in the possibility that we can strive to be antiracist from this day forward. Believe in the possibility that we can transform our societies to be antiracist from this day forward. Racist power is not godly. Racist policies are not indestructible. Racial inequities are not inevitable. Racist ideas are not natural to the human mind."

Take a moment to reflect

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Let's Think

- How have racist ideas impacted your daily life? Reflect and process - you may choose to sit in quiet reflection or write in your journal.

- **EDUCATORS:** Read "The Urgent Need for Anti-Racist Education ⬚," by Christina Torres. She writes that antiracist education has an important role to play in fighting against hatred and violence. What benefits do you think could result from having discussions with young people about current events involving race and racism?

Let's Talk

- The Antiracist Research and Policy Center at American University contends that racist policies fuel racist beliefs and behaviors and keep us divided in society.

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- By yourself, divide two pieces of paper into 4 sections. Write the following categories, one in each section, on the page: Education, Healthcare Treatment, Neighborhoods/Housing, Criminal Justice. Do this for both pages.

- On the first sheet, jot down 2-3 racial groups of people *you think get the best* service/experience/outcomes in America for each category. You can repeat groups.

- On the second sheet, jot down 2-3 racial groups of people *you think* get *the worst* service/experience/outcomes in America for each category. You can repeat groups.

- Now, with a partner discuss what ***policies,*** old and newer, you believe might account for these groups' experiences.

- With your partner, return to each racial group you've listed, one at a time. Search the internet, look up the racial group, one of the four categories, and the word "policy" (limit your search to U.S. policies and seek out fact-based sources). Browse through the results for things that strike you.

Discuss with your partner:

- Was it easy or difficult to find useful information on policies in these categories having to do with race? Why do you think that was?

- For those racial groups that you thought had the best service/experience/outcomes, were you able to identify specific policies that helped them? Why yes? Or why not?

- How do you think policies can be hidden or difficult to see in operation?

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- What did you discover that was new to you?

- Were you wrong about anything you thought? How did you find out?

- Was there anything uncomfortable about this exercise? Why yes? Or why not?

- How can our learning about policies, racial groups, and outcomes help support anti-racism efforts?

Let's Act

Watch these two videos on Implicit Bias:

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PBS

POV

Implicit Bias: Peanut Butter, Jelly and Racism

Clip | 2m 26s

PBS

POV

Implicit Bias: Make Friends to Tackle Bias

Clip | 2m 9s

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- How can you hang out authentically with folks of some common interest, across racial lines?

- **EDUCATORS:** Consider your current classroom or academic space. What one small shift can you do to strive to be more antiracist?

- Visit the "Antiracism and America ↗ " web series developed by American University's Antiracist Research and Policy Center and The Guardian news outlet.

- Pick a story to read. As you reflect on the story, think about what you learned that was new, how the story made you feel, how race shaped the experience of the storyteller and your response. You may choose to process this mentally, with a friend or in writing.

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Why Us, Why Now?

Since the opening of the museum, the number one question people ask us is how
to talk about race. In 2014, we launched our signature program, "Let's Talk!
Teaching Race in the Classroom." Every year we've learned, reflected, and refined
the program content – always growing and striving to do better.

Information about the Education Platform

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Advancing Racial Equity and Transforming Government

A Resource Guide to Put Ideas into Action

LOCAL AND REGIONAL
GOVERNMENT ALLIANCE ON
RACE & EQUITY

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This Resource Guide is published by the
Government Alliance on Race and Equity,
a national network of government working to
achieve racial equity and advance opportunities for all.

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Across the country, governmental jurisdictions are:

Making a commitment to achieving racial equity

Focusing on the power and influence of their own institutions

Working in partnership with others

When this occurs, significant leverage and expansion opportunities emerge, setting the stage for the achievement of racial equity in our communities.

ABOUT THE GOVERNMENT ALLIANCE ON RACE & EQUITY

The Government Alliance on Race and Equity (GARE) is a national network of government working to achieve racial equity and advance opportunities for all. Across the country, governmental jurisdictions are:

- making a commitment to achieving racial equity;

- focusing on the power and influence of their own institutions; and,

- working in partnership with others.

When this occurs, significant leverage and expansion opportunities emerge, setting the stage for the achievement of racial equity in our communities.

GARE provides a multi-layered approach for maximum impact by:

- supporting a cohort of jurisdictions that are at the forefront of work to achieve racial equity. A few jurisdictions have already done substantive work and are poised to be a model for others. Supporting a targeted cohort of jurisdictions and providing best practices, tools and resources is helping to build and sustain current efforts and build a national movement for racial equity;

- developing a "pathway for entry" into racial equity work for new jurisdictions from across the country. Many jurisdictions lack the leadership and/or infrastructure to address issues of racial inequity. Using the learnings and resources from the cohort will create pathways for increased engagement and expansion of GARE; and,

- supporting and building local and regional collaborations that are broadly inclusive and focused on achieving racial equity. To eliminate racial inequities in our communities, developing a "collective impact" approach firmly grounded in inclusion and equity is necessary. Government can play a key role in collaborations for achieving racial equity, centering community and leveraging institutional partnerships.

To find out more about GARE, visit www.racialequityalliance.org.

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity

"Government is one of the places where
the community comes together and
decides who it chooses to be as a people.
Government is a key keeper of our values,
and our policies and investments need
to reflect that. Government has great
opportunity to have an impact on the daily
lives of all people and the power to shape
policies that reduce our inequities."

- Mayor Betsy Hodges, Mayor of Minneapolis

RESOURCE
GUIDE

**Advancing
Racial Equity &
Transforming
Government**

Government
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Race and Equity

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INTRODUCTION

ACROSS THE COUNTRY, more and more cities and counties are making commitments to achieve racial equity. The **Government Alliance on Race and Equity (GARE)** is a national network of government working to achieve racial equity and advance opportunity for all. When government focuses on the power and influence of their own institution and works in partnership wit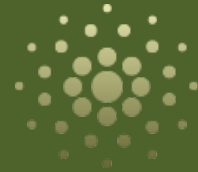h others, significant leverage and expansion opportunities emerge, setting the stage for the achievement of racial equity in our communities.

Over the past decade, a growing field of practice has emerged. This toolkit is based on the lessons learned from practitioners, as well as academic experts and national technical assistance providers. You may be participating in a structured workshop and using it as a part of the workshop; or you may be using it as a reference. It is a resource that will hopefully be informative, but more importantly, one that we hope will assist government leaders in operationalizing racial equity.

We know that is important for us to work together.

If your jurisdiction has already initiated work to achieve racial equity, join the cohort of jurisdictions at the forefront. Sharing best practices, peer-to-peer learning, and academic resources helps to strengthen work across jurisdictions.

If your jurisdiction is just getting started, consider joining one of the new cohorts GARE

is launching, focusing on jurisdictions at that initial stage. The cohort will be supported with a body of practice including racial equity training curricula, infrastructure models, tools, and sample policies.

If your jurisdiction needs assistance with racial equity training, racial equity tools, model policies, communications coaching or assistance with particular topic areas, such as criminal justice, jobs, housing, development, health or education, please contact GARE. If you are in a region where there are opportunities to build cross-jurisdictional partnerships with other institutions and communities, GARE can help build regional infrastructure for racial equity. **Together, we can make a difference.**

Why government?

From the inception of our country, government at the local, regional, state, and federal levels have played a role in creating and maintaining racial inequity, including everything from determining who is a citizen, who can vote, who can own property, who is property, and where one can live, to name but a few. Governmental laws, policies, and practices created a racial hierarchy and determined based on race who benefits and who is burdened. When Jefferson wrote, "all men are created equal," he meant men, and not women; he meant whites and not people of color; and he meant people with property and not those without.

Abraham Lincoln's aspirations in the Gettysburg Address were about the transformation

of government, and a "government of the people, by the people, and for people" is still on the table. For us to achieve racial equity, the fundamental transformation of government is necessary.

Current inequities are sustained by historical legacies, structures, and systems that repeat patterns of exclusion. The Civil Rights movement was led by communities, and government was frequently the target. One of the many successes of the Civil Rights movement was making racial discrimination illegal. However, despite progress in addressing explicit discrimination, racial inequities continue to be deep, pervasive, and persistent across the country. Racial inequities exist across all indicators for success, including in education, criminal justice, jobs, housing, public infrastructure, and health, regardless of region. In 2010, for example, African Americans made up 13 percent of the population but had only 2.7 percent of the country's wealth. Additionally, the median net worth for a white family was $134,000, while the median net worth for a Hispanic family was $14,000, and for an African American family it was $11,000 (*Race Forward*).

Clearly, we have not achieved a "post-racial" society, and taking a "color-blind" approach simply perpetuates the status quo.

Unfortunately, what we have witnessed is the morphing of explicit bias into implicit bias, with implicit bias perpetuated by institutional policies and practices. These policies and practices replicate the same racially inequitable outcomes that previously existed.

Too often, government has focused on symptoms and not causes when attempting to work on racial equity. We will fund programs and services, that act as simple bandages rather than addressing the underlying drivers of inequities. While programs and services are often necessary, they will never be sufficient for achieving racial equity. We must focus on policy and institutional strategies that are driving the production of inequities.

We are now at a critical juncture where there

is a possible new role for government—to proactively advance racial equity.

Why race?

Race is complicated. It is a social construct, and yet many still think of it as biological. Racial categories have evolved over time, and yet many think of race as static. Race is often "on the table," and yet fairly rarely discussed with shared understanding. More frequently, it is the elephant in the room.

Race, income, and wealth are closely connected in the United States. However, racial inequities are not just about income. When we hold income constant, there are still large inequities based on race across multiple indicators for success, including education, jobs, incarceration, and housing. For us to advance racial equity, it is vital that we are able to talk about race. We have to both normalize conversations about race, and operationalize strategies for advancing racial equity.

In addition, we must also address income and wealth inequality, and recognize the biases that exist based on gender, sexual orientation, ability and age, to name but a few. Focusing on race provides an opportunity to also address other ways in which groups of people are marginalized, providing the opportunity to introduce a framework, tools, and resources that can also be applied to other areas of marginalization. This is important, because to have maximum impact, focus and specificity are necessary. Strategies to achieve racial equity differ from those to achieve equity in other areas. "One-size-fits all" strategies are rarely successful.

A racial equity framework that is clear about the differences between individual, institutional, and structural racism, as well as the history and current reality of inequities, has applications for other marginalized groups.

Race can be an issue that keeps other marginalized communities from effectively coming together. An approach that recognizes the inter-connected ways in which marginalization takes place will help to achieve greater unity across communities.

Please note: In this Resource Guide, we include some data from reports that focused on whites and African Americans, but otherwise, provide data for all racial groups analyzed in the research. For consistency, we refer to African Americans and Latinos, although in some of the original research, these groups were referred to as Blacks and Hispanics.

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity

Why now?

In addition to a moral imperative we may feel for righting wrongs, there is particular urgency in our current moment to integrate and incorporate racial equity frameworks and tools due to our country's changing racial demographics.

By 2060, people of color will represent approximately 57 percent of the US population, numbering 241.3 million out of a total population of 420.3 million (*US Census Bureau*, 2012). Latinos and Asians are driving the demographic growth. According to the Pew Research Center, the Latino population is on the rise due to a record number of US births, while immigration is the primary reason behind Asian American growth (*Brown*, 2014). Simultaneously, the white population will stay the same until 2040, at which point it will begin to decrease (*US Census Bureau*, 2012).

> **We are well on our way to becoming a multiracial, pluralistic nation, in which people of color will comprise the majority population.**

These changes are visible around us already. In September 2014, the US Department of Education reported that the number of students of color surpassed the white student population in public schools for the first time (*Krogstad and Fry*, 2014; *US Department of Education*, 2014). Additionally, many counties and metropolitan areas have become multiracial jurisdictions already. As of 2013, the 10 largest metropolitan areas where the percentage of people of color was greater than 50 percent of the overall population included New York, Los Angeles, Houston, Miami, Dallas, the Washinton DC-Maryland-Virginia area, Riverside, Atlanta, San Francisco, and San Diego.

Changes in migration flows are also responsible for these changes. In 1960, 75 percent of the immigrant population was from European countries. In 2010, the top five countries of birth for foreign-born residents in the United States were Mexico, China, India, the Philippines, and Vietnam (*Grieco*, 2012). Now, more than 80 percent of the foreign-born come from Latin America or Asia. The refugee populations from non-European countries are also on the rise. In 2013, of the nearly 70,000 refugees admitted into the United States, 75 percent came from Iraq, Burma, Bhutan, and Somalia (*Martin and Yankay*, 2014).

As the racial landscape in the United States changes, it is also important to recognize that greater numbers do not equal greater power. That is, even as people of color become larger numerical populations, their daily lives will not change unless the systems and institutions that create barriers to opportunity undergo transformation. From housing to criminal justice to health access, people of color and immigrant communities face disproportionately unequal outcomes. These conditions will not automatically change with the increase in the populations of people of color—stakeholders must work together to correct course through thoughtful and inclusive programs and services.

What do we mean by "racial equity"?

GARE defines "racial equity" as when race can no longer be used to predict life outcomes and outcomes for all groups are improved.

Equality and equity are sometimes used interchangeably, but actually convey significantly different ideas. Equity is about fairness, while equality is about sameness. We are not interested in "closing the gaps" by equalizing sub-par results. When systems and structures are not working well, they are often not working well across the board. Many of the examples of strategies to advance racial equity are advantageous not only for people of color, but also for all communities, including whites. For more on this definition, see page 15. For definitions of other terms used in this guide, see the Glossary in the Appendix.

How does advancing racial equity improve our collective success?

Government focusing on racial equity is critically important to achieving different outcomes in our communities. However, the goal is not to just eliminate the gaps between whites and people of color, but to increase the success for all groups. To do so, we have to

develop strategies based on the experiences of those communities being served least well by existing institutions, systems, and structures.

Advancing racial equity moves us beyond just focusing on disparities. Deeply racialized systems are costly and depress outcomes and life chances for all groups. For instance, although there are a disproportionate number of African Americans, Latinos, and Native Americans who do not graduate from high school, there are also many white students who don't graduate. We have seen strategies that work for youth of color also work better for white youth.

Disproportionalities in the criminal justice system are devastating for communities of color, most specifically African American men, but are financially destructive and unsustainable for all of us. Dramatically reducing incarceration and recidivism rates and re-investing funds in education can work to our collective benefit.

When voting was/is constrained for communities of color, low-income white voters are also likely to be excluded. During the period of poll taxes and literacy tests, more eligible whites were prohibited from voting than African Americans.

Systems that are failing communities of color are failing all of us. Deeply racialized systems depress life chances and outcomes and are costly. Advancing racial equity will increase our collective success and be cost effective.

What are our strategies—what is our theory of change?

Across the country, we have seen the introduction of many policies and programmatic efforts to advance racial equity. These individual approaches are important, but are not enough. To achieve racial equity, implementation of a comprehensive strategy is necessary.

We have seen success with advancing racial equity and government transformation with the following six strategies:

1. **Use a racial equity framework.** Jurisdictions need to use a racial equity framework that clearly names the history of government and envisions and operationalizes a new role; and utilizes clear and easily understood definitions of racial equity and inequity, implicit and explicit bias, and individual, institutional, and structural racism.

2. **Build organizational capacity.** Jurisdictions need to be committed to the breadth (all functions) and depth (throughout hierarchy) of institutional transformation. While the leadership of elected members and top officials is critical, changes take place on the ground, and infrastructure that creates racial equity experts and teams throughout local and regional government is necessary.

3. **Implement racial equity tools.** Racial inequities are not random—they have been created and sustained over time. Inequities will not disappear on their own. Tools must be used to change the policies, programs, and practices that are perpetuating inequities, as well as used in the development of new policies and programs.

4. **Be data-driven.** Measurement must take place at two levels—first, to measure the success of specific programmatic and policy changes, and second, to develop baselines, set goals, and measure progress towards community goals.

5. **Partner with other institutions and communities.** The work of local and regional government on racial equity is necessary, but it is not sufficient. To achieve racial equity in the community, local and regional government must be working in partnership with communities and other institutions.

6. **Communicate and act with urgency.** While there is often a belief that change is hard and takes time, we have seen repeatedly, that when change is a priority and urgency is felt, change is embraced and can take place quickly. Building in institutional accountability mechanisms via a clear plan of action will allow accountability. Collectively, we must create greater urgency and public will to achieve racial equity.

The remainder of this **Resource Guide** provides additional information about each of these strategies. Why are they important? What is the theory? What is the practice? How does change happen? How can govern-

ment normalize conversations about race, operationalize new behaviors, and organize to achieve racially equitable outcomes? The toolkit shares the stories and lessons learned from local government leaders across the country who have built (and continue to build) racial equity strategies. We hope that by learning from others' experiences, we can all strengthen our ability to achieve racial equity.

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity

"This analysis is direct about confronting the ineffectiveness of our current practices, our policies, and our procedure. It is a bold step to address the root causes that lead to racial disparities."

- Supervisor Sheila Stubbs, Dane County, WI

1. USE A SHARED RACIAL EQUITY FRAMEWORK

ACROSS THE UNITED STATES, race can be used to predict one's success. Deep and pervasive inequities exist across all indicators for success, including jobs, housing, education, health, and criminal justice. Taking a "color-blind" approach has not helped. In order for us to achieve equitable outcomes, it is necessary for us to understand the underlying drivers of inequity.

Talking about race in our society can be difficult, but it doesn't have to be the case. Much of the challenge exists because we do not have a common understanding or shared definitions.

There are four main concepts that are critical for shared understanding:

A. Historical role of government laws, policies and practices in creating and maintaining racial inequities

B. A definition of racial equity and inequity

C. The difference between explicit and implicit bias

D. The difference between individual, institutional, and structural racism

A. Historical Role of Government in Creating and Maintaining Racial Inequities

From the beginning of the formation of the United States, government played an instrumental role in creating and maintaining racial inequities. Through decisions about who could gain citizenship, who could vote, who could own property, who was property, and who

could live where, governments at all levels have influenced distribution of advantage and disadvantage in American society. Early on in US history, rights were defined by whiteness. As an example, the first immigration law of the newly formed United States, the Naturalization Act of 1790, specified that only "whites" could become naturalized citizens (*Takaki*, 1998).

While the definition of race in American society was formed around the divide between whites and African Americans in the context of slavery, Native Americans as well as Asians and other immigrant groups came to be defined racially as non-white, maintaining a binary between those who enjoy the privileges of whiteness and those who are seen as undeserving of such privileges (*Kilty* 2002).

Even legislation that on its surface appeared to be race neutral, providing benefits to all Americans, has often had racially disproportionate impact, as evidenced by the examples below.

The **National Housing Act of 1934** was ostensibly passed to improve the lot of those who otherwise might not be able to afford to own a home, but the way it was implemented using a neighborhood grading system (now known as redlining) that labeled minority neighborhoods as too unstable for lending resulted in entrenched segregation and benefits largely only accrued to white families (*Jackson* 1985).

Another New Deal policy, the **National Labor Relations Act of 1935**, excluded agricultural and domestic employees as a compromise with Southern Democrats (*Perea* 2011). While the

History of Government and Race

Initially explicit	Became implicit	Current opportunity: government for racial equity
Government explicitly creates and maintains racial inequity	Discrimination illegal, but "race neutral" policies and practices perpetuate inequity.	Proactive polices, practices and procedures that advance racial equity

law was written in "race-neutral" language, the predominance of African Americans in these occupations created disparities in labor protection that exist to this day, as these jobs remain largely held by people of color and have never been incorporated into the NLRA.

The **Serviceman's Readjustment Act of 1944**, also known as the **GI Bill**, is often credited for helping to build the modern American middle class. While this program did not include explicit racial language, there were significant disparities in its impact (*Herbold*, 1994–95). Tuition benefits were theoretically offered to African American veterans, but largely could not be used where they were excluded from white colleges, and space was not made available in overcrowded African American colleges. Banks and mortgage agencies refused loans to African Americans, and when African Americans refused employment at wages below subsistence level, the Veterans Administration was notified and unemployment benefits were terminated. As an example of the uneven impact of the GI Bill, of the 3,229 GI Bill guaranteed loans for homes, businesses, and farms made in 1947 in Mississippi, only two loans were offered to African American veteran applicants (*Katznelson* 2006).

In response to the many acts of government that created racial disparities and exclusion,

both explicitly and in effect, the Civil Rights movement of the 1960s put pressure on government to address inequity. These new laws include the Supreme Court ruling in *Brown v. Board of Education* that judged school segregation unconstitutional; the **Civil Rights Act of 1964**, which prohibited discrimination based on race, color, sex, religion, or national origin and desegregated public facilities; and the **Voting Rights Act of 1965**, which made racial discrimination in voting illegal.

Following the victories achieved during the Civil Rights movement, many overtly discriminatory policies became illegal, but racial inequity nevertheless became embedded in policy that did not name race explicitly, yet still perpetuated racial inequalities.

The New Deal and GI Bill policies described above showcase how even before civil rights legislation became the law of the land, policy makers had found ways to accommodate those who benefit from continued racial disparities while appealing to broader American ideals of fairness and equality.

Now, with a growing movement of government leaders examining the racial impacts of public policy on their communities, there is tremendous opportunity for the development of proactive policies, practices, and procedures that advance racial equity. We are seeing a growing

field of practice of local and regional governments working to advance racial equity in a variety of realms, from internal hiring policies to criminal justice reform to education and workforce development.

B. A Definition of Racial Equity and Inequity

Equality and equity are sometimes used interchangeably, but actually convey significantly different ideas. Equity is about fairness, while equality is about sameness. We are not interested in "closing the gaps" by equalizing sub-par results. When systems and structures are not working well, they are often not working well for most people. Although they might work a little bit better for white people than for people of color, when they are broken, improvements work to the benefit of all groups.

Racial equity means that race can't be used to predict success, and we have successful systems and structure that work for all.

What matters are the real results in the lives of people of color, not by an abstract conception that everyone has equal opportunity. As the historical examples above show, barriers to success attainment go far beyond whether the law contains explicit racial exclusion or discrimination. Because of the inter-generational impacts of discrimination and continued disparities due to implicit bias, policies must be targeted to address the specific needs of communities of color. This means that sometimes different groups will be treated differently, but for the aim of eventually creating a level playing field that currently is not the reality.

C. The Difference between Explicit and Implicit Bias

We all carry bias, or prejudgment. Bias can be understood as the evaluation of one group and its members relative to another. Acting on biases can be discriminatory and can create negative outcomes for particular groups.

In its 2013 annual review, the Kirwan Institute defined implicit bias as, "attitudes or stereo-

types that affect our understanding, actions, and decisions in an unconscious manner." Much of the literature suggests that these biases are activated unconsciously, involuntarily, and/or without one's awareness or intentional control" (*Kirwan Institute*, 2013). These attitudes are often outside the consciousness of an individual and are often acted upon involuntarily. Individuals may be unaware that they possess these potentially unfavorable opinions and fail to connect these unconscious biases to their actions.

Unconscious biases are created through historical legacies and life experiences and influences from other individuals, but are difficult to pinpoint where they were actually developed. While expressions of explicit bias are no longer deemed acceptable in most of American society and, as a result, have declined significantly over the past half-century, implicit bias has been shown to be persistent and widespread (*Blair et al. 2011*).

Implicit bias increases the difficulty in perceiving and resolving the existence of racial inequality. The "Implicit Association Test" (IAT), pioneered by Greenwald, McGhee, and Schwartz, is a helpful tool for measuring bias and revealing the extent to which we all hold biases without realizing it. Understanding the predictability and unconsciousness of racial bias can help government employees recognize the effect their individual actions and institutional policies have on racial inequity if not addressed through intentional change efforts.

EXAMPLES OF IMPLICIT BIAS IMPACT
In 1970, female musicians made up 5 percent of all players in the top five symphony orchestras in the US, but are 25 percent today. Research has shown that 25–46 percent of the increase can be explained by the use of "blind" auditions—auditions that happen behind a screen so that the conductor cannot see the identity of the auditioner (*Goldin and Rouse, 1997*).

Researchers responded to fictitious resumes for help-wanted ads in Boston and Chicago newspapers, assigning each resume to either a very "African American-sounding" name or a very "white-sounding" name. Resumes with ostensibly white names garnered 50 percent more callbacks than the African Ameri-

Explicit Bias	Implicit Bias
Expressed directly	Expressed Indirectly
Aware of bias	Unaware of bias
Operates consciously	Operates Unconciously
E.g. Sign in the window of an apartment building—"We don't rent to_____."	*E.g. A property manager doing more criminal background checks on African Americans than on whites.*

can-sounding names, which occurred across occupations and industries (*Bertrand and Mullainathan, 2003*). Further, for the names deemed white, a higher-quality resume elicited 30 percent more callbacks whereas for African Americans, it elicited a far smaller increase.

In a similar study, teachers are more likely to label a student with multiple disciplinary incidents a troublemaker if the student has an African American-sounding name, without knowing the student, and only seeing the name on the record (*Okonofua and Eberhardt, 2015*).

In an analysis of over 600 capital cases in Philadelphia between 1979 and 1999 involving an African American defendant, researchers found that the more stereotypically "Black" a defendant is perceived to be, the more likely that person is to be sentenced to death, but only if the victim is white (*Eberhardt, 2006*).

WHAT TO DO ABOUT BIAS?
Several studies have found that when attention is paid to the source of an implicit bias that may be affecting one's judgment, the effects of that intervention can be reduced or avoided (*Greenwald and Banaji, 1995*).

In a 12-week longitudinal study, people who received the intervention showed dramatic reductions in implicit race bias (*Devine et al., 2012*). People who were concerned about discrimination or who reported using the strategies showed the greatest reductions. The intervention also led to increases in concern about discrimination and personal awareness of bias over the duration of the study. People in the control group showed none of the above effects. In addition, focusing on areas of inequity allows institutions to develop intervention strategies. "Blind auditions" or remov-

ing names from resumes is an example of an institutional strategy to address implicit bias.

D. The Difference between Individual, Institutional, and Structural Racism

Part of the anxiety around talking about race can be attributed to the idea of racism at the individual level. "Racial anxiety," according to The Perception Institute, refers to "the heightened levels of stress and emotion that we confront when interacting with people of other races. People of color experience concern that they will be the subject of discrimination and hostility. white people, meanwhile, worry that they will be assumed to be racist. Studies have shown that interracial interaction can cause physical symptoms of anxiety and that our non-verbal behaviors—making eye contact, using welcoming gestures or a pleasant tone of voice, for example—can be affected as well. When everyone in a conversation is anxious that it will turn negative, it often does. This causes a kind of feedback loop where the fears and anxieties of both white people and people of color are confirmed by their everyday interactions.

Recognizing the different forms racism can take is important for us to bring about change. When we recognize that racism operates at the individual, institutional, and structural level, we can move beyond individual anxiety and focus on institutional and structural change.

The following definitions of each help to set shared vocabulary to talk about racism with the level of specificity that is required to have productive conversations about race and how to work together to promote racial equity.

Individual racism–*The room we're all sitting in, our immediate context.* Individual racism is pre-judgment, bias, or discrimination by an individual based on race. Individual-level racism includes both internalized racism–our private beliefs and biases about race and racism that are influenced by our culture–as well as interpersonal racism, which occurs between individuals when we interact with others and our private racial beliefs affect our public interactions (*Race Forward 2014*). Internalized racism can take expression as prejudice toward others, internalized sense of inferiority experienced by people of color, and beliefs about superiority or entitlement by white people.

Institutional racism–*The building this room is in, the policies and practices that dictate how we live our lives.* Institutional racism includes policies, practices and procedures that work better for white people than for people of color, often unintentionally or inadvertently.

Institutional racism occurs within institutions and organizations such as schools, businesses, and government agencies that adopt and maintain policies that routinely produce inequitable outcomes for people of color and advantages for white people (*Race Forward 2014*). For example, a school system that concentrates people of color in the most overcrowded schools, the least-challenging classes, and taught by the least-qualified teachers, resulting in higher dropout rates and disciplinary rates compared with those of white students.

Structural racism–*The skyline of buildings around us, all of which interact to dictate our outcomes.* Structural racism encompasses a history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color. Structural racism is racial bias among interlocking institutions and across society, causing cumulative and compounding effects that systematically advantage white people and disadvantage people of color (*Race Forward 2014, Lawrence 2004*).

This structural level of racism refers to the history, culture, ideology, and interactions of institutions and policies that work together to perpetuate inequity. An example is the racial disproportionality in the criminal justice system. The predominance of depictions of people of color as criminals in mainstream media, combined with racially inequitable policies and practices in education, policing, housing and others combine to produce this end result. And while some institutions play a primary responsibility for inequitable outcomes, such as school districts and disproportionate high school graduation rates, the reality is that there are many other institutions that also impact high school graduation rates, such as health care, criminal justice, human services, and more.
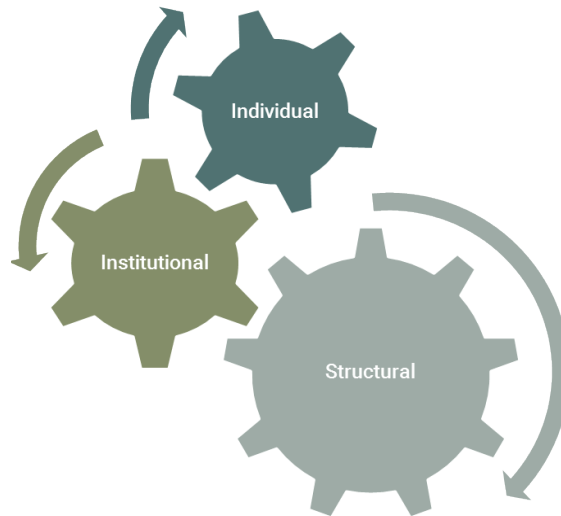
ONCE THERE IS AN understanding that a shared analysis is imperative to developing and implementing a strategy towards addressing racial equity, jurisdictions need to determine ways to achieve this shared analysis. In the spotlights that follow, you will find examples of how developing and using a shared analysis of racial equity has played an important role in practice.

Dubuque, Iowa

Intentional work to address organizational change around diversity and inclusion began in Dubuque, Iowa in 2006 with an organizational assessment and capacity-building to increase understanding and develop and implement institutional strategies that advance racial equity. This was carried out with the help of an outside consultant using an intercultural communication approach. Scenario-based workshops using adult learning principles were implemented with all government workers, focusing on cultural communication and conflict styles and introducing tools to assist employees in developing their personal skills. The training reduced defensiveness, established a common language, and empowered employees with an alternate narrative and tools to develop shared understanding in order to more successfully navigate deep cultural differences. This training is still given to all government employees, as well as many members of the community who have become ambassadors in the community.

Work inside the city has been supplemented by work in the community with the creation of Inclusive Dubuque in 2013. Currently, its focus is both internal and external. For example, internally, a cross-departmental recruitment and retention team is working to recruit a more diverse applicant pool. Externally, the focus has been largely on capacity-building with local non-profit organizations and the Dubuque Community School District and developing a community-wide Equity Profile.

Inclusive Dubuque

Inclusive Dubuque is a community network of leaders committed to supporting an equitable and inclusive culture to meet the economic and cultural needs of a diverse community. It is comprised of faith, labor, education, non-profit, and government leaders. The vision is a community where all individuals feel respected, valued, and engaged. Inclusive Dubuque network partners have funded roles at the Community Foundation of Greater Dubuque, which serves as a hub for data and communication. Inclusive Dubuque is currently creating a Community Equity Profile, with the goal of increasing understanding of Dubuque's population not only around race, but also gender, socioeconomic status, religion, and more.

The Equity Profile will provide a snapshot of how diverse populations are affected by societal systems in Dubuque. The particular focus areas include economic well-being, housing, health, education, neighborhood safety, transportation, and arts and culture. The research for the Equity Profile will be completed in 2015 and includes quantitative population level data, community surveys, community dialogue sessions to share experiences, and meetings with focus area specialists.

To Learn More

Inclusive Dubuque (inclusivedbq.org)
Community Foundation of Dubuque (www.dbqfoundation.org)

SPOTLIGHT ON
Saint Paul, Minnesota

Mayor Chris Coleman launched the City of Saint Paul's racial equity work after being inspired by Valeria Silva, the city's district superintendent of schools. Superintendent Silva brought to the Mayor's attention that while Saint Paul was a majority white city, white students made up only 28% of the public school population in the public schools in the city. The school district had been working for a year with Pacific Educational Group when Superintendent Silva invited the Mayor and County Manager, elected officials and senior staff to attend a two-day joint racial equity training. This led to the formation of a three-jurisdiction racial equity leadership group that continues today. The Mayor, along with Ramsey County administration, committed their jurisdictions to deepen their respective racial equity efforts.

Due to the initial focus on schools, the city started bringing together departments serving youth: Parks, Library, and Police—with supporting departments including Human Resources, Human Rights & Equal Economic Opportunity, and the Mayor's Office. The Mayor's Office organized a series of "Beyond Diversity" sessions with department heads, learning about personal biases, and examining how racial equity issues play out in their current work. The city is focusing on internal operations, recognizing the impact of internal operations on racially disparate outcomes in the community.

In 2015, Mayor Coleman directed all departments to develop annual racial equity plans. Departments are focusing on their own lines of business, improving data collection and the ability to disaggregate data, and using a Racial Equity Assessment Tool to examine key policy, procedure and service decisions. Departments are also developing Racial Equity Change teams.

Mayor Coleman has set a goal that by end of his term on December 31, 2017, all 3,000 employees will have participated in foundational racial equity training. To date, 90% of 500 supervisers have been trained and the response has been positive. A new one-day foundational training was launched in late summer 2015 to all city departments and will be led by a team of trained City staff. Saint Paul Police Department will be training its staff using complementary training module that is customized for police departments. Saint Paul is employing a "train the trainer" approach so that internal expertise is built across departments.

Finally, the City's Emerging Leaders have launched a project to develop a portfolio of tools, case studies and recommendations for deeper and more inclusive community engagement in city operations and policy-making. The six-person team is interviewing racial equity leads from other cities, as well as local community organizations, to inform their recommendations to the Mayor for ways

to improve community participation in shaping policy and programs. The Mayor, school district, and Ramsey County have continued to collaborate publicly on issues of racial equity. The three jurisdictional leaders meet monthly on education, racial equity and youth issues, and a broader group of jurisdictional leaders meet three times annually for training and shared learning. Although each jurisdiction is at a different stage of its work and they do not always share a common language or framework, the shared learning sessions have built trust and knowledge based on a shared vision of and commitment to racial equity. This has played out in several episodes in the past year where the school district and superintendent have been challenged for their changes to disciplinary policies, mainstreaming Emotional Behavioral Disability and English Language Learner students, and realigning resources more equitably across schools. The Mayor has been a strong, public voice in support of the Superintendent, as have county staff and elected officials. The three partners have developed a strong collaboration on racial equity.

Saint Paul staff believe that a key factor in the progress the city of Saint Paul has made is due to Mayor Coleman's leadership. With a strong-mayor system of governance, Mayor Coleman has been able to make racial equity a priority and implement that priority city-wide.

To Learn More:

City of Saint Paul, contact jane.eastwood@ci.stpaul.mn.us.

Saint Paul Public Schools Office of Equity (http://equity.spps.org/)

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity

2. BUILD ORGANIZATIONAL CAPACITY FOR RACIAL EQUITY

INSTITUTIONS ARE DESIGNED, by intention or via perpetuation of the status quo, to maintain racial equity. After the Civil Rights victories of the 1960s, instead of redesigning government to advance racial equity, the status quo remained and implicit bias and institutionalized racism were baked in even deeper. To advance racial equity, it is critical to build organizational capacity.

Building capacity for racial equity work takes two important forms: training and infrastructure.

Training increases understanding of institutional and structural racism and use of racial equity tools. Training is designed not only for individual learning about institutional racism, but more importantly, training is focused on building skills to implement strategies that promote racial equity in employees' daily work. While some jurisdictions have required racial equity training for all employees, others have begun with a voluntary program, developing a core of natural allies to help grow buy-in across the jurisdiction. Some jurisdictions have found that training may be better received if framed as professional development rather than another mandatory training added to a long list of other trainings— such as customer service or workplace ethics—that employees are required to attend. Whether it is mandatory or voluntary, called training or professional development, investing in building a common understanding among employees about the jurisdiction's equity goals and analysis and its

key strategies to achieve them is critical.

In a review of various approaches to increasing workforce diversity, Kim et al. (2012) grouped diversity training in the category of "progressive programs that have failed to increase workforce diversity." The diversity trainings reviewed by Kim et al. were noted as ineffective because they resulted in resistance from participants rather than encouragement to work toward the goal of workplace diversity. Kim et al. went on to describe programs that were effective at increasing workforce diversity, and included task forces that "engage managers from across the firm in seeking solutions to stubborn problems of recruitment, retention, and promotion." Although this research focused on diversity and representation, the lessons learned are informative. Effective training must meet participants "where they're at" and engage people in developing solutions.

Building infrastructure. Capacity-building is critical to any large-scale organizational effort, regardless of sector or issue area (*Eade, 1997*). This is no different when considering how to implement a strategy to advance racial equity. Drawing insight from the literature on collective action, the collective impact model, and building management capacity, organizational infrastructure must be created that enables a diverse array of stakeholders to work toward a shared vision of equity. Change will not occur if just one person or department is assigned the duties of advancing equity. Staff teams within every department must be sufficiently knowledgeable, equipped with the necessary tools, and given responsibility for incorporat-

ing racial equity policies and processes into their regular job duties if a jurisdiction is to advance its goals successfully.

The "tipping point" concept popularized by Malcolm Gladwell (2000) has been adopted by organizational change theorists to identify the conditions under which organization-wide change is possible. Dr. Andrea Shapiro, a scholar of behavioral decision making and founder of the consulting group Strategy Perspective, argues that organizations change when engaged employees recognize both why the change is needed and the potential of the proposed solution. She notes that whole-system change requires people who are powerful and vocal advocates for change ideas, interaction between advocates and others who are apathetic about the change, and an internal work environment that supports the change process and the change ideas (2003). Shapiro has identified seven "levers of change" that set employee engagement in motion and give it momentum. Each of the seven levers require attention and planning for successful change management.

The City of Seattle's **Race and Social Justice Initiative (RSJI)** contracted with Dr. Shapiro to train racial equity leaders in "Creating Contagious Commitment" and demonstrate how capacity can be built through the development of organizational infrastructure to support change.

RSJI helped to create "change teams" in every city department. Change teams lead racial equity work in their department with the help of an Executive Sponsor and a liaison from RSJI. Each department has developed an annual work plan for racial equity since 2007, which can be found on the City of Seattle's website. Although consistency has varied between departments, over the course of years, the overall quality has improved, with more meaningful actions being implemented. The way in which Seattle has used "tipping point" organizational change strategies provides a useful example, outlined below.

Seven Levers of Change from Andrea Shapiro

The first two levers deal with making sure everyone knows about the change—they are called **mass exposure** and **personal contact**.

Seattle implemented an RSJI e-newsletter and Introductory Racial Equity workshops for all employees. Using a "train-the-trainer" approach, Seattle sought to maximize contact between racial equity advocates and others so that employees had the opportunity to learn about racial equity from people who understood and valued it. These contacts built trust and offered opportunities to ask questions, raise concerns, to learn firsthand about advantages, and to hear about potential pitfalls.

The next two levers of change deal with **resistance and expertise.** Whatever is driving resistance should determine how to deal with it. When the topic is race, there are many commonly asked questions, such as "Isn't this just about income, why are we talking about race?" or "I just treat people like people, I don't know why we are talking about race?" These sorts of questions are often asked with good intent, and it is important to avoid assumptions and listen to concerns. Questions can also alert change leaders to issues that can be addressed before they develop into full-blown problems.

Seattle developed ongoing strategies to deal with resistance, including a range of approaches to skill development and making sure to respond to frequently asked questions.

Expertise is a critical lever for advancing change. Identifying and/or developing internal advocates across functions and at varying levels of hierarchy is critical. Hiring expertise from outside is sometimes necessary, but it comes with the potential to alienate existing employees. Sometimes internal talent can be developed; other times, external expertise is needed. Recognize the potential side effects of bringing in experts and take steps to mitigate or compensate for these effects in advance, thus minimizing negative side effects.

For Seattle, internal expertise was developed with the occasional use of outside expertise. People's Institute for Survival and Beyond, Crossroads, Western States, Race Forward,

Center for Social Inclusion, and PolicyLink were all national organizations that helped to build Seattle's internal expertise.

The final three levers of change deal with fostering an environment that supports the change. These are **investing in infrastructure**, such as tools and processes; **recognizing the role of leaders** in setting an example and expectations; and **rewarding and recognizing accomplishments**. Every change requires some form of infrastructure. Leaders who make the case for the change clear and integrate data from the change into their own decision making thereby signal that the change is important to the organization. Rewarding and recognizing employees' efforts in implementing the change program is another way to make it clear that that the organization is serious.

In Seattle, the development of annual Racial Equity work plans, use of a Racial Equity Tool (see section 3 for more detail), support from the Mayor and departmental directors in integrating racial equity into accountability agreements, and special events to recognize accomplishments all helped foster an environment that is supportive of change.

Each of the seven levers of change is important, but it is the levers taken together that can be used to make racial equity sustainable within government (*strategyperspective.com*).

WHILE THERE IS NO SINGLE MODEL for what shape racial equity infrastructure takes, jurisdictions should carefully consider how they will build the capacity to take on ambitious equity goals effectively. In some jurisdictions, such as Multnomah County, Oregon and Alameda County, California, racial equity strategies have first taken hold in a particular agency, such as Public Health, and later grown into a government-wide initiative. The figures on the following page provide two examples of how jurisdictions have designed organizational infrastructure to advance racial equity goals.

Capacity Building in Seattle
Race and Social Justice Initiative Organizational Chart
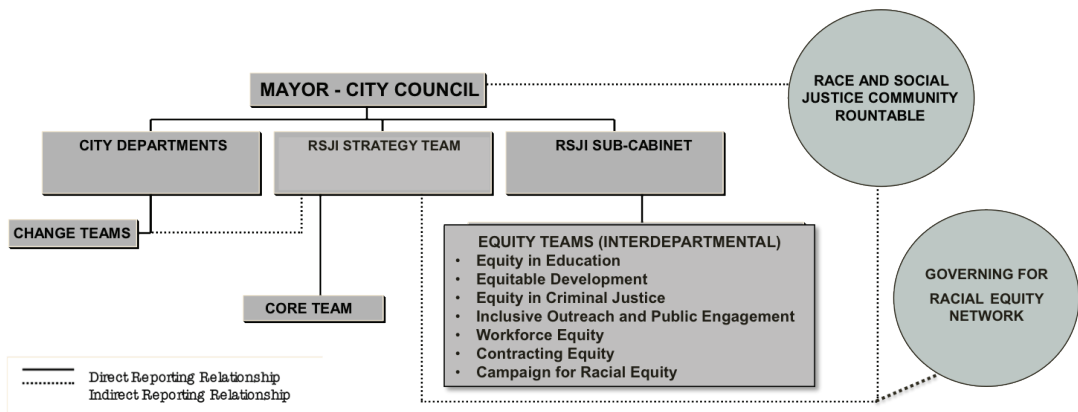
Working Groups

RSJI Strategy Team – The Initiative managing team from the Seattle Office of Civil Rights (SOCR)
Change Team – A group of employees in each department that help implement RSJI activities and work plans.
Core Team – A Citywide leadership development team of 25 people that work with IDT's to implement RSJI activities.
RSJI Sub-Cabinet – Department Directors or deputies who advise and review RSJI activities.
Interdepartmental Teams – Convened by lead departments to develop and implement Citywide strategies and community partnerships to address racial inequity.
RSJ Community Roundtable – A coalition of 25 government and community based organizations working for racial equity in King County.
Governing for Racial Equity Network – A regional network of government agencies in Washington, Oregon and northern California working on issues of equity.

Capacity Building in Fairfax County
Strategic Plan to Advance Opportunity and Achieve Racial Equity
September, 2014

Leadership

- Frame "One Fairfax" broader than human services & education
- Measure how Fairfax County is doing in terms of equity
- Adopt new growth model driven by equity
- Share best, promising and next practices through participating in the Governing for Racial Alliance cohort
- Engage in DC metro regional dialogue about race equity

Infrastructure
- Use direct language regarding race equity
- Establish common definitions
- Centralize & decentralize equity support

Tools
- Apply an Equity & Empowerment Lens
- Convene Dialogue Series across deputy areas to explore opportunities for action utilizing equity baseline measures

Data
- Conduct a baseline assessment of equity in Fairfax County
- Develop and adopt shared data policy to mandate data disaggregation

Community Engagement
- Broaden & reconvene "Together We're the Answer"
- Engage Faith community
- Utilize SCYPT goal setting process

Accountability Mechanisms
- Apply equity policy to Early Childhood education as a starting point
- Pilot Equity Scorecard
- Align with current County & FCPS measurement frameworks

Citywide Racial Equity Goals & Strategies, City of Portland

CITYWIDE RACIAL EQUITY GOALS & STRATEGIES

OFFICE of EQUITY and HUMAN RIGHTS
CITY OF PORTLAND

EQUITY GOAL #1

We will end racial disparities within city government, so there is fairness in hiring and promotions, greater opportunities in contracting, and equitable services to all residents.

EQUITY GOAL #2

We will strengthen outreach, public engagement, and access to City services for communities of color and immigrant and refugee communities, and support or change existing services using racial equity best practices.

EQUITY GOAL #3

We will collaborate with communities and institutions to eliminate racial inequity in all areas of government, including education, criminal justice, environmental justice, health, housing, transportation, and economic success.

OVERALL STRATEGIES

1 Use a racial equity framework:
Use a racial equity framework that clearly articulates racial equity; implicit and explicit bias; and individual, institutional, and structural racism.

2 Build organizational capacity:
Commit to the breadth and depth of institutional transformation so that impacts are sustainable. While the leadership of elected and officials is critical, changes take place on the ground, through building infrastructure that creates racial equity experts and teams throughout the city government.

3 Implement a racial equity lens:
Racial inequities are not random; they have been created and sustained over time. Inequities will not disappear on their own. It is essential to use a racial equity lens when changing the policies, programs, and practices that perpetuate inequities, and when developing new policies and programs.

4 Be data driven:
Measurement must take place at two levels—first, to measure the success of specific programmatic and policy changes; and second, to develop baselines, set goals, and measure progress. Using data in this manner is necessary for accountability.

5 Partner with other institutions and communities:
Government work on racial equity is necessary, but insufficient. To achieve racial equity in the community, government needs to work in partnership with communities and institutions to achieve meaningful results.

6 Operate with urgency and accountability:
When change is a priority, urgency is felt and change is embraced. Building in institutional accountability mechanisms using a clear plan of action will allow accountability. Collectively, we must create greater urgency and public commitment to achieve racial equity.

App. 588

SPOTLIGHT ON
Multnomah County, Oregon

Racial equity work in Multnomah County began within the Health Department, where a Health Equity Initiative was launched in 2008. The Initiative formed in response to a report on racial and ethnic health disparities in the county. Health Equity Initiative staff began developing shared analysis of the problems revealed by the report by screening the four-hour PBS documentary, *Unnatural Causes: Is Inequality Making Us Sick?* and hosting discussions of the film. Over 500 county officials and community members participated in 57 screenings of the film. The screenings gave participants new ways to talk about equity, and provided shared language to raise the level of conversation.

These film-inspired conversations about the impact of inequality on health and the kinds of policies needed to address inequity set the stage for Multnomah County Health Department to build and expand equity-centered programs such as the Future Generations Collaborative in the Native American community and the Healthy Birth Initiative in the African American community. Eighty-eight percent of Healthy Birth Initiative participants initiate prenatal care, more than the county's white population and higher than the county's overall prenatal care entry rate.

Putting racial equity at the center and using a social determinants of health framework of analysis led the Multnomah County Health Department (MCHD) to engage in work outside of its traditional realm. Social determinants of health refer to the interplay between factors affecting a person's life beyond health behaviors or physiological problems, including systems such as the economy, transportation, and neighborhood context (Social Determinants of Health in Multnomah County). Recognizing that income is one of the primary social determinants of health, MCDH has worked with communities on micro-enterprise projects, using its leverage as a contractor to promote equitable practices, and is linking food access and health outcomes through the Healthy Retail Initiative (Health Equity Initiative Five-Year Reflection).

In 2010, Multnomah County expanded its equity work beyond the Health Department and created the Office of Diversity and Equity (ODE). Within two years after ODE's founding, a performance audit found that the office had gained respect among the county's 4,500 employees (Tims, 2012). Drawing from the Health Department's work, the county developed an Equity and Empowerment Lens to more intentionally examine and address root causes of inequities. In 2011, the Multnomah County Chair created a new position within the ODE to institutionalize and integrate the Lens County-wide (Equity and Empowerment Lens 2012).

The County now has staff dedicated to doing equity training and offers a full suite of trainings to build the capacity of county staff to have conversations about racial equity and apply those lessons to their work.

To Learn More
Multnomah Co. Office of Equity and Diversity (https://multco.us/diversity-equity)

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity
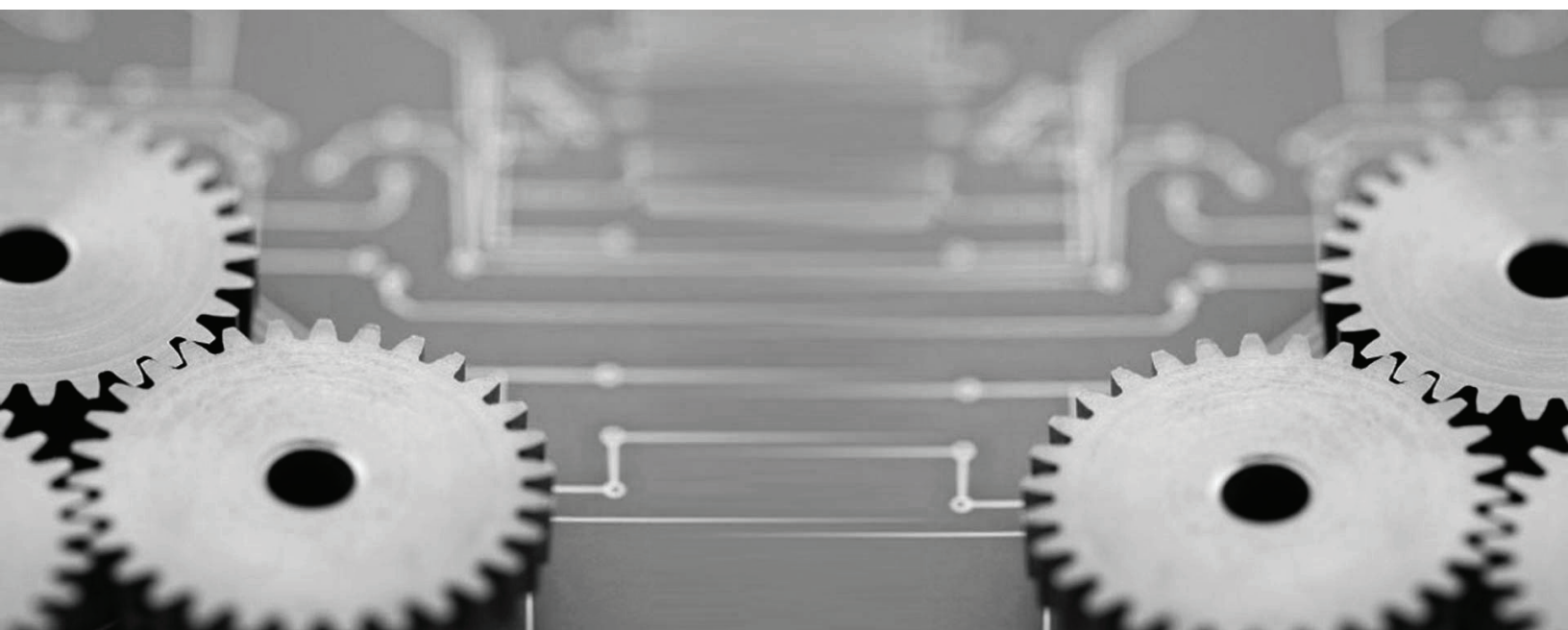
"The city of Seattle's Racial Equity Toolkit takes the city from aspiration to implementation. City departments are using racial equity tools and strategies to develop and implement programs, policies, and procedures that move the needle towards racial equity for all."

Patricia Lally
Director, Seattle Office of Civil Rights

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity

3. IMPLEMENT RACIAL EQUITY TOOLS

GIVEN THE RESEARCH THAT SHOWS we are all subject to implicit bias and behave in ways that reflect our biases, even without intention, it is not enough to set a shared goal of addressing equity and build teams dedicated to that goal.

Government must also create and implement tools that mechanize the practice of considering racial impact when making and implementing policy. Racial equity tools developed in Seattle, Multnomah County, and other jurisdictions have served as national models for embedding analysis of a policy's impact on racial disparities into the routine process of policy review. Use of a racial equity tool may begin with a particular government process, such as budget review, as occurred in Seattle. Once there is sufficient training around shared analysis and capacity built across departments, tools can be implemented as routine throughout all policy decisions and processes, such as new public works projects or changes to juvenile justice programs. In Seattle, the City Council passed a resolution in 2009 that directed all City departments to use the Racial Equity Toolkit, including in all budget proposals made to the Budget Office. This directive was reaffirmed by an executive order by Mayor Ed Murray in 2014. (See appendix for an example of a Racial Equity Tool used in Seattle.)

A Racial Equity Tool (or Impact Assessment) proactively identifies opportunities to advance equity via consideration of expanded policies, practices, programs or partnerships. To achieve maximum benefit, racial equity tools identify clear goals and objectives to set measurable outcomes and develop mechanisms for successful implementation.

While each decision analyzed using a racial equity tool may only result in small changes, the cumulative impact of using a racial equity tool repeatedly over time can result in significant changes.

Government units have strong habits and practices that are difficult to interrupt, and bureaucratic institutions are in fact designed to stand the test of time. The initial resistance to and eventual acceptance of Environmental Impact Statements since the passage of the National Environmental Protection Act in 1970 can serve as a helpful example of how such a policy analysis tool can evolve over time to have significant impact (Kershner, 2011). Just as with Environmental Impact Statements, implementing racial equity tools requires consistent monitoring, assessment, and support to staff tasked with conducting the analysis. For example, in Minneapolis, city officials have set out not only to develop a Racial Equity Assessment and training for staff, but also to implement a

Components of a Racial Equity Tool

- Proactively seeks to eliminate inequities and advance equity
- Identifies clear goals, objectives, and measurable outcomes
- Poses questions about who would benefit or be burdened by a given decision, what are the potential unintended consequences of the decision, and who has been involved with developing the proposal and will be involved with implementation.
- Develops mechanisms for successful implementation

customer service help-line, tutorials, a speakers bureau, examples of racial equity assessments, FAQs, data, and directories (Minneapolis 2014 Report).

GARE has identified common elements across racial equity tools. These elements can help inform the development, implementation, and evaluation of policies, programs, and practices that advance racial equity. Using a racial equity tool should incorporate each of the following:

1. **Inclusion and Engagement– Promote racially inclusive collaboration and engagement.**

   - Engage people most deeply affected in developing and implementing strategies, both within government and in the community

   - Develop long-term relationships for inclusion and engagement efforts to sustain results over time.

   - Support and/or develop leadership, infrastructure and networks for racial equity, both in government and in the community.

2. **Be data-driven and accountable– Use data**.

   - Set and monitor goals for achieving racial equity

   - Clearly document and track community conditions over time, including racial inequities.

   - Set goals for improving results and eliminating racial inequities, along with mechanisms for tracking progress towards goals over time.

3. **Integrate program and policy strategies– Develop and implement program and policy strategies for eliminating racial inequity.**

   - Develop specific strategies, programs, and policies that should be explicit about addressing institutional racism, as well as expanding opportunity and access for individuals.

   - Implement strategies and monitor routinely for effectiveness.

4. **Structural change–Develop cross-sector, cross-jurisdictional partnerships to achieve systemic change.**

   - Build partnerships across institutions and organizations to address structural racism, in collaboration with community.

5. **Educate and communicate about racial equity–Educate on racial issues and raise racial awareness.**

   - Integrate education about the history and current realities regarding race and racism into the strategy.

   - Make clear connections between individual experiences and institutional and structural issues.

WITHIN GOVERNMENT, the aim is to create learning cultures that operate in accordance with a value for racial equity, celebrate success, recognize progress, and operate with urgency. Across jurisdictions, GARE is sharing lessons learned, and lifting up policies, practices and programs that advance racial equity.

Visit **racialequityalliance.org** for examples of racial equity tools that have been implemented in government. If your jurisdiction does not yet use a racial equity tool, consider piloting one that has been put into place elsewhere. Your experience during the pilot will help inform your thinking about any local customization that would be beneficial.

SPOTLIGHT ON
Seattle, Washington

SOUNDERBRUCE/CREATIVE COMMONS

The City of Seattle created its Race and Social Justice Initiative (RSJI) in 2005, under the leadership of Mayor Greg Nickels. When Seattle created the RSJI, no other city in the country had created an initiative that focused on institutional racism. The creation of RSJI was motivated both by community pressure and by city staff who had already started work to address institutional and structural racism.

Initiative Infrastructure

RSJI is coordinated by a Strategy Team housed within the Seattle Office for Civil Rights. The team provides direction and support citywide. An RSJI Subcabinet, comprised of department heads, provides overall leadership guidance. Within each department, Change Teams made up of staff from across lines of business champion the initiative within their department. Every department submits an annual RSJI Work Plan, reporting to both the Mayor and City Council on their accomplishments annually. The Change Team supports the department's RSJI efforts by providing technical assistance, training, and support to ensure the work plan results in meaningful outcomes, including the department's use of the Racial Equity Toolkit.

The Racial Equity Toolkit

The Racial Equity Tool is an analysis applied to City of Seattle policies, programs and budget decisions. The City of Seattle has been applying the Racial Equity Toolkit for many years, but as the Initiative becomes increasingly operationalized, the expectation and accountabilities relating to its use are increasing. In 2015, Mayor Murray required departments to carry out four uses of the toolkit annually. This will become a part of department director's performance measures. The following examples are outcomes from use of the tool over the last few years.

A Woman's Right to Breastfeed in Public

In 2011, members of the Breastfeeding Coalition of Washington, the Seattle Women's Commission and the Seattle Office for Civil Rights worked together to address barriers women faced when breastfeeding in a public place. Many women had experienced harassment, were told to leave, cover up, or to move to another area while breastfeeding. The team applied a racial equity analysis to the issue to ensure the work was carried out inclusive of the voices of women of color.

The demographic data and public input, both part of the racial equity analysis, revealed that low rates of breastfeeding were having an impact on the health outcomes for communities of color.

Many low-income women of color were frequent users of mass transit, resulting in less opportunity for private spaces to nurse during the course of the day. Furthermore, women shared that many incidents of harassment were taking place on public transit or in other public places. The analysis recognized the health benefit that breastfeeding provides to both women and babies and documented the fact that in Seattle, communities of color experience the lowest breastfeeding rates and the highest rates of preterm birth, infant mortality, maternal mortality, diabetes, and obesity.

The outcome of this process was the amendment of Seattle's Public Accommodations ordinance to include protections for a woman's right to breastfeed. The Office for Civil Rights also wanted to ensure that outreach was culturally appropriate, so they partnered with a local organization called WithinReach to develop outreach materials for the public and businesses. In this instance, the targeted racial equity goal was clearly to increase health outcomes for people of color. The universal benefit was that a law was passed that protects and increases health outcomes for all women.

Job Assistance Ordinance

The Seattle Office for Civil Rights worked with Village of Hope, Sojourner Place Transitional Services, and other community groups representing those who face barriers to jobs due to a conviction record. City staff applied the Racial Equity Tool to collect demographic information on whom was impacted and gather input. Public meetings included fact sheets that highlighted data showing the compounding effect of a criminal record on communities of color due to racial inequities in the criminal justice system and racial bias in hiring.

As a result of community stakeholders and City Councilmembers working together, an ordinance passed regulating the use of criminal records in employment. The ordinance acknowledged that this issue was one that impacted all communities (1 in 3 people have a criminal record) but that it disproportionately impacts communities of color. The ordinance directed SOCR to collect demographic information on charging parties to ensure that thorough outreach was reaching those most impacted by the barriers to employment. During the first year of implementation, half of charging parties were people of color.

The application of a racial equity lens ensured that the ordinance included mechanisms to track the effectiveness of the law in addressing racial inequities in hiring and impacts of the criminal justice system on communities of color.

El Centro de la Raza Plaza Project

El Centro de la Raza's Plaza Roberto Maestas project is an excellent example of equitable development—new development that benefits rather than displaces existing residents and businesses of a multicultural community experiencing gentrification and rising costs of living. El Centro wisely purchased the parking lot in front of their headquarters on Beacon Hill years before light rail service began and land values rose sharply. With low-cost land and an ambitious vision, they developed a project proposal that would meet community needs and directly address racial and social disparities related to housing, jobs, social services, and transportation. El Centro's application to the Seattle Office of Housing for an award from Seattle's Housing Levy was the largest request in the Levy's 30-year history, $7.9 million. Traditional underwriting standards and procedures would have denied the request. However, the Office of Housing used a racial equity framework to supplement the underwriting process and ultimately made the award.

For More Information

City of Seattle Race and Social Justice Initiative (www.seattle.gov/rsji)

Seattle Racial Equity Toolkit (http://www.seattle.gov/Documents/Departments/RSJI/RacialEquity-Toolkit_FINAL_August2012.pdf)

SPOTLIGHT ON
Madison, Wisconsin

Beginning in 2013, Madison began working on issues of racial equity from the inside out. A focus on racial and health equity started in the Public Health Department, which is the only city-county department in Madison and Dane County. Data had consistently shown a link between race and health problems, such as diabetes and obesity. Additionally, the City's Department of Civil Rights has historically worked on workforce equity issues within and throughout the city—through Affirmative Action and Equal Opportunities programs. Mayor Paul Soglin and City Council members reached out to the Health and Civil Rights Departments to start drafting strategies that looked deeply at racial equity in Madison and Dane County.

In the fall of 2013, the Health Department and Department of Civil Rights drafted a resolution to lay the groundwork. With the help of 20 government employees representing half the departments in Madison, the team looked at other cities and what frameworks would work best. This group of employees consisted of members from multiple departments who were experts in their own fields of work, as well as employees who thought about topics that cut across departments.

Utilizing tools, training, data, and the initial report on racial equity, recommendations were developed in April 2014. After that, another resolution was written to formally adopt recommendations and begin implementing chosen strategies. The core team of 20 employees has expanded to 35, including nearly all departments in Madison.

The resolution established three goals for the city to focus its efforts on: Equity in City Operations, Equity in City Policy and Budget, and Equity in the Community.

A subcommittee consisting of core team members was formed to create and research racial equity tools. By looking at other jurisdictions like Seattle and Multnomah County, Madison determined that it needed to develop a tool that was customized and asked the right questions with minimal training. Two tools were created, a comprehensive version for significant decisions and a fast track version to be used only for low-stakes decisions. Both emphasize the need for stakeholder involvement and not just the people using the toolkit. As of April 2015, the toolkit has been used on at least seven different projects.

To learn more

City of Madison Racial Equity and Social Justice Initiative (https://www.cityofmadison.com/mayor/priorities/racialequity.cfm)

SPOTLIGHT ON

Minneapolis Park & Recreation Board, Minnesota

Before building out an initiative agency-wide, the Minneapolis Park and Recreation Board (MPRB) racial equity work team began with several pilot projects, experimenting with different approaches to applying a racial equity lens to MPRB's work. In this way, MPRB is developing a shared analysis, building capacity, and implementing tools simultaneously in order to test what works and determine what an agency-wide strategy should look like in their specific context. Three of these pilot projects—which highlight the implementation of racial equity tools—are described below.

Bossen Field Renovation

MPRB is planning a $2 million renovation of this park, which is a dual use facility, including softball fields used by players across the city as well as recreational facilities that are used by the park's neighborhood residents. The project manager and Community Engagement staff made a plan to train project team staff in racial equity (about 10 individuals, including all functions related to the park, project managers as well as maintenance workers) and to use a tool adopted from model jurisdictions (Seattle and Multnomah County) to rethink how they make decisions related to the renovation with the goal of finding solutions that work for all. Bossen Field is located in a diverse neighborhood of Minneapolis. Residents include several immigrant groups and are predominantly renters. Because Bossen Field is one of the few locations where leagues can play softball, the park is heavily used by people from other parts of the city/suburbs who do not share the same demographics as residents of the neighborhood. Local residents, particularly immigrant families, prefer soccer to softball, and report the experience of being "kicked out" of their neighborhood park when outsiders arrive and explain that they have reserved the field. This means that in developing a renovation plan, MPRB is faced with decisions about how to serve multiple constituencies with different—and sometimes conflicting—interests.

The project team utilized a variety of outreach and engagement tools to ensure that the needs and interests of neighborhood residents are being heard in the process. Through reflective conversations among the staff team, members agreed that while Bossen Field currently serves a constituency that is city-wide, the needs of neighborhood residents—who face barriers to benefiting from the parks and do not necessarily have the ability to travel to parks in other parts of the city—should be given serious consideration in the process.

While the project is still in development, the project team has learned that there are areas of common interest—the softball groups don't like kicking neighborhood kids off of the fields any more than the kids enjoy getting kicked off. Together, they are working on solutions to notify everyone of when field space is reserved and when it is available. MPRB will also be making a plan for how to

increase understanding among local families about how to register for park programs, expanding programs, and ensuring that instructions are accessible in a variety of languages.

South Service Area Master Plan

MPRB is conducting a master planning process for a quarter of the city's parks, including all parks in the south part of the city and their outdoor facilities, such as basketball courts, tennis courts, playgrounds, and wading pools. The project team responsible for the master plan participated in racial equity training in preparation for the process. The MPRB has taken a broader approach to applying a racial equity lens to this project. A key component of this approach has been in recruiting the Community Advisory Committee for the project. Because members of such city committees tend to be disproportionately white, middle class, and older residents, the project team made a concerted effort to recruit a diverse group of committee members, sending the application to join the committee to partner organizations that work in diverse parts of the city. The project team succeeded in recruiting a committee that reflects the demographics of the part of the city that the master plan will affect, which included Latina, Somali, African American, and Native American members. The Community Advisory Committee has been asked to hold the MPRB accountable to its racial equity goals, ensuring that no groups are left out of the process.

RecQuest

MPRB is conducting an assessment of its recreational centers and programs and develop a vision for the next 20 years. Because this is such a high impact process, which will impact recreation service delivery citywide, MPRB wanted to ensure that it incorporated a racial equity analysis. MPRB decided to contract with a local community organization, Voices for Racial Justice (VRJ), to conduct a racial equity assessment. This is an interesting moment in MPRB's relationship with the community, as VRJ has for the past 30 years organized from the outside—for over 30 years— to push for changes to MPRB and City of Minneapolis policy that they felt did not promote racial equity.

MPRB Community Outreach & Access Manager Michelle Kellogg began a series of conversations with VRJ, and over the course of several months, built a relationship of trust in which MPRB expressed its need for help in addressing equity issues. The assessment process will involve holding listening sessions in the community, a review by VRJ of the questions being asked in the process, assistance in developing the community engagement plan, and an evaluation of programming offered and demographics of whom is being served. When proposals are made in the MPRB vision, VRJ will assess whether any of the proposals will have a disproportionate impact on particular racial groups.

To Learn More

Michelle Kellogg, Minneapolis Park and Recreation Board (MKellogg@minneapolissparks.org)

Voices for Racial Justice (voicesforracialjustice.org)

"You want your efforts to be included, you want to be counted in the positive change that we're all going to make, so that everyone can say, 'together, we were able to do this.'"

Karla Bruce, Director
Dept. of Neighborhood
and Community Services

4. USE DATA AND METRICS

DATA RELATING TO RACIAL inequities is often readily available. What is more frequently lacking, however, are strategies for closing the gaps and tracking progress over time. It is not enough to have data, we must also use data, and this includes data at multiple levels. If our goal is to eliminate racial inequities and improve success across all groups, it is important that we track our impact. At the same time, measurement at the program level is also important to track the impact of specific public sector investments and policy changes.

An oft-repeated saying in government is "what gets counted, counts."

As in all public sector work, accountability is critical to successful racial equity initiatives.

Unlike some government projects, however, impact is sometimes difficult to measure. There are many factors that contribute to social and economic outcomes of people from different racial groups. Nevertheless, using data and metrics to track progress of a jurisdiction's racial equity initiatives and to follow trends in racial disparities is important and there are some models emerging on how to do this well. Without the use of data and metrics to evaluate progress, it is difficult to keep staff motivated to work toward collective goals, particularly goals as ambitious as achieving racial equity (*Behn, 2003*). Metrics also facilitate alignment of outputs with outcomes and the coordination of efforts across many actors

within government (*Kania and Kramer, 2011*).

Research also indicates that implicitly biased behavior is best detected by using data to determine whether patterns of behavior are leading to racially disparate outcomes—making the use of data for racial equity work especially important (*Godsil et al, 2014*). Policy organizations focused on racial equity have developed new tools—such as the National Equity Atlas and the Regional Equity Atlas in Portland—to analyze a variety of demographic and economic data to measure equity in metropolitan regions across the country.

The **Regional Equity Atlas** has been used to affect policy in a variety of areas in the Portland metro region, such as in the transportation system. The Portland Bureau of Transportation (PBOT) used the Equity Atlas data to inform and motivate the development of East Portland in Motion, a five-year implementation strategy for active transportation projects and programs east of 82nd Avenue, an area that has high concentrations of low-income populations and people of color and limited active transportation options. PBOT also used the Equity Atlas to create a decision-making framework to determine how it prioritizes investments in street lighting upgrades. The criteria uses Equity Atlas maps to determine the neighborhoods with the highest levels of need based on demographics, access to active transit, and transportation safety (Coalition for a Liveable Future).

The City of Portland Office of Equity and Human Rights website features a "demographics

dashboard" of workforce as well as manager/ supervisor diversity statistics, which serves the dual purpose of tracking progress on internal staffing goals and also providing public accountability and transparency. In Seattle, the Race and Social Justice Initiative has conducted both employee and community surveys to measure and track understanding of racial equity efforts and use of the racial equity tools, as well as perception of whether progress is being made.

While data are essential to quality racial equity strategies, some jurisdiction representatives offer a cautionary note. Karen Shaban of the Office of the Fairfax County Executive and Neighborhood and Community Services warned, "You have to be careful to not go down too many rabbit holes. What's the magic number that would make it urgent? You can be too cautious, you can sit in data all day and night, but you're not necessarily going to get yourself anywhere. You need to think about it in a strategic way." The American Public Health Association, in its 2015 *Better Health Through Equity* report, further cautions,

"We need data to pinpoint problems, deploy resources, track progress, evaluate effectiveness, and justify continued support. But in the work toward health equity, data can't be the only driver."

For example, worrisome data on prenatal care may lead you to initiate contact with a community. However, residents might have more pressing concerns, such as few employment opportunities, difficulties affording enough food, and unsafe housing conditions. These are the issues you have to tackle first if you want to positively impact infant health in the long term.

Mark Friedman, author of *Trying Hard is Not Good Enough (Trafford* 2005), has developed a guide for effective use of data and metrics called **Results Based Accountability** (2010), which he defines as "a disciplined way of thinking and taking action used by communities to improve the lives of children, families, and the community as a whole." The termininology for

results and outcomes is informed by our relationships with Results Based Accountability™.

This approach to measurement clearly delineates between results / community conditions and outcomes / performance measures. These two levels share a common systematic approach to measurement. This approach emphasizes the importance of beginning with a focus on the desired "end" condition. Ideally, the baseline includes both historic data, as well as a forecast for the future for a particular measure.

- **Results are at the community level**, the conditions we are aiming to impact. Community indicators are the means by which we can measure impact in the community. Community indicators should be disaggregated by race, if possible.

- **Outcomes are at the jurisdiction, department or program level**. Appropriate performance measures allow monitoring of the success of implementation of actions that have a reasonable chance of influencing indicators and contributing to results. Performance measures respond to three different levels:

  a. Quantity: How much did we do?
  b. Quality: How well did we do it?
  c. Is anyone better off?

Although measuring whether anyone is actually better off as a result of a decision is highly desired, we also know there are inherent measurement challenges. You should think about a mix of types of performance measures so that you are able to assess the status quo and track progress. The guide includes the following steps to conduct decision making processes that "turn the curve":

1. **What is the "end"?** Choose either a result and indicator or a performance measure.

2. **How are we doing?** Graph the historic baseline and forecast for the indicator or performance measure.

3. **What is the story behind the curve of the baseline?** Briefly explain the story behind the baseline: the factors (positive and negative, internal and external) that are most strongly influencing the curve of the baseline.

	QUANTITY	QUALITY
EFFORT	**How Much We Do** How much service did we deliver? # Customers served # Services/Activities	**How Well We Do It** How well did we do it? % Services/activities performed well
EFFECT	**Is Anyone Better Off?** What quantity/quality of change for the better did we produce? #/% with improvement in: Skills Attitudes Behavior Circumstances	

4. **Which partners have a role to play in turning the curve?** Identify partners who might have a hand in turning the curve of the baseline.

5. **What works to turn the curve?** Determine what would work to turn the curve of the baseline. Include no-cost/low-cost strategies.

6. **What do we propose to do to turn the curve?** Determine what you and your partners propose to do to turn the curve of the baseline.

Friedman offers the matrix shown above as a tool for sorting and categorizing performance measures.

TO STANDARDIZE THE TYPES of metrics used to compare across geography, GARE is piloting a "racial equity scorecard" (see next page). Measuring against the outcomes and indicators included in the scorecard will enable jurisdictions to evaluate progress made and to correct their course if real change is not seen in the community.

Racial Equity Scorecard

The Racial Equity Scorecard is a project of GARE to develop a model of tracking equity metrics in a way that facilitates learning across jurisdictions. Eight GARE members are participating in the pilot project, which includes using custom software for tracking progress upon shared metrics. The purpose of the scorecard is to not to just collect data, but use it for achieving results.

Racial Equity Scorecard Metrics

YOUTH SUCCESS AND EDUCATION

OUTCOME	Equity across race in access and success for children and youth
INDICATORS	Early education/ K-readiness
	Third grade reading levels
	Connection to a caring adult
	On time graduation rates

HEALTH

OUTCOME	Equity across race in health and healthy life outcomes—no racial disproportionality in access to quality health care, health resources, and rates of illness
INDICATORS	Infant mortality rates
	Life expectancy

HOUSING

OUTCOME	Equity across race in housing—no racial disproportionality in home ownership and access to safe and affordable rental housing, temporary and transitional housing
INDICATORS	Housing cost burden by race (paying more than 30% income on housing)
	Home ownership across race/ethnicity

JOBS/ECONOMIC JUSTICE

OUTCOME	Equity across race in employment—no racial disproportionality in access to living wage jobs, unemployment, career advancement and barriers to employment.
INDICATORS	Household income
	Unemployment rates
	Jurisdiction's workforce reflects or exceeds the racial demographics of the community
	Jurisdiction contracting and purchasing reflects or exceeds the racial demographics of the community

CRIMINAL JUSTICE

OUTCOME	Equity across race in public safety—no racial disproportionality in arrests, sentencing and incarceration
INDICATOR	Arrest and conviction rates, sentencing and prison population

COMMITMENT TO ACHIEVING RACIAL EQUITY

OUTCOME	Increased urgency and commitment to achieving racial equity
INDICATORS	Percent of population who think government should prioritize addressing racial equity gaps in jobs, health, housing and other areas
	Percent of government employees who are actively promoting racial equity in the work place

Survey Data to Track Perception in Seattle

The City of Seattle conducts an internal survey of all city employees every two years. This survey allows Seattle to track the progress of the city as a whole, as well as individual departments, in operationalizing equity. The survey allows the city to assess employee understanding and skill of institutional and structural racism, gain understanding of how departments are building racial equity into programs, policies, initiatives and budget decisions, and track progress over time. In addition, Seattle does a regular survey of residents across the city. Results from this survey made clear: community attitudes and perceptions about racial equity matter. Ninety-four percent of respondents agreed that we have more work to do to address racial inequities in Seattle. Seattle concluded, "We cannot continue with business as usual when race has such significant impacts on the lives of Seattle residents. Seattle residents have expressed their support for City government to address racial equity gaps in key indicators for a healthy community, including education, criminal justice, housing and other areas. The RSJI Community Survey provides the City with baseline data to measure our efforts to achieve racial equity and create opportunities for all.

86% "Examine impact of race at work"

RSJI EMPLOYEE SURVEY 2012

66% "Actively promoting RSJI changes"

60% "Dept and City making progress"

90% "Racial equity is government priority"

RSJI COMMUNITY SURVEY 2012

60% "Progress on racial equity"

50% "Schools are good or very good"

SPOTLIGHT ON
Fairfax County, Virginia

In 2010, Fairfax County began a concerted county-wide effort to address racial equity by creating the Disproportionality and Disparity Prevention and Elimination Team (DDPET). The DDPET is an interagency team focused on reducing the disproportionate presence of African American children and youth in the juvenile justice and child welfare systems, eliminating the achievement gap, and reducing health disparities for these same population subgroups.

As in other jurisdictions, data have played a critical role in catalyzing efforts to mobilize County resources around achieving racial equity. In 2012, a recognition of racial disproportionality in the juvenile justice system led to an Institutional Analysis, conducted by the Center for the Study of Social Policy, to learn more about the experience of youth and their families in their encounters with government institutions. While African American and Hispanic youth comprise 10 percent and 17 percent of the County's youth population respectively, they represent 37 percent and 36 percent of detention center placements.

The Institutional Analysis was designed as a diagnostic process conducted by a trained team of researchers to reveal the gap between what a youth and their family needs to be safe, stable, and successful and what institutions are actually set up to do. The ethnographic methods of the analysis helped to uncover the ways in which standard processes of government, which treat people as "cases," contribute to problematic outcomes for youth and families. The study also revealed key pathways that the County could employ to improve these outcomes, such as changing to institutional procedures and protocols, expanding knowledge and skills, and enhancing partnerships.

In addition to catalyzing efforts to learn more about racial disparities and to identify strategies for achieving equity, data have also been helpful for starting conversations across departments within the County that do not usually work together. For example, while DDPET was largely focused on work within human services departments, its leaders realized that the racial equity issues facing Fairfax County reach far beyond human services. At the same time, another group in the County was developing a strategic plan to facilitate continued economic success in Fairfax County, and among their high level strategic goals was economic success through education and social equity.

DDPET began efforts to build a partnership with the economic development planners to create an Equity Growth Profile, based on data that help to highlight the targeted opportunities to make a difference on both equity and economic success. Human Services staff leading the DDPET found that the planners and developers used different language in their work, and data helped to start a conversation across departmental cultures. The data were helpful in building the case that there is a need for action.

Having started the conversation and the process of building a partnership to work together toward shared equity goals, the next step was to determine how to share data to track collective progress. Even within Human Services, different agencies use a wide variety of data systems to capture their

work. In response to these challenges, Fairfax County staff involved in the Place Based Initiative, which focused on a neighborhood area, andbegan to use the Results Based Accountability Results Scorecard to integrate all data related to the neighborhood program to contribute to the shared goals of the initiative. Having experimented with this type of data tracking system, Fairfax County was a natural candidate to join the national-level pilot of the GARE's Racial Equity Scorecard.

These processes highlight the challenges in tracking and sharing data to make cross-jurisdiction comparisons. Sharing data with others is a growth experience, as agencies and jurisdictions are not accustomed to such a high level of transparency. DDPET leaders started from a small, neighborhood level, which they feel has helped them communicate strong messages, have shared strategies, and create sense of urgency. At the same time, DDPET leaders caution that while data are critical, one must be careful not to get mired in data analysis, looking for the "magic number" that would make the issue seem urgent. Like all tools, data must be used in a strategic way.

In Fairfax County Public Schools (FCPS), the 10th largest school district in the country, equity leaders benefit from being inside of one system with data that are easily shared and used in day-to-day work across the district, from the school level to the county level. For many years, FCPS has disaggregated data on student achievement, discipline, attendance and more by race. FCPS sets county level goals for reducing gaps in performance and is then able to identify which schools are struggling the most on those indicators and put additional resources into those schools, tracking their performance data closely.

FCPS is using student level, school level and district-level data to inform strategies to advance racial equity. School level data analysis is done to identify individual students, by name and by need, who may need additional attention. For example, the schools will examine first quarter grades in the 9th grade and create a list of students who are most at risk of not graduating. Through this multi-layered analysis of data, FCPS works to accumulate progress at the county level.

Fairfax County partnered with PolicyLink to develop an Equitable Growth Profile, based on the National Equity Atlas, including a composite measure to look at various contributors to racial disparity and project GDP outcomes if equity were achieved. Through this process, the County convened a "ground-truthing" group including different sectors, which is helping to bridge conversation across planners, zoners, the business community, and Human Services.

To Learn More

Disproportionate Minority Contact for African American and Hispanic Youth
http://www.fairfaxcounty.gov/living/healthhuman/disproportionality/the_story_behind_the_numbers_september_2012.pdf

Fair Housing Analysis of Impediments Five-Year Fair Housing Planning
http://www.fairfaxcounty.gov/ohrep/hrd/publications/analysis-of-impediments.pdf)

"Top to bottom, people understand that racial equity is an important value of the organization. People feel pride in advancing equity, they feel hopeful."

Ben Duncan, Director of Multnomah County, Oregon Office on Diversity and Equity

5. PARTNER WITH OTHERS

EVEN IF LOCAL AND REGIONAL governments did all they could to address disparities, racial inequities would still exist in communities. The work of government is necessary, but not sufficient. To advance racial equity in the community, partnerships with others are necessary.

The theory of "collective impact" is informative to government's work to advance racial equity. Collective impact refers to the commitment of organizations from different sectors to a common agenda for solving a specific social problem. The concept of collective impact was first articulated in the 2011 *Stanford Social Innovation Review* article "Collective Impact," written by John Kania, Managing Director at FSG, and Mark Kramer, at the Harvard Kennedy School of Government and Co-founder of FSG.

The concept of collective impact hinges on the idea that in order for organizations to create lasting solutions to social problems on a large-scale, they need to coordinate their efforts and work together around a clearly defined goal.

Kania and Kramer describe five criteria for collective impact: a common agenda, shared measurement system, mutually reinforcing activities, continuous communication, and a backbone organization.

Applying collective impact theory and models to focus intentionally on racial equity is neces-sary. Equitable collaboration with communities of color is critical to ensure that social change efforts are informed by the lived experience of the communities they seek to benefit. To use the collective impact model to advance racial equity, it is important to incorporate questions such as:

- have specific targets been set and strategies developed to advance racial equity?;

- do stakeholders engaged include grassroots communities of color?;

- how are decisions made and is power shared?;

- is there a clear and consistent understanding of racial equity?; and,

- how have communities of color influenced the design and direction of the initiative?

One of the core components of achieving collective impact is "mutually reinforcing activities, which proposes that while diverse stakeholders do not have to do the same work in the same way, if goals and metrics are shared, the work can have significant cumulative impact" (*Kania and Kramer*, 2011). Within each jurisdiction, many departments often oversee areas of work that intersect across issue boundaries, and thus one department cannot affect change alone but rather must work cross-institutionally within and outside the jurisdiction.

For example, for a strategy aimed at decreasing racial disproportionality in housing access, one might need to work with a Department of Housing, the Planning Office, an Economic Development Office, Human Services, and perhaps several others. Often there are concen-

tric circles of who needs to be involved across a jurisdiction to successfully implement new policy. Further, the reality for most families is that city or even county jurisdictions are not high loyalty affiliations—that is, families move around based on a variety of life circumstances, and are not bound by living within a certain artificial line on a map. As a result, to have the greatest impact on an entire community, which might fluidly cross boundaries of city and county, governments will need to partner with their neighboring jurisdictions to share work, relationships, tools, and strategies.

GARE members have found that partnership of different kinds may be more or less important in different contexts. To effectively implement a racial equity tool, which entails involving stakeholders, community partnership is almost always necessary. At the same time, if the objective is revising internal hiring policies, for instance, partnership with community may be less of a priority and instead departments within the jurisdiction might be higher priority. Similarly, while some policy issues may clearly cross jurisdictional boundaries and require partnership with a neighboring city, county, or school district, in many cases these partnerships feel helpful but not necessary to accomplish current goals. In Minnesota, for example, Saint Paul, Ramsey County, and Saint Paul Public Schools are all working on racial equity strategies, but are in different places of the work. Staff from each jurisdiction meets regularly to learn from one another's work, but taking on actual projects together has not yet seemed feasible or top priority given that each is at a different place in their racial equity work.

Community partnership also looks different depending on the jurisdiction and the policy context. In some cases, a partnership may take the form of an official contracting relationship. For example, the Minneapolis Park and Recreation Board (MPRB) decided to contract with a local community organization, Voices for Racial Justice (VRJ), to conduct a racial equity assessment, after 30 years of VRJ's organizing from the outside to push for changes in park board and city policy. In Saint Paul, the mayor's office brought in the Pacific Educational Group to lead racial equity trainings for city leadership. Other partnerships have taken shape as a hybrid inside/outside strategy, such as the

Community Advisory Committee formed by MPRB, which operates as part of the jurisdiction itself, but directly incorporates community voices through committee members.

A lesson from these experience is that some partnerships may form out of a recognition that the jurisdiction needs outside expertise that comes from community knowledge and experience.

Another form of partnering with others is to respond to pressure from community actors. This may actually appear to be something other than partnership, but rather a productive tension created out of outside organizing, leading to a shift in or catalyst for an internal strategy. In Seattle, for example, the Job Assistance Ordinance—known colloquially as "Ban the Box"—passed by the city council was initially inspired by a confluence of community pressure and internal policy analysis by the City's Race and Social Justice Initiative. This experience highlights the importance of external pressure from the community.

SPOTLIGHT ON
Portland, Oregon

Racial equity work began at the City of Portland in 2008, in response to a report on disparities among racial and ethnic communities in Portland and Multnomah County. The Coalition of communities of color (CCC), with funding from Multnomah County and the City of Portland, hired Portland State University to conduct the study. The results were striking, showing large disparities between white communities and communities of color across many indicators of health and well-being. Racial disparities in Oregon have a long history, as the state was conceived originally as a white-only territory. The report showed this legacy was alive and well. The CCC leveraged the data politically, bringing it to the city and the county to encourage governments to take action to address the disparities revealed by the report.

At the same time, Portland was conducting a visioning process for the next 25 years of the city's future. One component of the process was called Vision into Action, which sought to incorporate the voices of marginalized communities often left out. Vision into Action included 14,000 people in the work to build a vision for Portland, which raised racial equity as a major issue. The disability community also became engaged through the process of building the Portland Plan. These community pressures motivated the City of Portland to create its Office of Equity and Human Rights (OEHR), which now oversees both racial and disability equity work for the City, modeled after Seattle's Race and Social Justice Initiative. The OEHR was created by ordinance in the winter of 2011 and opened its doors in the spring of 2012.

Portland's mayor at the time, Sam Adams, was committing to prioritizing racial equity, and felt that if the business community understood the initiative, they would be supportive. Commissioner Amanda Fritz and the mayor led eight daylong discussions with business leaders, including business leaders of color, who were able to share with their white colleagues how institutional racism impacts their experiences. These conversations helped pave the way to creating OEHR with business community support. Portland also formed a Creation Committee, a body of community representatives who helped to shape the mission for the office.

Portland's OEHR, like other cities and counties, focuses on the training of City employees in racial equity, including the definition of institutional and structural racism, the history of public policies designed to favor whites over other races, the difference between equity and equality, implicit bias, and how to apply an equity lens to policies, practices and programs. So far, 1,500 out of the city's 5,000+ employees have participated in racial equity training, and OEHR has now pushed to make the training mandatory for all employees. Several bureaus have also now hired Equity Managers to develop and drive their equity strategies within individual bureaus.

MICHAEL HAUSER OF CITY OF PORTLAND

A key strategy for building capacity was the creation of the Citywide Equity Committee (CEC), which includes two people from every bureau, committing 10 hours of staff time per month. The CEC meets once a month, and its purpose is to connect each of the bureaus to equity work and bring issues from the bureaus to OEHR. The CEC was also tasked with creating a tool to help every bureau develop a 5-year racial equity plan. The CEC modified the organizational assessment designed by the "All Hands Raised" Reducing Disparities Initiative, a collaborative of about 20 non-profit organizations as well as the Portland area school districts, working on education issues. The assessment was pared down to a streamlined list of questions that apply to the city's work, and was divided into six domains: Organizational Commitment, Leadership and Management, Workforce, Community Access and Partnership, Contracting and Data, and Metrics and Continuous Quality Improvement.

The tool provides an evaluation scale from "This is not relevant or does not exist in our Bureau or department" to "This is part of our routine and identity. We model it for others. Practice has resulted in effective sustainable changes." Bureaus are expected to design strategies for its 5-year equity plan about how it will improve in all domain areas. The tool is being launched five to six bureaus at a time, then OEHR and the CEC will review the plans produced by the bureaus. OEHR is working with Multnomah County on adapting the tool for the County as well.

Recently, OEHR has expanded to oversee several new programs, including the Black Male Achievement Program, which is led by a 22-member community steering committee of Black men. OEHR has also worked internally to support community organizations to advance a "Ban the Box" ordinance to remove questions about criminal convictions on job applications. State legislation has been passed and the City of Portland will be moving a local version forward as well.

In spring of 2015, Portland Mayor Charlie Hales required the use of an equity tool for the city's budget process. Each bureau used the tool to assess the racial impacts of their proposed cuts or additions. Assessments were reviewed by OEHR and submitted to the budget work sessions (which include council members and a budget advisory team). The City Budget Office then makes recommendations. OEHR Director Dante James participated in the city council work sessions and his input was critical during the council's review and modification of the budget proposals.

To Learn More

City of Portland Office of Equity and Human Rights (https://www.portlandoregon.gov/oehr/68111)

City of Portland Regional Equity Atlas (https://clfuture.org/equity-atlas)

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity

6. COMMUNICATE AND ACT WITH URGENCY

RACIAL EQUITY IS A LONG TERM GOAL, and for many, it may feel like an overwhelming vision to achieve. What we have seen, however, is when there are topics that we feel urgent about and prioritize action for, significant changes can take place quickly. From marriage equality to recycling, the use of a shared vision with specific priorities and strategic actions and organizing has resulted in great success unimaginable before changes were made. We must do the same when it comes to racial equity.

Communicating with urgency will be critical to maintain motivation and inspiration to work collectively toward racial equity objectives. In jurisdictions with centralized power held by the executive, such as in strong-mayor city governments, leadership can influence stakeholders to commit to do their part to achieve equity. In Madison, WI, for example, which is a jurisdiction with a mayor-council government, executive leadership plays a significant role in the progress of racial equity strategies. Mayor Paul Soglin, who was active in the Civil Rights movement, has been very vocal about racial equity in Madison and stresses the importance of implementing equity strategies and dedicating staff time in every department city-wide. Staff in Madison believe that building an initiative to the same scale and urgency without top level leadership support would have been much more difficult. Similarly, a key factor in the progress Saint Paul has made in building capacity around racial equity is Mayor Chris Coleman's leadership. With a strong-mayor system of governance, Mayor Coleman has

been able to make racial equity a priority and implement that priority city-wide.

As described in Section 4 (Using Data and Metrics), data on racial disparities can be incredibly useful for motivating action and inspiring a sense of urgency. In Multnomah County, Oregon, for example, local officials launched its Health Equity Initiative in the wake of a report on racial and ethnic health disparities in the county (APHA report). The same report helped to motivate action at the city level in Portland. In Fairfax County, equity leaders have found that data are useful for bridging communication across departments that have very different cultures and language.

In building a partnership between Human Services and the Planning Department to build an Equitable Growth Model, Strategic Project Manager Karen Shaban learned:

> *"The planners and developers have a whole different set of language than we have in Human Services, so even to bridge and come up with common language within the same government is challenging. Data can provide a foundation to start the conversation."*

It is important to consider carefully how to communicate urgency among those who may not yet be fully invested in racial equity as a priority for their work. Research by the Center for Social Inclusion (CSI) suggests that using messages that explicitly evoke race rather than using "color-blind" frames is more effective for garnering support for equity-promoting policies (CSI). Crafting such messages requires

an understanding of how framing works in shaping people's interpretation of language. "Frames" are networks of association we use to interpret information—filters that help us make sense of the world. These networks, or unconscious thought processes, shape not just what we think, but how we think. People tend to reject facts that do not fit within their preexisting frames. For example, there are more white women on welfare than black women, but people will reject this fact as untrue because it does not fit their idea of who a welfare recipient is. People can also carry multiple frames that are sometimes linked and sometimes contradictory. For example, some social security recipients vote against social spending. Framing is a long-term project because people must receive frames in multiple forms and over time to actually shift their associations.

Talking about race in a productive way, then, requires understanding what frames people carry and what kind of messages will be received positively given those frames. CSI suggests that to understand how race is triggered cognitively in the messages that we hear in the media and in the public narratives, two key components have to be considered: The first is implicit bias, described in greater detail in section 1 of this toolkit. The second critical concept is "symbolic racism," coined by social scientists Sears and McConahay in 1973 to describe and measure a new version of racism —the images and code words used, sometimes implicitly and sometimes explicitly, to exploit unconscious racial bias.

Symbolic racism is used to trigger the unconscious racism among "the middle"—the people we often need support from on critical policies like healthcare and financial reform. This combination of symbolic racism and implicit bias is how "dog whistle politics" works and how messages trigger racism (see *Dog Whistle Politics* by Ian Haney Lopez on the subject).

Experience shows that these tacit appeals work when they manipulate the unconscious fears of viewers, but only so long as the message is not explicit. The coining of the term "welfare queen" during Ronald Reagan's presidential campaign is an example of dog whistle politics in action. The term has been used to refer to black women as the "takers" of society even though white women were the primary beneficiaries.

It's more than just talk—you need to ACT.

AFFIRM

1. Start with the heart. The health of our children, families, and loved ones depends on the environments in which we live.

2. Tell us how we got here in simple terms. For decades, low income communities of color have been the dumping grounds for environmental hazards.

COUNTER

3. Explain "shared fate" in racially-explicit terms. People of all races want to live in clean environments with decent housing, good jobs, and high-quality schools.

4. Take on race directly. Having access to neighborhoods that support success shouldn't be determined by your race.

TRANSFORM

5. Reframe winners and losers. Corporations that contaminate our environments need to be held accountable. For our collective good, we need to value the quality of all of our neighborhoods above the profits for a few.

6. End with heart and a solution. Join me in supporting legislation that will bring accountability to corporations. They need to pay their fair share so that all of us can have healthy environments in our communities.

Eduardo Bonilla Silva has developed the following list of "race frames," which help to shine light on how people tend to think about race in contemporary American society. Using this understanding as a foundation, we can begin to develop messages that counter these frames in ways that might be accepted rather than provoke defensiveness. These "race frames" include:

1. **Racism and racial inequality are things of the past since "white people are doing worse than people of color";**

2. **Disparities caused by culture/behavior: "Poor Black and Latino youth don't do well in school because their families don't value education";**

3. **Disparities are inevitable and/or natural: "Some group has to be at the bottom" or "Self-Segregation";**

4. **Programs helping people of color are unfair to whites: a.k.a. reverse discrimination.**

In response to these common race frames and based on their research to test effective messages, CSI has developed the "ACT: Affirm, Counter, Transform" framework for crafting effective communication strategies that help bring others on board with racial equity goals without triggering further bias and resistance (see sidebar).

In implementing a racial equity strategy, a few additional concepts may be helpful in bringing each of the previous areas of focus together, as outlined in the following section.

BRINGING THE PIECES TOGETHER

ACHIEVING RACIAL EQUITY involves not only each of the six components outlined in this **Resource Guide**, but also it requires integrating all components into a holistic approach that aims to transform government. Government must identify tangible outcomes, but it must also develop processes that are themselves transformative. Often issue-based efforts are limited to short-term gain for communities, but leave the existing structures that created barriers in the first place intact. By moving beyond transactional approaches towards transformation, jurisdictions can cut across multiple institutions and shift towards proactive solutions and long-term culture change. Building the capacity to approach problems transformationally requires change in values, beliefs, roles, relationships, and approaches to work.

One fundamental change in approach that transformation requires is that the people experiencing a problem are at the center of determining what the right solution is, rather than experts deciding for them.

Most traditional management systems were designed based on an assumption of a simple relationship between cause and effect. A more contemporary leadership model developed by David Snowden and Mary Boone (2007) suggests that leaders must carefully consider what type of environment they are navigating in order to determine the correct approach. Where situations are predictable based on past experience—"simple" contexts—leaders can rely on best practices to respond to problems. In "complicated" contexts, where the relationship between cause and effect is direct but may not be easily apparent to all, leaders can rely on experts to determine the right answer by investigating several possible options. Many situations leaders find themselves in, though, are "complex." That is, one right answer does not exist, and cannot be determined neither by best practices from past experience nor from the analysis of experts. Snowden and Boone offer an analogy of the difference between a Ferrari and the Brazilian rainforest:

> *"Ferraris are complicated machines, but an expert mechanic can take one apart and reassemble it without changing a thing. The car is static, and the whole is the sum of its parts. The rainforest, on the other hand, is in constant flux—a species becomes extinct, weather patterns change, an agricultural project reroutes a water source—and the whole is far more than the sum of its parts. This is the realm of "unknown unknowns," and it is the domain to which much of contemporary business has shifted."*

Managing Change

"Managing change" requires strategic thinking and operations within a political context. Developing new major government initiatives can be a challenge, and even more so for a tension-ridden topic such as race. Maintaining support for change requires ongoing strategic decision-making about who to bring in, when, and how, in addition to providing the training nec-

What does it mean to take a "transformational" approach?

Transactional Approach	Transformational Approach
Solves technical problems	Solves an adaptive problem
Problem is easy to identify	Problem is easy to deny (under the surface)
Routine solution using skills and experience readily available	Requires change in values, beliefs, roles, relationships, and structure of operations
Often solved by an authority or expert	People facing the problem are involved in the work of solving it
Requires change in just one or a few places, contained within organizational boundaries	Requires change across organizational boundaries
People tend to be receptive to the technical solution	People tend to avoid (or push back on) addressing the adaptive challenge
Solution can often be implemented quickly, sometimes by edict	Transformation requires experiments and new discoveries, takes a long time to implement, cannot be implemented by edict
Produces short-term gains for communities, but leaves the existing structure in place	Shifts cultural values and political will to create racial equity

For example:

Technical Problems / Transaction	Adaptive Problem / Transformation
Invite WMBE contractors to apply for contracts.	A package of policy changes, the cumulative impact of which is substantive, along with increased capacity for Women-Minority Business Enterprises to compete as primes and strengthened relationships between WMBEs and primes
Translate documents for limited English speaking public.	Strong and sustained relationships with immigrant and refugee communities, immigrant and refugee community members are hired as employees and programs and policies are shaped by those influences.
Pass "ban the box" legislation	Develop a criminal justice agenda that cuts across systems and structures and is inclusive of the community.

essary to build understanding of a shared analysis. Also, government agencies do not, generally, select their own leadership. At each election, there is a possibility that a champion for racial equity will be replaced by someone who must be brought up to speed and convinced that such initiatives should be supported.

The structure of governance in a particular jurisdiction can have a major impact on how racial equity work is developed and the challenges it may face. Cities with strong mayor governments who elect mayors committed to racial equity have an advantage in being able to use the power and voice of the executive to make racial equity a jurisdiction-wide priority. If cities have done a good job of building capacity and investment among city employees while under leadership of a mayoral champion for racial equity, when there is a transition, a new mayor will be more likely to continue

the work of a predecessor, as has happened in Seattle through several mayoral transitions.

By contrast, those cities and counties with a weak executive structure may have a harder time building a shared analysis and cross-departmental capacity in a decentralized government. Without a leader at the top who can continuously emphasize the importance of this work and make racial equity related policy decisions, it can be more difficult to communicate with urgency and build partnerships across units in a jurisdiction. In order to advance racial equity in the long term, jurisdictions will need to have the support of elected officials, departmental leadership and staff, and community partners, all aligned with a common vision.

Given the unpredictability and flux of most situations and decisions in contemporary or-

ganizations, leaders must be willing to experiment in order to allow instructive patterns to emerge, patiently allowing the path forward to reveal itself. Leaders must "probe first, then sense, then respond." Snowden and Boone offer the following tools for managing in a complex context.

Tools for Managing in a Complex Context

Given the ambiguities of the complex domain, how can leaders lead effectively?

OPEN UP THE DISCUSSION

Complex contexts require more interactive communication than any of the other domains.

SET BARRIERS

Barriers limit or delineate behavior. Once the barriers are set, the system can self-regulate within those boundaries.

STIMULATE ATTRACTORS

Attractors are phenomena that arise when small stimuli and probes—whether from leaders or others—resonate with people. As attractors gain momentum, they provide structure and coherence.

ENCOURAGE DISSENT AND DIVERSITY

Dissent and formal debate are valuable communication assets in complex contexts because they encourage the emergence of well-forged patterns and ideas.

MANAGE STARTING CONDITIONS AND MONITOR FOR EMERGENCE

Because outcomes are unpredictable in a complex context, leaders need to focus on creating an environment from which good things can emerge, rather than trying to bring about predetermined results and possibly missing opportunities that arise unexpectedly.

Given the reality that racial inequities are influenced by a multitude of factors and have morphed in shape and form, it is important to note these different approaches for navigating change strategies.

INSIDE/OUTSIDE STRATEGIES

Many jurisdictions have noted the importance of external pressure from community to raise the visibility of racial equity issues and motivate government leaders to act. While such pressure does not exactly fit under the concept of "partnership," the productive tension caused by community organizing and advocacy does have a relationship to the success and advancement of racial equity initiatives. Given that organizing usually takes the form of opposition to—rather than partnership with—government, it is critical for long-term strategies that are based on expanded levels of trust and commitment to be established.

GOING DEEP AFTER GOING BROAD

As jurisdictions that have several years or more under their belts in doing racial equity work are considering the next steps in deepening their strategies, several questions should be considered. For example, what is the right balance between building capacity across all employees to conduct racial equity assessments and relying on more specialized departments with the expertise and experience to do high quality, in-depth analysis with higher efficiency? For example, no one would expect someone without prior expertise to attend a four or eight hour training on environmental impact and come back to work prepared to start conducting Environmental Impact Statements for major development projects. Jurisdictions should consider investing in specialized expertise to conduct rigorous analysis for policies and projects that will have a significant impact on their residents, even while they continue to build broad—but necessarily thin—capacity across the jurisdiction to integrate racial equity concerns into their daily work.

Further, how can jurisdictions go beyond transactional change toward more profound transformation? As evaluation of racial equity work evolves, jurisdictions may consider asking questions not only about material changes in people's lives (e.g. access to housing and transportation) but also about the more intangible factors that enable people to live fully. That is, do residents feel their racial or ethnic background is valued? Do they feel a sense of hope? Do all residents expect to be able to pursue a path that will lead to personal fulfillment? Jurisdictions that have laid the basic foundation for racial equity strategies and are looking toward the next stage of their work will need to consider what kinds of questions they are asking to evaluate depth of impact, in addition to breadth.

CONCLUSION

ACROSS ALL GARE COHORT MEMBERS and across each of the concepts described in the sections of this Resource Guide, a theme emerged that this work is iterative. This is not a linear, step-by-step process that takes a jurisdiction from using a shared analysis, to building capacity, etc. No component of this framework is ever complete, each evolves over time and with expanding strategies. One's analysis of institutional and structural racism is never "complete." Every time new staff join a jurisdiction, more training is required. Those who have undergone training will want to deepen their development and do more advanced training to use tools with greater insight. New political leadership can impact structures within government and require re-building capacity. Each time a racial equity tool is implemented in a policy process, new lessons are learned to be incorporated next time around. An initial sense of urgency created by a single report or a new initiative must be renewed over time, continuously communicating with urgency to maintain motivation to pursue the very ambitious, challenging, and long-term goal of racial equity.

While the challenges in achieving racial equity are great, so too are the opportunities. It is clear from the work of public managers and elected officials in GARE member jurisdictions—and many others who have not yet joined GARE—that momentum is building toward a future in which government works collectively with their communities to achieve racial equity. Positive change is already afoot in many parts of the country, as seen in the stories shared earlier. By learning from one another's experiences, GARE is strengthening strategies and increasing resolve to face the challenges ahead.

Thank you for being a part of this journey toward a brighter future for our communities.

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Appendices

Glossary of Frequently Used Terms

Bias
Prejudice toward one group and its members relative to another group.

Community Indicator
The means by which we can measure socioeconomic conditions in the community. All community indicators should be disaggregated by race, if possible.

Contracting Equity
Investments in contracting, consulting, and procurement should benefit the communities Dane County serves, proportionate to the demographics in Dane County.

Equity Result
The condition we aim to achieve in the community.

Explicit Bias
Biases that people are aware of and that operate consciously. They are expressed directly.

Implicit Bias
Biases people are usually unaware of and that operate at the subconscious level. Implicit bias is usually expressed indirectly.

Individual Racism
Pre-judgment, bias, or discrimination based on race by an individual.

Institutional Racism
Policies, practices, and procedures that work better for white people than for people of color, often unintentionally.

Performance Measure
Performance measures are at the county, department, or program level. Appropriate performance measures allow monitoring of the success of implementation of actions that have a reasonable chance of influencing indicators and contributing to results. Performance measures respond to three different levels: 1) Quantity—how much did we do?; 2) Quality—how well did we do it?; and 3) Is anyone better off? A mix of these types of performance measures is contained within the recommendations.

Racial Equity
Race can no longer be used to predict life outcomes and outcomes for all groups are improved.

Racial Inequity
Race can be used to predict life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), etc.

Structural Racism
A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.

Workforce Equity
The workforce of Dane County government reflects the diversity of Dane County residents, including across the breadth (functions and departments) and depth (hierarchy) of Dane County government.

City of Seattle Racial Equity Toolkit

On the following pages you will find an excerpt of the racial equity tool used by the City of Seattle as an example of what such tools can look like in practice. As discussed in Section 3 of this Resource Guide, the Seattle City Council passed an ordinance in 2009 that directed all City departments to use the Racial Equity Toolkit, including in all budget proposals made to the Budget Office. This directive was reaffirmed by an executive order of Mayor Ed Murray in 2014.

The Racial Equity Tool is an analysis applied to City of Seattle policies, programs and budget decisions. The City of Seattle has been applying the Racial Equity Toolkit for many years but as the City's Race and Social Justice Initiative (RSJI) becomes increasingly operationalized, the expectation and accountabilities relating to its use are increasing. In 2015, Mayor Murray required departments to carry out four uses of the toolkit annually. This will also become a part of performance measures for department heads.

Racial Equity Toolkit
to Assess Policies, Initiatives, Programs, and Budget Issues

RACE & SOCIAL JUSTICE
INITIATIVE

The vision of the Seattle Race and Social Justice Initiative is to eliminate racial inequity in the community. To do this requires ending individual racism, institutional racism and structural racism. The Racial Equity Toolkit lays out a process and a set of questions to guide the development, implementation and evaluation of policies, initiatives, programs, and budget issues to address the impacts on racial equity.

When Do I Use This Toolkit?

Early. Apply the toolkit early for alignment with departmental racial equity goals and desired outcomes.

How Do I Use This Toolkit?

With Inclusion. The analysis should be completed by people with different racial perspectives.

Step by step. The Racial Equity Analysis is made up of six steps from beginning to completion:

Step 1. Set Outcomes.
Leadership communicates key community outcomes for racial equity to guide analysis.

Step 2. Involve Stakeholders + Analyze Data.
Gather information from community and staff on how the issue benefits or burdens the community in terms of racial equity.

Step 3. Determine Benefit and/or Burden.
Analyze issue for impacts and alignment with racial equity outcomes.

Step 4. Advance Opportunity or Minimize Harm.
Develop strategies to create greater racial equity or minimize unintended consequences.

Step 5. Evaluate. Raise Racial Awareness. Be Accountable.
Track impacts on communities of color overtime. Continue to communicate with and involve stakeholders. Document unresolved issues.

Step 6. Report Back.
Share information learned from analysis and unresolved issue with Department Leadership and Change Team.

RESOURCE GUIDE

Advancing Racial Equity & Transforming Government

Government Alliance on Race and Equity

Racial Equity Toolkit Assessment Worksheet

Title of policy, initiative, program, budget issue: _____

Description: _____

Department: _____ Contact: _____

☐Policy   ☐Initiative   ☐Program ☐Budget Issue

Step 1. Set Outcomes.

1a. What does your department define as the most important racially equitable community outcomes related to the issue? *(Response should be completed by department leadership in consultation with RSJI Executive Sponsor, Change Team Leads and Change Team. Resources on p.4)*

1b. Which racial equity opportunity area(s) will the issue primarily impact?

☐Education   ☐Criminal Justice
☐Community Development   ☐Jobs
☐Health   ☐Housing
☐Environment

1c. Are there impacts on:
☐Contracting Equity   ☐Immigrant and Refugee Access to Services
☐Workforce Equity   ☐Inclusive Outreach and Public Engagement

Please describe:

Step 2. Involve stakeholders. Analyze data.

2a. Are there impacts on geographic areas? ☐Yes   ☐No
Check all neighborhoods that apply *(see map on p.5)*:

☐All Seattle neighborhoods   ☐Lake Union   ☐East District
☐Ballard   ☐Southwest   ☐King County (outside Seattle)
☐North   ☐Southeast   ☐Outside King County
☐NE   ☐Delridge   Please describe:
☐Central   ☐Greater Duwamish

2b. What are the racial demographics of those living in the area or impacted by the issue?
(See Stakeholder and Data Resources p. 5 and 6)

2c. How have you involved community members and stakeholders? *(See p.5 for questions to ask community/staff at this point in the process to ensure their concerns and expertise are part of analysis.)*

App. 624

2d. What does data and your conversations with stakeholders **tell you about existing racial inequities that influence people's lives and should be taken into consideration?** *(See Data Resources on p.6. King County Opportunity Maps are good resource for information based on geography, race, and income.)*

2e. What are the root causes or factors creating these racial inequities?
Examples: Bias in process; Lack of access or barriers; Lack of racially inclusive engagement

Step 3. Determine Benefit and/or Burden.

Given what you have learned from data and from stakeholder involvement…

3. How will the policy, initiative, program, or budget issue increase or decrease racial equity? What are potential unintended consequences? What benefits may result? Are the impacts aligned with your department's community outcomes that were defined in Step I.?

Step 4. Advance Opportunity or Minimize Harm.

4. How will you address the impacts (including unintended consequences) on racial equity? What strategies address immediate impacts? What strategies address root causes of inequity listed in Q.6? How will you partner with stakeholders for long-term positive change? If impacts are not aligned with desired community outcomes, how will you re-align your work?

Program Strategies? _____

Policy Strategies? _____

Partnership Strategies? _____

Step 5. Evaluate. Raise Racial Awareness. Be Accountable.

5a. How will you evaluate and be accountable**?** How will you evaluate and report impacts on racial equity over time? What is your goal and timeline for eliminating racial inequity? How will you retain stakeholder participation and ensure internal and public accountability? How will you raise awareness about racial inequity related to this issue?

5b. What is unresolved? What resources/partnerships do you still need to make changes?

Step 6. Report Back.

Share analysis and report responses from Q.5a. and Q.5b. with Department Leadership and Change Team Leads and members involved in Step 1.

Creating Effective Community Outcomes

Outcome = the result that you seek to achieve through your actions.

Racially equitable **community outcomes = the specific result you are seeking to achieve that advances racial equity in the community.**

When creating outcomes think about:

- What are the greatest opportunities for creating change in the next year?
- What strengths does the department have that it can build on?
- What challenges, if met, will help move the department closer to racial equity goals?

Keep in mind that the City is committed to creating racial equity in seven key opportunity areas: **Education, Community Development, Health, Criminal Justice, Jobs, Housing, and the Environment.**

Examples of community outcomes that increase racial equity:

OUTCOME	OPPORTUNITY AREA
Increase transit and pedestrian mobility options in communities of color.	Community Development
Decrease racial disparity in the unemployment rate.	Jobs
Ensure greater access to technology by communities of color.	Community Development, Education, Jobs
Improve access to community center programs for immigrants, refugees and communities of color.	Health, Community Development
Communities of color are represented in the City's outreach activities.	Education, Community Development, Health, Jobs, Housing, Criminal Justice, Environment
The racial diversity of the Seattle community is reflected in the City's workforce across positions.	Jobs
Access to City contracts for Minority Business Enterprises is increased.	Jobs
Decrease racial disparity in high school graduation rates	Education

Additional Resources:

- **RSJI Departmental Work Plan:** http://inweb/rsji/departments.htm

- **Department Performance Expectations:** http://web1.seattle.gov/DPETS/DPETSWEbHome.aspx

- **Mayoral Initiatives:** http://www.seattle.gov/mayor/issues/

4

Identifying Stakeholders + Listening to Communities of Color

Identify Stakeholders

Find out who are the **stakeholders** most affected by, concerned with, or have experience relating to the policy, program or initiative? Identify racial demographics of neighborhood or those impacted by issue. *(See District Profiles in the Inclusive Outreach and Public Engagement Guide or refer to U.S. Census information on p.7)*

Once you have indentified your stakeholders ….

Involve them in the issue.
Describe how historically underrepresented community stakeholders can take a leadership role in this policy, program, initiative or budget issue.

Listen to the community. Ask:
1. What do we need to know about this issue? How will the policy, program, initiative or budget issue burden or benefit the community? *(concerns, facts, potential impacts)*

2. What factors produce or perpetuate racial inequity related to this issue?

3. What are ways to minimize any negative impacts (harm to communities of color, increased racial disparities, etc) that may result? What opportunities exist for increasing racial equity?
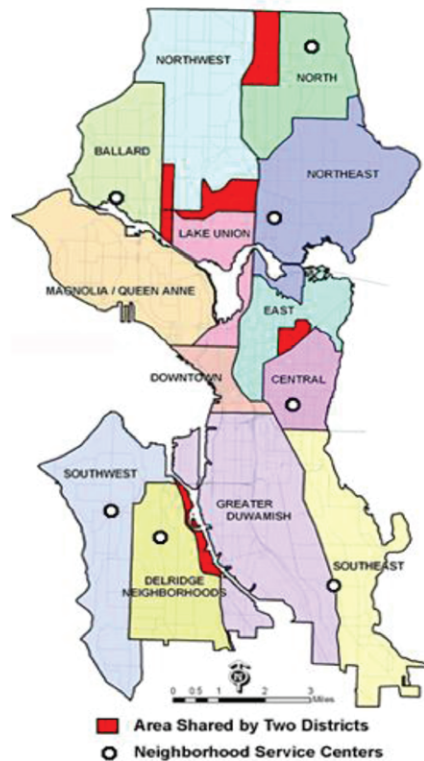
Tip: Gather Community Input Through...

- Community meetings
- Focus groups
- Consulting with City commissions and advisory boards
- Consulting with Change Team

Examples of what this step looks like in practice:
- A reduction of hours at a community center includes conversations with those who use the community center as well as staff who work there.
- Before implementing a new penalty fee, people from the demographic most represented in those fined are surveyed to learn the best ways to minimize negative impacts.

For resources on how to engage stakeholders in your work see the **Inclusive Outreach and Public Engagement Guide:** http://inweb1/neighborhoods/outreachguide/

5

RESOURCE
GUIDE

Advancing
Racial Equity &
Transforming
Government

Government
Alliance on
Race and Equity

App. 627

The Haas Institute for a Fair and Inclusive Society at the University of California, Berkeley brings together researchers, community stakeholders, policymakers, and communicators to identify and challenge the barriers to an inclusive, just, and sustainable society and create transformative change. The Institute serves as a national hub of a vibrant network of researchers and community partners and takes a leadership role in translating, communicating, and facilitating research, policy, and strategic engagement. The Haas Institute advances research and policy related to marginalized people while essentially touching all who benefit from a truly diverse, fair, and inclusive society.

HAASINSTITUTE.BERKELEY.EDU / 510.642.3011

The Center for Social Inclusion's mission is to catalyze grassroots community, government, and other institutions to dismantle structural racial inequity. We apply strategies and tools to transform our nation's policies, practices, and institutional culture in order to ensure equitable outcomes for all. As a national policy strategy organization, CSI works with community advocates, government, local experts, and national leaders to build shared analysis, create policy strategies that engage and build multi-generational, multi-sectoral, and multi-racial alliances, and craft strong communication narratives on how to talk about race effectively in order to shift public discourse to one of equity.

CENTERFORSOCIALINCLUSION.ORG / 212.248.2785

LOCAL AND REGIONAL
GOVERNMENT ALLIANCE ON
RACE & EQUITY

"Racial equity is both a process and an outcome. A process for reclaiming our collective humanity and outcomes that ensure everyone in our communities thrive."

Glenn Harris, President,
Center for Social Inclusion

RACIALEQUITYALLIANCE.ORG

Anti-Racism Policy Evaluation Report 2020-21

Introduction   —

English

For more than 100 years, among the most treasured moments throughout the history of flight has been the first liftoff of a new aircraft. It is a historic and emotional occasion for all involved with the mission as well for all who would go on to benefit from its success.

Although Albemarle County Public Schools did not launch any aircraft in 2020-21, our employees and students did launch something far more powerful and enduring—the implementation, even in the midst of a global pandemic, of our life-changing Anti-Racism Policy.

The high points included the completion of online training for all 3,000 of our employees, a valuable pathway for meeting our universal commitment—establishing and sustaining an equitable community that unlocks the potential for greatness inside every student and staff member. Our policy firmly rejects all forms of racism as destructive to our mission, vision, values and goals and this year, as a community, we began to perfect our skills and ability to do what we say.

Our adoption of a new strategic plan, based on the advice and counsel of a broad and representative cross-section of staff, students, parents and community partners, adds fuel to the policy's implementation. Among the competencies our strategic plan promises to deliver to all learners are anti-racism itself, together with empathy and social justice and inclusion.

This second annual report is an honest and comprehensive assessment of our progress in fulfilling several key objectives but I would like to call attention to three in particular.

Students were essential partners in the drafting of our policy and are even more valuable in its implementation. The Student Equity Advisory Team (SEAT), which brings student leaders together from across the division, has already been helpful in raising community awareness on how fairness and equity in our relationships with one another improves the lives and learning experiences of all. This extraordinary group of leaders will be instrumental in the year ahead in our schools with the return of more than 13,000 of our students to in person learning.
Additionally, the development of our Anti-Racism and Equity Decision-Making Tool will be a significant resource in guiding how we design and conduct policies, programs, activities and priorities to ensure, even inadvertently, that we are not excluding any of those we serve.

App. 631

Finally, although not formally part of our Anti-Racism Policy but very much a part of our commitment to equal opportunity, is our award-winning culturally responsive teaching program. This report notes that as of October of this year, 208 educators have earned culturally responsive teaching credentials since its inception in 2016. Early indications are that in the year ahead, we will more than double this number.

Research has shown that culturally responsive teachers are having an impact in the classroom, leading to rising test scores for many of our minority students. Coincidentally, this year our on-time graduation numbers for our Black and Hispanic students, for our special education students, our English language learners and those from economically disadvantaged homes, all exceeded the statewide average.

I urge you to become a partner with us in unlocking the potential for greatness and not only within our students and staff but within all who live in the greater Albemarle community. Equal opportunity, fairness and respect, racial justice and inclusiveness are not concepts bounded by the walls of any school. They advance the interests of us all in meeting the often-cited challenge of the Rev. Dr. Martin who reminded us many years ago that," I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be."

Dr. Matthew Haas

Albemarle County Public Schools Superintendent

English

Executive Summary   +

The 2020-2021 school year marked the second year of implementation of the Anti-Racism Policy (https://www.k12albemarle.org/our-division/anti-racism-policy), adopted in February 2019 by the School Board. The school year began with most of our 14,000 students attending school virtually because of the COVID-19 pandemic. As the year progressed, students gradually returned to school in person, using a staged return-to-school strategy.

The COVID-19 pandemic challenged the school division and nation, and opened up further inequalities of opportunity. Our steering team shifted gears to not only move the Anti-Racism Policy work forward, but also address the needs of various communities during this difficult time. Despite the unprecedented year, much of our anti-racism work was able to move forward. And, the division underscored its commitment to anti-racism by adopting a new strategic plan, Learning for All, (https://www.k12albemarle.org/our-departments/accountability/planning)that not only adopted "anti-racist" as a competency for our graduates, but also identified the full implementation of the Anti-Racism Policy as a key strategy.

App. 632

Learning Choice Change from Fall 2020 to Spring 2021
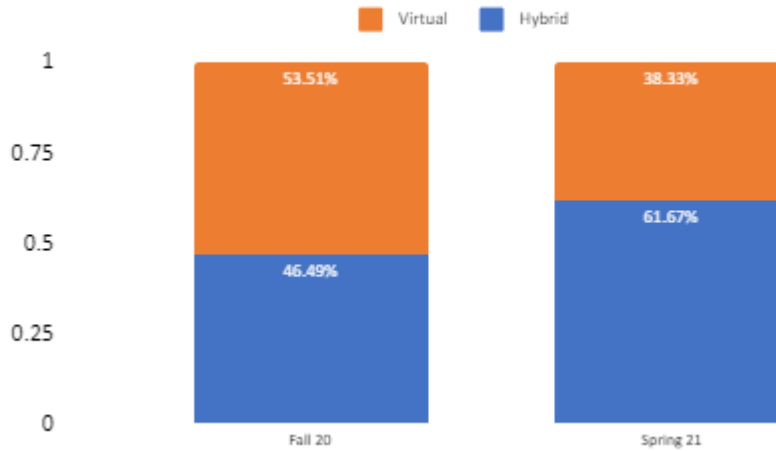
Overview of the Steering Committee

In an effort to oversee the implementation of the Anti-Racism Policy, a division-wide steering committee was established. The committee is composed of staff members from schools, departments, and division leadership.

English

Together, we are tasked with carrying out the deliverables within the policy that are aimed at dismantling individual, institutional and structural racism.

In alignment with the regulations stipulated within the Anti-Racism Policy, the steering committee includes five subcommittees:

- Policy Communication;
- Leadership and Administration;
- Curriculum and Instruction;
- Training; and
- Policy Enforcement.

The steering committee meets monthly, and the subcommittees meet in between the committee meetings.
Additionally, we have a Student Equity Advisory Team (SEAT) that provides critical feedback on the development of some of the key deliverables, specifically around communications and training.

Refer to Appendix B to view the list of steering committee members and Appendix C for a list of students who serve on SEAT.

Status Update: Policy Communication   +

App. 633

The Anti-Racism Policy is directed at both division employees and students; therefore, the Policy Communication Subcommittee has the two-fold mission of engaging and informing the ACPS community about the policy as well as fostering opportunities for students to be its advocates. The policy is translatable into the top seven languages spoken in the school division through the technology offered by Finalsite, the ACPS communications platform. This enables the entire community to learn about the anti-racist work being done in our schools.

Regulations in Anti-Racism Policy	Implementation Status
1. Each school shall post a public statement against racism in a location visible to students, staff, and visitors entering the school. The division will also post a public statement in high traffic locations at its main offices and on the division website. The public statement shall read: "Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the school division's equity mission to end the predictive value of race and ensure each individual student's and staff's success. The Albemarle County School Board and school division reject all forms of racism as destructive to their mission, vision, values, and goals."	**Fully Implement**
2. The Board shall establish an organization or committee of students in the division to promote equity and diversity and to serve as leaders and spokespersons within their schools and the division.	**Fully Implement**
3. This policy shall be included in student handbooks provided to students and families.	**In Progress**
4. This policy shall be translated into other languages and be made available for families. English	**Fully Implement**

Key Project: Student Equity Advisory Team (SEAT)

The work of the Student Equity Advisory Team continues to stand out. In the 2020-21 school year, the team expanded to include middle school students and further their mission to "Give everyone a SEAT at the table."

Our second Town Hall (https://drive.google.com/file/d/19EPj7PrxPSgFphK3tAMx-Yb7dvK30JUY/view?usp=sharing) took place on June 2, 2021 on zoom, and there were 39 participants, which included students, staff, parents and community members of various races. The title was "Removing Our Masks," and the panelists discussed the concept of hypervisibility. One of the main discussion questions on the agenda was, "What does a safe and anti-racist school division look and feel like, and how is that different from what we have now?"

The Town Hall was featured on NBC 29 (https://www.nbc29.com/2021/06/02/albemarle-county-students-host-webinar-discuss-creating-anti-racist-school-spaces/) news. SEAT partnered with the Young Asian American and Pacific Islanders of Charlottesville in an effort to raise awareness around violence being suffered by members of that community nationwide, as well as the pressures related to being misperceived as a "model minority." Additional speakers included students from Albemarle High School's Black Student Union and Progressive Albemarle County Teens.

App. 634

Key Project: Anti-Racism Policy included in student handbooks

The Policy Communication team has provided language for updates to Principals in Volume 16, Issue 17 of the Superintendent's Advisory Bulletin, and will monitor this progress with the expectation that all handbooks will be updated before the start of the end of the school year.

App. 635

Additional Project: Anti-racism course offered to the public

In an effort to engage and educate the broader public about our work, in conjunction with the ACPS Community Education's Open Doors program, we facilitated a modified version of the Anti-Racism Orientation "Unpacking what it means to be anti-racist." The session provides an overview of the Anti-Racism Policy, definitions, and small group discussions about race and racism. The course offering was highlighted in the Open Doors Fall catalog, ACPS website, Compass, and Superintendent's Advisory Bulletin (SAB). A total of 20 registrants, including members of the school division's Parent Advisory Council, joined members of the Anti-Racism Steering Committee.

Status Update: Leadership and Administration   +

The Leadership & Administration Subcommittee is tasked with identifying and addressing inequitable practices at the school and district level.

Regulations in Anti-Racism Policy	Implementation Status
Develop and conduct a systemic equity needs assessment for the division to identify processes and practices that cause or contribute to inequitable outcomes. The assessment shall also include an inventory of what equity-related data is currently collected by the division.	In Progress
To address disparities in course participation (including AP/honors participation): a. All school staff making class recommendations shall provide a written electronic explanation for the recommendation to students and/or families. b. School counselors shall be responsible for educating students and families as equitable partners in the selection process and course sequencing. c. Middle and high schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring during or after school, to students interested in moving to higher level courses.	In Progress
The Board shall implement alternative discipline processes, such as restorative justice, to reduce racial disparities in discipline and suspension.	In Progress

This subcommittee recognizes the need and urgency to ensure that the ACPS Leadership Team (including division, school and department leaders) implements anti-racist practices and structures that disrupt racial inequities.

Key Project: Equity Needs Assessment

The Human Resources (HR) team began the work of piloting an equity needs assessment last year in order to be leaders moving forward to support other departments as they conduct their own equity needs assessments.

This HR team has continued to meet as a group each third Thursday of the month. The team's work has been centered around the following objectives:

- Creating HR staff self-awareness, focus, and intention;

App. 636

- Centering racial equity in HR communications and operational protocols;

- Codifying HR/ACPS internal practices which tend toward racial diversity and equity;

- Creating an environment for open and honest dialogue, to include regular feedback; and

- Deepening our understanding of educators of color experience, including why teachers of color leave and what type of work environment is most important and supportive to teachers of color.

Some of the activities that the HR Equity Team engaged in during the last school year included:

- Refining the HR logic model;

- Continuing yearlong HR professional development (PD) focus on racial equity (In addition, various HR Team Members engaged in HR Book Club and attended Local Government equity sessions);

- The HR Equity Team leading the review and discussion of the Anti-Racism Orientation with the entire team; as well as discussed implications (i.e. policies, processes, and systems) and identified areas related to HR for further exploration/study;

- Revising the Annual Report to reflect the following: equity focus in mission, specific efforts towards equity; community and student demographics data for context (consider when to include data by location, impact on individuals who may be identified); staff accomplishm (Culturally Responsive Teaching, or CRT, etc.); staff testimonials; lessons learned (what went well/growth areas); balance of qualitative and quantitative data (what is the story you want to tell); expand equity focus to benefits, safety, other areas in HR; and PD activities.

Strategies implemented this past year to make internal practice shifts in recruitment include:

- Collaborating with a member of the Equity Team, Lars Holmstrom, and the division's Anti-Racism Program Manager, Jasmine Fernández to English revise the teacher job posting language and included the Anti-Racism Policy on job postings, our employer profile on Handshake, other job boards, and in our job fair invitations;

- Offering more early contracts: 12 this year compared to three to five in past years; nine of the 12 are Teachers of Color. Two of the early contracts were extended to participants from the African American Teaching Fellows (AATF) Program;

- Providing new guidelines for structure and selection of interview panelists for school-based teacher interviews (administrators expected to have diverse group of staff members participate and give feedback in the interviews, and take feedback into account during final decision-making);

- Targeting job fairs to colleges/universities with more diverse student populations, including George Mason University, Hampton University, Marymount University, Norfolk State University, Old Dominion University, University of Maryland-Eastern Shore, Virginia Commonwealth University, and Virginia State University;

- Participating in Teachers of Promise Institute, in collaboration with the Equity Specialists who facilitated the ACPS Culturally Responsive Teaching Session, with over 50 attendees in the session. We shared information about the school division and invited participants to review job postings and participate in the interview process;

- Conducting active recruiting campaign using K12Jobspot, the Virginia Department of Education's job platform;

- Completing our first ACPS Recruitment Video;

- Communicating with all historically Black colleges and universities (HBCUs) on the east coast;

- Investing funding for postings on Indeed and LinkedIn;

- Working with the Department of Communications on social media campaigns with Facebook, Twitter, and LinkedIn.

Strategies engaged in this past year to make internal practice shifts in retention include:

- Refining HR Equity Team logic model;

- Developing RFP/Entered Procurement Process for a division-wide needs assessment (i.e. Gallup survey), which will assess employee engagement, organizational culture, and overall attitudes regarding working conditions/environment;

App. 637

- Conducting policy revisions, including, Equal Employment Opportunity/Non-Discrimination Policy Statement; Prohibition Against Harrassment & Retaliation; applied an equity lens to policies including, Payment for Advanced Degrees, Lactation, Tobacco Use, and Student Teachers; and
- Entire HR team participating in Non-Discrimination and Harassment Training.

Key Project: Addressing course enrollment disparities

A key focus in the 2020-2021 school year and going into the 2021-22 school year, was removing barriers to academy enrollment. The Department of Instruction removed applications for academies and allowed any student who is interested to enroll in the academy. Students fill out a one-page interest sheet and submit by the deadline to enroll. All students have been accommodated, thus far, and the numbers have increased in academy enrollment, in general, across the division. The metrics section shows the current state.

Center I enrollment opened up from only seniors, to sophomores through seniors, and the director worked tirelessly with school counselors and families to ensure that students could participate at Center I so that transportation or scheduling was not a barrier to enrollment. He also added core courses, such as English or math, as needed to help with scheduling students.

2019-20 CENTER I DEMOGRAPHICS

English

2020-21 CENTER I DEMOGRAPHICS

Older initiatives allowing students to choose their own coursework are still in place and we may be seeing the benefits with some movement with our Advanced Placement and Dual Enrollment demographics. The Department of Instruction will continue to monitor and evaluate all courses, including academy and center enrollment, for racial disparities.

As a reminder, the 2020-2021 school year schedule changed to a 4x4 schedule for our secondary students. This means that instead of having eight blocks all year, students took four courses for half of the year and another four the other half. This was a big change for many of our students, particularly in addition to learning virtually during the pandemic.

As a part of our equity mission, ACPS aspires to have a proportionate representation of our student demographics in all classes, including our center and academy enrollment. The work that the leadership and administrative teams did this year starts moving us toward that goal by partnering with students and families to become more knowledgeable of their options and removing some systemic barriers that may have kept students from certain courses. This year we made some progress in moving towards more proportional representation.

The following charts illustrate student enrollment in our Advanced Placement (AP) and Dual Enrollment (DE) courses by membership group for the 2019-20 and the 2020-21 school year:

Percentages indicate the distinct number of high school students who were enrolled in an AP or DE course last year, divided by the number of students in the given category.

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Ex. There were 570 Hispanic/Latino students in grades 10-12 last year. 116 of the 570 were enrolled in at least one AP course. 20% of the Hispanic/Latino students were enrolled in an AP course. 116 / 570 = 0.20 or 20%

Students enrolled in multiple Advanced Placement courses or Dual Enrollment courses are only counted once.

ADVANCED PLACEMENT ENROLLMENT 10TH-12TH GRADE STUDENTS, HAVE TAKEN AT LEAST ONE COURSE

DUAL ENROLLMENT, 10TH-12TH GRADE STUDENTS, HAVE TAKEN AT LEAST ONE COURSE

English

12TH GRADE STUDENTS WHO HAVE TAKEN AT LEAST ONE ADVANCED PLACEMENT OR DUAL ENROLLMENT COURSE

Key Project: Alternatives to Suspension

Many strategies rolled out in the beginning of the 2020-2021 school year, including the new Leveled Administrative Responses to Behavior and a focus on restorative justice. We also required all staff members to use the electronic behavior referral for better tracking and understanding of discipline issues. All of these strategies will need to be re-implemented this school year because there were not very many discipline challenges in the 2020-21 school year. Many students, particularly secondary students remained at home learning virtually from March 2020 through June 2021.

Additionally, Dr. Jesse Turner was hired in July of 2021 to replace Dr. Nick King as the Director of Student Services. This position was vacant for several months. One policy, JFC, Student Conduct (http://esb.k12albemarle.org/Reference_Library/ESB_Policies_and_Regulations/Policies//JFC.pdf) was updated in 2021 to include major revisions from the Virginia Department of Education's Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension and our own new policies and procedures.

App. 639

Metrics at the end of this report, contained in the Equity Dashboard, show that there were 14 students suspended out of school during the year.

Additional Project: Anti-Racism and Equity Decision-Making Tool

As a means to reduce racial harm and inequitable outcomes, we developed an Anti-Racism & Equity Decision-Making Tool (https://docs.google.com/document/d/1NvSMCRXHjrg14gCpcdJsX5YXaiQqn07Q/edit). The tool originated after a series of equity issues occurring in schools and as a response to a grant with the Charlottesville Area Community Foundation (CCAF).

A subset of members from the Anti-Racism Steering Committee worked together over the spring to align the decision-making tool to ACPS priorities (i.e., equity, anti-racism, and culturally responsive teaching). We created a checklist for school administrators and departmental leaders to consider using when processing a related issue. The checklist includes reflection questions for key areas of consideration:

- Pause and reflect;
- Consider alternatives explanations and perspectives;
- Assess harm and benefits and make a plan;
- Communications;
- Assess plan effectiveness;
- Strategize opportunities to further advance racial equity

The initial draft was presented to the Anti-Racism Steering Committee followed by the school division's Cabinet and Leadership Team for feedback.

English

As a next step, we will be piloting the tool in a subset of schools and departments (refer to the next steps section for more information).

Status Update: Instruction and Curriculum   +

The Department of Instruction has taken the following steps to implement the Anti-Racism Policy as it relates to providing a guaranteed viable curriculum. A guaranteed viable curriculum gives students access to a comprehensive, equitable, rigorous, and standards-based education. It ensures that all students have access to the course and grade level standards through the curriculum framework provided from the school division.

Regulations in Anti-Racism Policy	Implementa... Status
Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color.	In Progres...
All curriculum materials shall be examined for racial bias by the division's Department of Instruction. Where materials reflect racial bias, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents.	In Progres...
Develop an anti-racism curriculum that provides educational resources at every grade level.	In Progres...

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Design student in-class and extra-curricular programs and activities that provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity.	In Progres

Key Project: Reflecting cultural and racial diversity in curriculum and instructional materials

Revised **_ACPS Framework for Quality Learning (FQL) (https://docs.google.com/document/d/1DweWlSmafG-bpZwzGbUGwuYF-S2Q4HxDxOBthDzzIuk/edit?usp=sharing)_**: _The FQL articulates for ACPS teachers the essential, research-based elements of how students learn. It is the foundation on which decisions about curriculum and instruction are made._

The FQL document was distilled into its key elements to strengthen its accessibility and usability for all educators. A section on the Invitational Learning Environment (i.e., one that is safe for all students to take the risks needed to grow and learn) has been added to ensure ACPS teachers understand the importance of teacher-student relationships. Language was clarified to illustrate the connectivity to Culturally Responsive Teaching (e.g, "teachers act as an ally and warm demander" to form learning partnerships). During summer and fall of 2021, groups of teachers have been giving feedback to the framework. Revisions are currently being made with full revision by December 2021.

Developing Curriculum Frameworks for all courses: Curriculum Frameworks shared across schools ensure equitable access to standards of
English
learning as well as to complex concepts and ideas, higher order, critical thinking and, skills of the discipline.

A underline universal template (https://docs.google.com/document/d/10JEIlcBTggHkFm9ZMGi7mF0g2s--sOZ4buI8cIcRJxA/edit?usp=sharing) with learning goal structures that embeds high expectations for all (i.e., essential questions and understandings, standards of learning as baseline) has been created to facilitate the development of curriculum frameworks. Curriculum Frameworks, using teacher teams (see content-specific examples below), are being developed for all courses.

Created collaborative structures for teachers to co-construct understanding of guaranteed viable curriculum: At the division level, Professional Learning Communities (DPLC) have been established and monthly meetings are being attended by every ACPS teacher. These cross-division content or grade level groups are intended to assist in the implementation of the guaranteed viable curriculum. By determining the guaranteed curriculum, which includes creating common assessments, analyzing data, discussing key teaching strategies, and reflecting on best practices, the Division Professional Learning Community (DPLC) will begin to remove inequitable practices across the school division.

Key Project: Examining curricula for racial bias

Identify and apply underline vetting tool (https://docs.google.com/document/d/15S_yBx6C3IqFcy7Cm6L9_9tHBvC1r79ma_jBbyYFaBI/edit): The development of this vetting tool occurred during the 2019-20 school year. The revision of the Culturally Responsive Teaching framework is the impetus for an update to this tool. Content departments are currently working to implement the tool as they design lessons. The development of a lesson designing template is in progress to both provide reflective questions that allow materials to be considered regarding bias and to guarantee the inclusion of in-class opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity.

App. 641

Key Project: Developing an anti-racism curriculum

Middle School Advisory Framework: Over the summer, a multidisciplinary team of ACPS educators, including Diversity Resource Teachers and teachers certified in Culturally Responsive Teaching, convened to develop a sample framework (https://docs.google.com/document/d/1ivPrXOJ4OMPmnAH4KN3j8oluBSk3C_EmKwG1zjU1ePQ/edit?usp=sharing) for a middle school advisory experience. As a starting point, the team recommended four domains that are designed to anchor future middle school advisory curriculum: Affiliation, Identity, Mindset, and Success. One of the age-appropriate and relevant concepts that middle school teachers will explore as a subset of the Middle School Advisory Framework will be anti-racism.

Upon the completion of the sample framework, the Department of Instruction consulted a researcher in anti-racism and developmental psychology from UVA's School of Education and Human Development. The expert offered some preliminary feedback on the framework and the design process.

REFRAMING THE NARRATIVE

We have completed the second year and have started the third year of our three-year grant-funded initiative, Reframing the Narrative, which was intended to develop anti-racist and culturally responsive curricula for grades 6-12. We have expanded our Reframing the Narrative initiative to grades PreK-5. Reframing the Narrative centers on three components: professional learning, field experiences, and curriculum design.

The following initiatives are complete:

> English

- 2020-2021: Secondary Reframing the Narrative cohort completed professional learning and wrote anti-racist, inquiry-based units in 3rd grade World Civilizations, World Geography, World History I, and World History II.
- 2019-2020: Secondary Reframing the Narrative cohort completed professional learning and wrote anti-racist, inquiry-based units in 3rd grade World Civilizations, United States History I, United States History II, and Virginia and United States History.
- 2019: Virginia Studies teachers participated in professional learning and wrote anti-racist, inquiry-based units in Virginia Studies.

The 2021-2022 Secondary Reframing the Narrative cohort is currently engaging in professional learning and will write anti-racist, inquiry-based units for Civics and Economics, Virginia and United States Government, and Economics and Personal Finance. The 2021-2022 elementary Reframing the Narrative cohort (40 educators from across our elementary schools) is engaging in professional learning around anti-racist instruction for our youngest learners and will write anti-racist, inquiry-based units for PreK-5. Of additional note is the fact that participation in Elementary Reframing the Narrative is now an established pathway towards CRT certification and micro-credentialing.

Key Project: Ensuring student in-class and extra-curricular programs provide cross-cultural and cross-racial interactions

Current State of in-class and extra-curricular programs: With COVID-19 disrupting many of the in-class and extra-curricular programs, this project was paused for the 2020-21 school year. Regarding in-class activities and field experiences, a cross-division teacher group has been formed to collect, analyze, and recommend at least two common in-class experiences for each grade level and course. Student surveys as well as activity sponsors' participation data will be used to determine the participation rates.

Status Update: Training   +

App. 642

The Training Subcommittee, composed of instructional and support staff, is responsible for developing and implementing professional learning opportunities that enhance staff's racial consciousness and ability to take action.

Regulations in Anti-Racism Policy	Implementation Status
All Board and division staff shall be trained in this Anti-Racism policy.	In Progress
All teachers and administrators shall be trained in cultural awareness and/or culturally responsive teaching practices. Culturally responsive teaching practices shall be incorporated into Board approved appraisal systems, including the teacher appraisal system and the administrator performance appraisal.	In Progress
All division staff shall be trained about racism and about how racism produces inequitable practices and outcomes.	●es

Key Project: Anti-Racism Orientation

English

ACPS Anti-Racism Policy Orientation

"The Albemarle County School Board and Albemarle County Public Schools reject all forms of racism as destructive to the Division's mission, vision, values, and goals."

- ACPS Policy ACC, "Anti-Racism," Adopted February 19th, 2019

App. 643

ANTI-RACISM ORIENTATION COMPLETION RATES FOR DEPARTMENTS

ANTI-RACISM ORIENTATION COMPLETION RATES FOR SCHOOLS

English
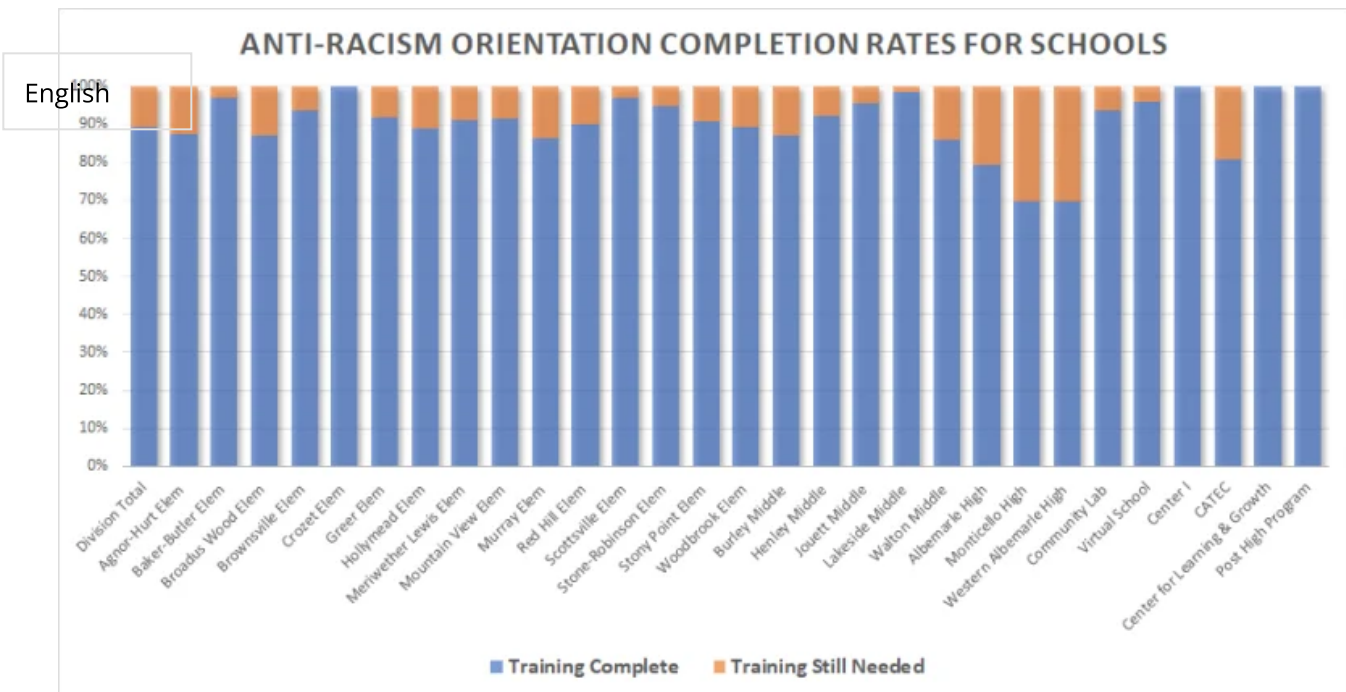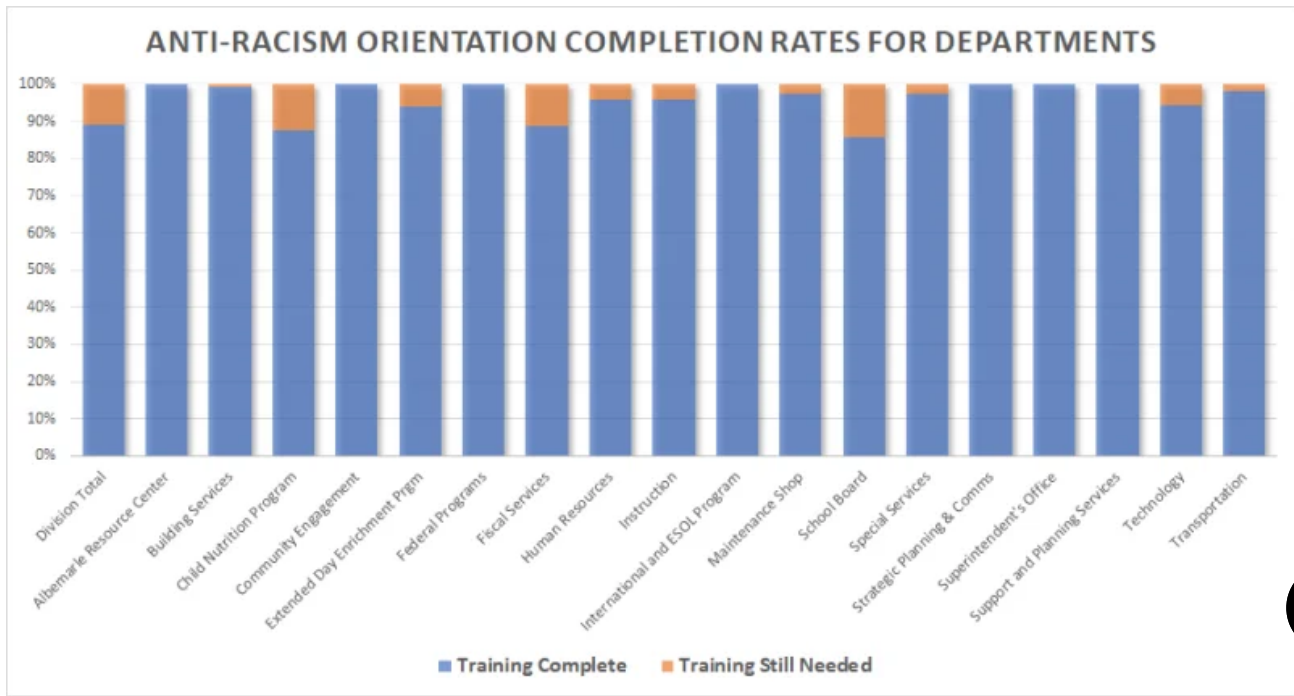
The two graphics above show completion rates for the Anti-Racism Orientation for all schools and departments. Completion of the orientation was required by the end of September, 2021. Completion rates as of October 7th, 2021 range from 70% to 100% completion for various schools and departments. In some cases, schools and departments completed the orientation together as a group, resulting in assured 100% completion. The total completion rate for the division is 89%. While this represents a high rate of completion for this important training, we will continue to push towards completion for the remaining 314 individuals who have yet to complete the Anti-Racism Orientation.

App. 644

The process of delivering and collecting feedback from all division educators on this orientation has also given us valuable insight into adjustments that may be made to ensure a high quality experience for all employees. We look forward to considering accessibility in languages beyond English and Spanish, and to continuing to ensure that our non-instructional staff can relate their roles to this training in future iterations.

Key Project: Training in cultural awareness and culturally responsive teaching

In support of the goals and processes of the Anti-Racism Policy, ACPS continues to expand its professional development opportunities for educators around Culturally Responsive Teaching (CRT). At the beginning of the 2021-22 school year, all School Improvement Plans included a goal of 100% completion of a CRT Credentialing program (https://docs.google.com/document/d/1jeZgBWhHFNSbdWgADdN7ndCu4xFcc_BD2UKzkYQh748/edit) by 2026. CRT Credentialing is available at both a "CRT Micro-credential" and full "CRT Certification" level. Both programs involve a rigorous year-long process that provides an opportunity for ACPS educators to receive recertification credit and compensation for:

- Documenting their learning across the three ACPS characteristics of CRT;
- Providing clear evidence of having integrated Culturally Responsive Teaching practices into their instruction and leadership; and
- Demonstrating a positive impact on student achievement and learning.

Since October of 2015, a total of 208 CRT awards have been earned by our educators through the Micro-Credential or Certification programs. This CRT Data (https://drive.google.com/file/d/1-rAbizj4WRje6mewWah90IzULGcUuYw0/view?usp=sharing) chart represents the current placement of the 174 educators who have successfully completed the programs and are still employed by ACPS, organized by their current location.

The inclusion of CRT pursuits within our School Improvement Plans, tied to quantitative measures, as well as the development of school-based equity dashboards, all hold promise for continuing to measure the impact of Culturally Responsive Education in our schools.

App. 645

Number of CRT credentialed educators and trend needed to achieve 100% by 2026
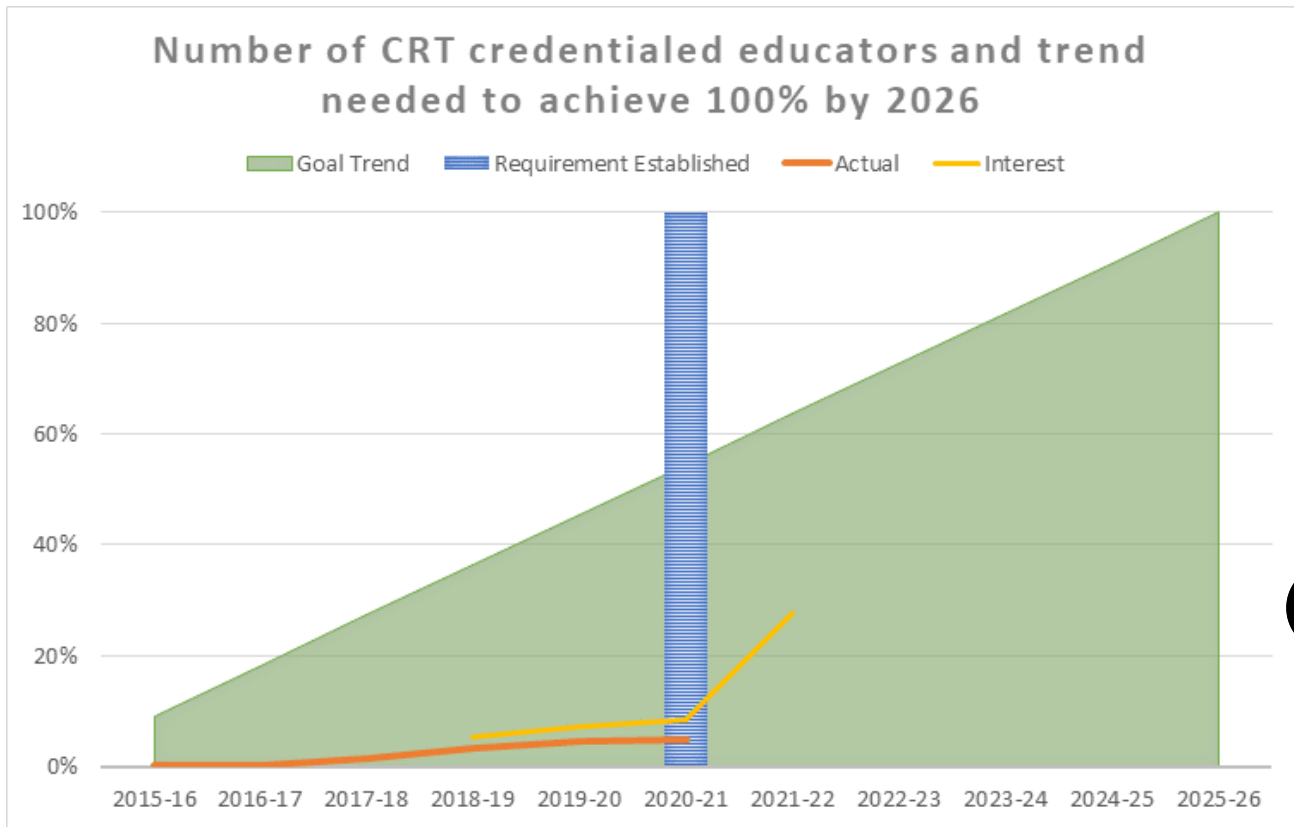
English

The above graphic is composed of four distinct parts, which, taken together, help visualize our progress towards 100% completion by ACPS educators in our Culturally Responsive Teaching program.

The green shaded area shows a hypothetical trajectory that would be created if an equal number of the roughly 1,400 educators in the division pursued CRT certification or micro-credentials each year, beginning the first year that the CRT certification program was offered in 2015-16 and continuing to the target completion year of 2026.

The blue vertical line indicates the year when participation in either the CRT micro-credential or certification programs became a requirement for all educators, with the goal of 100% completion by 2026.

The orange line shows the actual curve of educators completing CRT micro-credentials and certification from the onset of those programs through to the present.

Finally, The yellow line indicates interest in these programs, which we began to document in 2018-19 at the beginning of each year to properly plan programs that supported the increasing desire to participate in CRT Programming. While the difference between the "completion" curve and the "interest" curve appears small at this scale, it should be noted that there are significant percentages of educators each year that express interest, but do not complete either of the CRT programs.

If completion tracks closely with interest and continues the trajectory established at the beginning of the 2021-22 school year, we will be on course to achieve our 2026 goal. However, if completion does not track closely with initial interest, or if both interest and completion decrease significantly, steps will have to be taken to increase participation to achieve our 2026 target.

App. 646

Key Project: Redesigning the Performance Appraisal process to incorporate culturally responsive practices

Over the last five months, the Educator Performance Appraisal Committee has developed a new framework (https://docs.google.com/document/d/1hMuJQiO4TYJulqSD-L1rPXkOTcHk7WM4/edit?usp=sharing&ouid=113880633592102266863&rtpof=true&sd=true) for improving the quality of instruction and strengthening the practices of educators. In addition to aligning with the requirements by the Virginia Department of Education, the updated appraisal process is grounded in our key levers: anti-racism and equity priorities, Culturally Responsive Teaching practices, the ACPS Framework for Quality Learning, and Professional Learning Communities. We have deliberately included language that is reflective of culturally responsive practices throughout the performance appraisal process. Through each of the performance standards, our key levers are evident. The activities associated with the performance appraisal provide reflective opportunities for educators around student academic performance and personal growth goals, student feedback, and instructional processes and related outcomes. To meet the needs of novice educators, a three-year growth model is used to allow them to develop their skills while focusing on the performance standards and indicators. For all, the feedback provided by students, peers, and evaluators, along with personal reflection, will allow educators to make the necessary adjustments to their practice–continuing to affirm students' cultures, building trust, and providing learning opportunities that meet the needs of all students.

English

Key Project: Training about race and how racism produces inequitable practices

Last year, we launched the division-wide book study and the train-the-trainer model focused on Glenn Singleton's Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools. The Training subcommittee worked collaboratively to train divisional leaders, including the School Board. Additionally, the Training subcommittee offered additional opportunities for staff to strengthen their racial consciousness throughout the 2020-2021 school year.

SCHOOL BOARD & CABINET

To ensure buy-in and commitment at every level throughout the division, the School Board and Cabinet members participated in the book study. During fall 2020, the School Board was trained to apply the CCAR protocol and deepen their professional growth around race. Throughout eight sessions, the School Board committed themselves to read the book and participate in small group discussions. The sessions were tailored to them as Board members, although the sessions primarily focused on their personal experiences with race and racism.

The Cabinet team met over the course of 24 sessions to engage in conversations about their lived experience with race and to examine how race and racism has contributed to inequitable outcomes within the division.

DIVISION'S LEADERSHIP TEAM

App. 647

As a continuation to sustaining conversations about race, throughout the school year, we facilitated six professional learning sessions for the division-level Leadership Team. The team includes school administrators, central office liaisons, and departmental directors. Each session utilized Singleton's protocols and relevant activities, facilitated by the Anti-Racism Professional Development Implementation Team (i.e., our home-grown trainers).

At the end of the school year, we circulated a survey to assess growth in conversations about race and shifts in practices. 25% of the Leadership Team completed the reflection survey. Below are snippets of the responses. Note: to account for competing priorities at the end of the year, in the future, we will recirculate the survey.

To what degree has participating in the Courageous Conversations with the leadership team helped you to feel more comfortable engaging in conversations about race?

Answer	Responses	Value	%	Percentage of total respondents
1 - Very Helpful	20	1	55.56%	
2 - Somewhat Helpful	8	2	22.22%	
3 - Not Sure	2	3	5.56%	
4 - Somewhat Unhelpful	2	4	5.56%	
5 - Very Unhelpful	4	5	11.11%	
Weighted Score : 1.94				
Total Responses	36			

English

To what degree do the leadership team meetings help you further assess racist structures/barriers within the division and create action plans to challenge acts of racism?

Answer	Responses	Value	%	Percentage of total respondents
1 - Very Helpful	10	1	27.03%	
2 - Somewhat Helpful	17	2	45.95%	
3 - Not Sure	3	3	8.11%	
4 - Somewhat Unhelpful	4	4	10.81%	
5 - Very Unhelpful	3	5	8.11%	
Weighted Score : 2.27				
Total Responses	37			

App. 648

The responses indicate a need for continued tailored training and space for staff to offer constructive feedback. At this time, 20 of the schools/departments reported having started facilitating the book study and training their staff. In particular, the Department of Transportation, our largest support department (i.e., 200+ staff), circulated a departmental survey to assess staff's experience with race and racism within the department. Additionally, alongside their lead drivers, they started engaging in conversations about race and racism.

DIVISION-WIDE PROFESSIONAL LEARNING SESSION WITH GLENN SINGLETON

On March 26th, we hosted a division-wide professional development session, "Becoming an Anti-Racist School System: A Courageous Conversation," with Glenn Singleton, the author of Courageous Conversations About Race. More than 2,000 employees, including school and departmental staff, attended the webinar. The shared experience provided the foundation for deeper professional learning and personal reflection around anti-racism. After the session, we hosted an optional debriefing session for people to process the session and brainstorm next steps.

MONTHLY COURAGEOUS CONVERSATIONS ABOUT RACE SERIES FOR ALL STAFF

Similar to the sessions for the division's Leadership Team, we have facilitated monthly afternoon sessions open to all staff. The monthly sessions were organized by feeder patterns to allow for staff to cultivate greater trust and sustain deeper conversations about race. On average, a total of 60 people participated in the optional monthly series.

TRAINING ATHLETIC COACHES

English

On August 16th, in collaboration with the Department of Instruction, members of the Anti-Racism Steering Committee co-facilitated a training aimed at all athletic directors and sport coaches across the division. The keynote speaker was Dr. Tomika Ferguson, Assistant Dean at the Virginia Commonwealth University. Dr. Ferguson talked about her experience as a student athlete, coach, and higher education administrator. She elaborated on best practices for creating an inclusive sports environment. Afterward, each sports program developed a mission statement for their specific sport aligned to the ACPS Community Statement of Anti-Racism and Anti-Bias in Athletics.

"our goal and expectation is to create an environment for all to participate in the athletics/activities they love in a climate free of racist, sexist or other intimidating comments or actions that are not conducive to the mission of educational–based extra–curricular programs."

ACPS Community Statement of Anti–Racism & Anti–Bias in Athletics

App. 649

Status Update: Policy Enforcement   +

The regulations specified within the Policy Enforcement section of the Anti-Racism Policy center on implementing and evaluating the policy.

Regulations in Anti-Racism Policy	Implementation Status
Staff shall collect, review, and provide an annual report to the School Board on data regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the Anti-Racism Policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall also be made available to the public, to the student diversity committee, and to school equity teams.	**Fully Implement** ●
The assistant superintendent for school and community empowerment shall be responsible for implementation and evaluation of division strategies for implementation. Adequate resources shall be appropriated.	**Fully Implement**
The division shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination. English	**Fully Implement**

Key Project: Equity Dashboard

Our outcome metrics include the Equity Dashboard (https://docs.google.com/spreadsheets/d/1GKGoFMqZt0sR1XeRCpsHisf9sB6mZBkV/edit#gid=807737922), which serves to document and monitor certain indicators that demonstrate disparities across student membership groups. The Equity Dashboard currently includes "Equity Tables" for each school year beginning in 2016-17 and continuing through 2020-21. This effort supports the shared mission of our schools to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success.

In 2020-2021, the table appears to show a more diverse division as many of our students who left for private schools and homeschool during the pandemic are White. The overall number of students is down by 811 students.

As the division moves away from the Gifted Identification model towards a Talent Development Services model, all division students will have opportunities to receive services. Currently we identify students around a general intellectual ability designation, and we focus on creativity, critical thinking, problem solving, and performance. As we move forward with a Talent Development framework, we will examine how to recognize and serve students with domain-specific talents.

Domain specific talents include, but are not limited to: visual and performing arts, leadership, and technology. The concept of "domain-specific talents" aligns with the new career pathways model that is a state-wide initiative. We are also working to align identification with the Response to Intervention (RTI) services. In this model, a gifted label is assigned because the student's needs are not being met in the traditional classroom and

App. 650

instructors have determined that the label will help better serve the student (for instance: in the case of Twice Exceptional, where a child's diagnosis may shade or prevent strengths from being noticed). We are considering how to include "progress monitoring" in the RTI model of gifted identification, to systematically address the idea that abilities are not fixed.

Our overall percentage of students who are chronically absent stayed the same; however the demographics of the students who were chronically absent during the pandemic shifted quite a bit. Black and Hispanic students and economically disadvantaged students were far more chronically absent in 2020-21 than they were in 2019-20.

Due to the combination of virtual and hybrid instruction, there were virtually no suspensions in the 2020-21 school year.

Similarly, far fewer students took the Standards of Learning (SOL) end-of-year tests in grades 3-8 (students were given the option to take a remote test or decline testing if they were uncomfortable going to school to take their official test. Those students who did not take their test at school were not equally distributed across all membership groups, which impacts the representation in the pass rate columns displayed on the Equity Table.) The testing program has returned to pre-pandemic expectations for testing for the 2021-22 school year.

On a positive note, the percentage of students who are taking middle school math improved as well as the percentage and number of students who received an advanced studies diploma.

English

Key Project: Reporting racism and other forms of discrimination

The "Policy Enforcement" subcommittee is tasked to identify staff and student channels to report racism. To this end, the Student Equity and Advisory Team is working to promote the Anonymous Alerts application for use among students to report acts of racism. The application is also available for employees' use.

During the start of the 2021-22 school year, the application is being "reintroduced" so that the new safety coaches can be oriented to using the application and investigating the trends. Each school essentially has two new classes of students because of the number of students learning virtually the last school year. Anonymous Alerts is an additional means through which students, staff and community members can share information with school based and division-level administrators. Information received through Anonymous Alerts is not deemed to be factual until and unless that information has been investigated and substantiated. Multiple languages are available on the application and new language has been added to encourage reporters to include as much information as possible. Finally, new posters have been given to all schools for the promotion.

The Policy team also updated policy GB, Equal Employment Opportunity (https://esb.k12albemarle.org/Reference_Library/ESB_Policies_and_Regulations/Policies//GB.pdf); Policy JB, Equal Educational Opportunity (https://esb.k12albemarle.org/Reference_Library/ESB_Policies_and_Regulations/Policies//JB.pdf), and Policy GBA/JHFA, Prohibition Against Harassment and Retaliation. (https://esb.k12albemarle.org/Reference_Library/ESB_Policies_and_Regulations/Policies//JFHA.pdf) These policies outline clear procedures for reporting and monitoring acts related to racism (GB/JB) and also harassment. These efforts are intentional to review and update policies, practices, and procedures that often unintentionally produce inequitable outcomes or systemic racism.

App. 651

The policy implementation is entering its third year. The regulations on Policy Communications, Training, and Policy Enforcement are almost fully implemented, or, in the case of Training, well on their way to being fully operationalized as part of the division's day-to-day. The Leadership and Administration and Curriculum and Instruction regulations contain projects that will span several years. . The policy was implemented according to the policy requirements and, to do this properly in curriculum and instruction, it will take time across all subjects and grade levels. In terms of policy evaluation, the policy is being given the appropriate resources to achieve its goals and is progressing in its implementation each year. The policy is now tied directly into the newly adopted strategic plan, Learning for All.

English (https://resources.finalsite.net/images/v1630002206/k12albemarleorg/icndvlgc2scpfrhoef2u/Albemarle-Strategic-Plan_v3_FINAL.pdf)

Lessons Learned   +

Amid the pandemic and racial injustice this year, our steering committee demonstrated a deep commitment to advancing equitable and anti-racist strategies. As a committee, we engaged in thoughtful discussions about race and the manifestation of racism in order to deepen our knowledge as facilitators and leaders of this work. Throughout the year, we invested time beyond regular work hours to serve as thought partners and lead additional training for staff. One of the major successes included anti-racism strategies being embedded into division-wide structures. However, eliminating all forms of racism takes time, continuous reflection and accountability.

Some of our key lessons learned this year include:

Capacity building

In addition to new members on the steering committee, we formally launched the Anti-Racism Professional Development Implementation Team (i.e., our homegrown trainers). To help build internal capacity and ensure high-quality professional learning experiences, we developed and empowered them to facilitate additional trainings for staff.

It is important to acknowledge the team has taken on this responsibility without additional compensation. We need to consider pathways for compensating staff and embedding more anti-racism trainings into the workday as opposed to after hours.

App. 652

Oversight of the Anti-Racism Orientation

While we are incredibly proud that 89% of the division has completed the Anti-Racism Orientation, the management of the orientation presented some operational challenges. One of the biggest challenges was that the Google spreadsheet's algorithm was matched to people's K12 email addresses; this resulted in us manually editing the data to correct the forms of people who accidentally misspelled their names or used their personal email address. Second, when cleaning up the data, we cross-referenced the responses with the data in our Great Plains (GP) system, which is the platform we use to house all staff records. The Great Plains data included many staff members who transferred to another school or left the division, which also caused us to manually change or remove employees on our orientation spreadsheet. Moving forward, to streamline tracking the data, we think it would be beneficial to include this orientation as part of the Human Resources onboarding.

Creating space for constructive feedback

For the most part, as it relates to our efforts this past year, we have received affirmation and support from staff and the broader community. However, we received some backlash, after the rollout of Courageous Conversations About Race and Henley's middle school advisory lessons on racism. We recognize everyone is in different points in their equity journey. While we remain committed to advancing anti-racism and equity at ACPS, we also acknowledge the need to create more spaces for community members and staff to offer us constructive feedback on the implementation of our projects and trainings.

Institutionalizing the priorities

English

This year, in particular, our anti-racism efforts have been institutionalized into other division-wide structures, including the newly approved strategic plan, School Improvement Plans, and Professional Learning Communities. The intentionality to ground anti-racism strategies into our structures and practices is pivotal for ensuring alignment and sustainability of our efforts.

Looking Ahead: Future Priorities   +

This report marks two years since the School Board adopted the Anti-Racism Policy. While we have made strides in strengthening the racial consciousness of the division, we still have a long way to go in eliminating racial inequities and structures in and outside of the classroom. However, we remain passionate and persistent in becoming an anti-racist school district. In the calendar year ahead (2021-2022), we intend on addressing institutional and individual racism by implementing the following practices and projects:

Policy Communication: The Policy Communication subcommittee plans to coordinate consistent communication of policy throughout the division, both on school-specific websites and on our division-wide website. Expand SEAT membership to include representation from all middle and high schools.

Leadership and Administration: After exiting the procurement process, the HR Department will disseminate the division-wide needs assessment (i.e., Gallup survey), which will examine trends related to employee engagement and organizational culture. Upon finalizing the data collection, the HR Department will partner with members of the Anti-Racism Steering Committee to facilitate a series of follow-up focus groups to further assess patterns and practices.

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The division will determine an appropriate venue for piloting the Anti-Racism & Equity Decision-Making Tool. The five schools/departments piloting the tool will be assigned a thought partner to process issues related to equity and race. Each month at our division-wide Leadership Team meetings, the pilot schools will rotate, sharing their experience utilizing the tool to problem solve a real-life scenario.

Curriculum and Instruction: Highlights for ongoing development include: the completion of curriculum frameworks for each course by fall of 2023; development of lesson designing template which includes focus on the inclusion of in-class opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity and a structure of support teachers to review instructional resources to ensure that they are anti-racist and anti-bias; and the development of anti-racism lessons and alignment of all lessons to the Middle School Advisory Framework. By the fall of 2022, determined field experiences for each grade level (cross-cultural, cross-curricular, and cross-racial) will be part of the guaranteed viable curriculum.

Training: ACPS will offer increased opportunities to grow our community through authentic conversations and shared experiences. The ongoing strategies will include: ensuring all substitute teachers complete the Anti-Racism Orientation; providing tailored training options for departments across the division with a focus on anti-racism and cultural competency; expanding monthly Courageous Community discussions to caretakers, community members, and non-instructional staff; and continuing to facilitate tailored Culturally Responsive Teaching professional development in all schools.

In alignment with the Educator Performance Appraisal, by the end of the 2022 calendar year, we will update the appraisal process for administrators and classified staff. The forthcoming appraisal processes will also be anchored in our key levers: anti-racism and equity priorities, Culturally Responsive Teaching practices, the ACPS Framework for Quality Learning, and Professional Learning Communities.

English

Policy Enforcement: The Assistant Superintendent for School and Community Empowerment will ensure program and project management of this extensive portfolio of projects is addressed when the Program Manager leaves this temporary assignment. Additionally, the team recommends for the assistant superintendent to consider an outside evaluation in the 2022-2023 or 2023-24 school year, when the policy will be five years post adoption.

Appendices   +

Appendix A: Anti-Racism Committee Members   +

COMMITTEE LEADERSHIP

- **Cabinet Sponsor:** Dr. Bernard Hairston | Assistant Superintendent for School Community Empowerment
- **Program Manager:** Jasmine Fernández | Project Advisor

POLICY COMMUNICATION SUBCOMMITTEE

- Alfred Toole | Learning Technology Integrator
- Dr. Helen Dunn | Legislative and Public Affairs Officer
- Karen Waters-Wicks | Community Education Program Coordinator
- Monica Laux | Librarian
- Chad Ratiliff | Principal

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LEADERSHIP AND ADMINISTRATION SUBCOMMITTEE

- Dr. Daphne Keiser | Director of Education Quality
- Irvin Johnson | Director of Counseling Services
- Jay Thomas | Director of Secondary Education
- Kasaundra Blount | Principal
- Pearl Early | Student Support Program Manager
- Seth Kennard | Principal
- Dr. Jesse Turner | Director of Student Services
- John Hobson | Assistant Principal Intern

CURRICULUM AND INSTRUCTION SUBCOMMITTEE

- Catrina Sims | Lead Coach
- Kimberly Gibson | Lead Coach
- Neeley Minton | Lead Coach
- Leilani Keys | Equity Specialist
- Leslie Wills-Taylor | Equity Specialist
- Michele Castner | Director of Elementary Education

TRAINING SUBCOMMITTEE

English

- Lyesanna Mitchell | Equity Specialist
- Jim Foley | Director of Transportation
- Jennifer Sublette | Principal
- Lindsay Snoddy | Assistant Director of Building Services
- Lars Holmstrom | Equity Specialist
- Rosaura González-Muñiz | Assistant Principal
- Quaneilia "Shay" Carter - Shifflett | Equity Specialist
- Dr. Vicki Hobson | Equity Specialist

POLICY ENFORCEMENT SUBCOMMITTEE

- Chris Gilman | Coordinator of Research and Program Evaluation
- Gwedette Crummie | Principal
- Jamie Gellner | Division Program Evaluator
- Mark Leach I Assistant Director of Enterprise Applications
- Sara Dusenberry I Data Analyst and Reporting Specialist

Appendix B: Student Equity Advisory Team Members   +

Staff Facilitator: Karen Waters-Wicks | Community Education Program Coordinator

- Elizabeth Elvgren* | Albemarle High School | Grade 12
- Naquel Perry | Albemarle High School | Grade 12

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- Angel Pilkey-Chevez | Albemarle High School | Grade 12

- Princey Reyes-Lopez | Albemarle High School | Grade 12

- Amya Edwards | Monticello High School | Grade 11

- Brian Bryne* | Western Albemarle High School | Grade 11

- Ada Kindrick | Community Lab School | Grade 10

- Aliyah Hawkins | Monticello High School | Graduate

- Catherine Taylor | Monticello High School | Graduate

- Judah Brown | Community Lab School | Graduate

- Kaydin Edwards | Community Lab School | Graduate

- Mary Govan | Albemarle High School | Grade 10

- Sophie Elvgren | Community Lab School | Grade 8

*Member of the original committee that drafted the Anti-Racism Policy

# Appendix C: Evaluation Plan											+

Year 2 Evaluation Plan

2021-22 School Year Deliverables/Outputs

English

Year 2 Report, Fall 2022:

1. What key activities were completed during policy implementation?

2. Did the activities result in the anticipated outputs?

3. Was the policy implemented consistently across communities or environments?

4. Were there any unintended consequences?

5. What external factors influenced implementation?

6. What is the status of the policy implementation indicators (i.e., number of acknowledgements on the community survey and measure of interest; AP/DE enrollment shifts; number of educators trained in CRT and the Anti-Racism Policy; update on minority new hires; update on impact of CRT on student success; status and impact of reassessed curricula)?

7. Based on the fall 2021 report, what is the current status of implementation and objectives?

Year 3 Evaluation Plan

2022-23 School Year Deliverables/Outputs

Year 3 Report, Fall 2023:

1. Evaluate annual report indicators based on logic model outcomes and required indicators.

2. Report changes in:

- Participation in AP and DE courses;

- Suspension rates;

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- Leadership pipeline/staffing demographics;

- Acknowledgment and understanding of the Anti-Racism Policy and what it means to be anti-racist;

- Student achievement due to changes in the curriculum framework;

- Teacher practice due to anti-racism and/or CRT training; and

- Student data based on School Improvement Plans.

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LETTING GO
of LITERARY
WHITENESS

Antiracist Literature Instruction

for White Students

CARLIN BORSHEIM-BLACK and

SOPHIA TATIANA SARIGIANIDES

Foreword by Timothy J. Lensmire

Letting Go
of
Literary Whiteness

Antiracist Literature Instruction for White Students

Carlin Borsheim-Black
Sophia Tatiana Sarigianides

Foreword by Timothy J. Lensmire

TEACHERS COLLEGE PRESS

Teaching About Racism Through Literature in White Schools

> The Dreamers will have to learn to struggle themselves, to understand that the field for the Dream, the stage where they have painted themselves white, is the deathbed of us all.
>
> —Ta-Nehisi Coates, *Between the World and Me*

Right from the start, we want to acknowledge that what has driven our work on teaching about race and racism via literary study has been our longstanding awareness that, as White English teachers, we were not doing a good enough job addressing race and racism with our own students.

This is a difficult admission. We are both teacher educators, earning our livelihood preparing English teachers. Our jobs, and the success of the teachers whom we instruct, depend, at least in part, on our expertise in a range of methods and theories surrounding the teaching of English. Long before we began teaching and studying English education, we both were very committed to social equity issues, especially those focused on race. And yet, for a long time, we struggled to address race and racism effectively in our own classrooms.

One of the main problems tied to race and English teaching centers on a majority-White teaching force working in majority-minority schools. As a result, the field has paid a lot of attention to shifting the perspectives of White teachers to work equitably with youth of color, an effort that includes preparing teachers to employ culturally sustaining pedagogies (e.g., Paris & Alim, 2017). Eager to engage with racially equitable teaching practices, we, too, embraced the strategies of incorporating texts written by and about people of color; of ensuring that we engaged with all students and their families and communities by thinking about the "funds of knowledge" they brought to the English classroom (Moll, Amanti, Neff, & Gonzalez, 1992); and of affirming the diverse ways students engage in speaking and writing, especially when it diverges from Standardized English (Baker-Bell, 2017; Greenfield, 2011). Because youth of color continue to be underserved by our nation's schools, these methods for engaging with youth of color in

ways that are equitable, affirming, and rigorous are absolutely necessary (Morrell, 2015).

Yet, this framing of the problem of racism in English classrooms did not reflect the challenges we experienced in our own classrooms. For example, Carlin spent several years teaching in rural and small-town communities that were predominantly White. In those contexts, her challenge was to help White students see and acknowledge racism in literature, in society today, and in themselves, usually in the context of a curriculum that also centered Whiteness. Similarly, when we began our careers as English educators in White-dominant universities preparing teachers who came from primarily White schools, some of whom expressed plans to return to teach in or near their rural and racially homogeneous small towns, culturally sustaining strategies did not match the problems we were encountering. And while scholarship in the field described the challenges we were experiencing and encouraged us to carry on with the work of teaching about racism with White students, we found few resources that helped us envision what that work might look like in classrooms.

For these and many other reasons, when we both first attempted to address race and racism in the classroom, we struggled. We were not accustomed to discussing Whiteness in our teaching. We resisted "pushing too hard" on students who voiced problematic racial ideologies like colorblindness. We were worried about the unpredictability and likely volatility of conversations about racism. Although we taught literature that featured racism and addressed race in whole-group discussions, classroom talk often ended up recycling shallow understandings of racism. More recently, as we have encouraged new teachers to head into schools and address racism directly, we have seen ourselves in those new teachers' struggles to translate their commitment and evolving understandings about racism into practice.

We want to share some of the questions that drove us to focus on the problem of addressing race and racism in predominantly White English classrooms. Some of these questions are our own; others have been voiced by teachers in the field. We wonder whether some of you have worried about similar questions:

- Is racism an appropriate subject for English classrooms?
- Isn't it enough that I teach texts by and about people of color?
- Isn't it enough that I care about and respect all my students, especially students of color?
- If we focus on racism, will it take away from other important goals for literature instruction?
- Do I know enough about race and racism, especially as a White teacher, to guide student learning?
- What is there to say about racism in literature besides how awful it is?

- What if students, parents, or administrators disagree with a focus on racism in literary study? How do I make the case for this focus?

To negotiate these questions and others like them, this book proposes *antiracist literature instruction* as a framework English teachers can use to carry out literature-based units that make teaching about race and racism a deliberate and systematic part of the curriculum in White-dominant schools. In the next sections, we guide you through the research and scholarship we draw from to shape this approach, starting with our focus on White contexts.

WHY FOCUS ON WHITE EDUCATIONAL CONTEXTS?

Does a focus on White contexts center Whiteness and continue to privilege White students? Our response is that we understand White supremacy in the United States to be a White problem. The questions listed above emerge almost entirely as a result of White privilege, of White segregation that isolates White people from people of color in schools and communities, which makes the discussion of race and racism *seem* as though it is a matter for people of color only. It is not. As White teachers, we must shoulder responsibility for interrupting racism in our classrooms, without always relying on our colleagues of color to take the lead in this work (Tanner, 2019). In our teaching in White-dominant contexts, when White students share that they have not considered their Whiteness before, we must recognize that this omission, this silencing in their lives and in our own, must be rectified. We must understand that it is our role as White educators to do this work and that this work is not optional.

The framing quotation of this chapter is taken from the last pages of Ta-Nehisi Coates's *Between the World and Me* (2015), an extended open letter to his teenage son on the evening of yet another exculpation of a White police officer who had killed Michael Brown, a Black youth. In writing this epistolary book, Coates follows in the tradition of James Baldwin's open letter to his nephew on the 100th anniversary of the Emancipation Proclamation, "My Dungeon Shook," published in the opening pages of *The Fire Next Time* (1963). In both texts, the authors attempt to offer consolation, explanation, and resolve as Black men speaking to Black male family members about the irrefutable fact that history and the present moment demonstrate that White people are not *mature* enough (Baldwin) or do not *care* enough (Coates) about Black people to stop racism. They wrote these letters more than 50 years apart and yet their messages echo each other with the same insistence on Whites' refusal to do the work necessary to *begin* to reverse the tide of racism for the sake of all Americans.

In writing our book, we know we are the Dreamers that Coates references in our opening epigraph. We wrote this book to begin the process of

re-painting the stage where we have painted ourselves White, to expose the institutional, societal, epistemological, and interpersonal racism that under-girds our Whiteness, our White privilege. We also see very clearly that our work as English teachers, if continued without thinking and acting from an antiracist perspective, perpetuates racism through the texts in our book rooms and the ways we teach them. Our English classrooms, in White-dominant contexts, are the *perfect* place for taking on Coates's challenge to do this antiracist work. Our book aims to show you how to join us and others in our field in this urgent political project.

In our experiences teaching in White-dominant schools, we began to realize that while culturally sustaining pedagogy (e.g., Paris & Alim, 2017) aims at curriculum and instruction that are *affirming* for students of color, what we needed was an approach that aimed at *disrupting* traditional curriculum and instruction for White students. Teaching White students about race, racism, and Whiteness requires direct instruction, scaffolding, and continued support in order to teach students to acknowledge their own racial identity, to name ways that racism works, and to apply new understandings to the world around them (Kailin, 2002).

Research, as well as our own experiences, illuminates the particular challenges of teaching about racism with White students. White students tend to resist—sometimes subtly and sometimes less subtly—instruction that asks them to question taken-for-granted assumptions tied to race (e.g., Asher, 2007; Gordon, 2005; Marx & Pennington, 2003; Sleeter, 2011). English teachers and students often engage in White talk, a term used to describe subtle strategies White people use to skirt discussions about racism (Haviland, 2008; Lewis, Ketter, & Fabos, 2001; McIntyre, 1997). Discussions of racism can become emotional and unpredictable when students do engage (Amobi, 2007). In fact, Sassi and Thomas (2008) describe a "powder keg" exploding in their classroom when several White male students made the argument that slavery actually benefited African Americans.

This research has helped to validate our experiences in our own classrooms by describing the ways antiracist teaching sometimes breaks down. At the same time, we do not wish to contribute to deficit views of White students' reactions to antiracist teaching. Our goal is to understand the complexities of students' responses, responses that make perfect sense given that the emphasis within this antiracist work is on *disrupting* racial ideologies that have been reinforced in White contexts. As a student in Sophia's course on antiracism in literature teaching said in class discussion, "I've never heard of Whiteness described so negatively before."

While we aim to be thoughtful about what antiracist teaching asks of White students, we are also cognizant of the fact that framing the teaching of racism for White students may risk silencing or marginalizing the experiences and needs of a small number of students of color in White-dominant classrooms. Developing antiracist strategies for working with White

students without ignoring the needs of students of color matters greatly. This book offers strategies for attending to this challenge in English classrooms.

Finally, when we use the phrase "White-dominant," we mean educational contexts in which currently—or in the recent past—student demographics and communities are predominantly White. Research has shown that even in contexts that currently reflect a racially diverse student body, but where that racial diversity resulted from a recent shift in demographics, Whiteness may continue to dominate ideologically (e.g., Beach, Thein, & Parks, 2008). Often, White-dominant contexts also are characterized by curriculum that overrepresents White perspectives and instruction that privileges White ways of knowing and being in the classroom to the detriment of students of color. In White-dominant contexts such as these, students of color, too, can internalize racist ideologies (Huber, Johnson, & Kohli, 2006; Lipsky, 1987). As English teachers, we must be aware of the role we play in maintaining the racial status quo of White supremacy in the ways we engage all students via literary study.

Before moving on, we want to acknowledge that the position that we are advocating for English teachers is a vulnerable one. As university educators promoting these strategies, we have some protection because we are teaching future teachers, not secondary students. We have a professional impetus to do this work with the backing of standards for the preparation of English teachers. In 2012, the National Council of Teachers of English (NCTE) shaped guidelines that require new teachers to demonstrate preparation around specific social justice goals: "Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society" (NCTE, 2012). Although there are many ways for teachers to demonstrate this skill, engaging in antiracist literary study is one significant way to do so.

But, positioning middle and high school English teachers to engage their students in explorations of Whiteness and racism can be risky. We take this seriously. Teachers we know have faced professional consequences for taking on this work without adequate local support within their school community—and, at the time, without the help of adequate discipline-based practices. We agree with Berchini (2019) that the *contexts* in which teachers take on antiracist goals matter and that any perceived "failures" in reaching these goals are absolutely not dependent solely on individual teachers being "not committed enough" to social justice goals. Regardless, teachers will need discipline-specific strategies to see what this could look like.

That said, secondary English teachers may feel bolstered by support for antiracist work from the field of English education. NCTE signals the need for such an emphasis in their position regarding race and English teaching

in the Statement Affirming #BlackLivesMatter. In it, NCTE (2015b) urges "English educators to use classrooms to help as opposed to harm, to transform our world and raise awareness of the crisis of racial injustice." While they cite antiracist education for providing equitable education for Black and Brown students, they also "seek a parallel revolution in curricula, instructional models and practices, assessment approaches, and other facets of education that would lead to a future free from the barriers of prejudice, stereotyping, discrimination, and bias." We see our work in this book as a response to this call.

WHY TEACH ABOUT RACISM VIA LITERARY STUDY?

Our understandings of race and racism are informed by critical race theory. CRT developed out of the civil rights movement and critical legal studies as a way to name and explain how racism works systemically. CRT is based on a few foundational tenets (Delgado & Stefancic, 2001; Ladson-Billings & Tate, 1995). In this section, we connect understandings of racism stemming from CRT to literature curriculum and instruction with implications for antiracist education.

CRT Assumes That Racism Is Endemic

Incidents of racism are neither coincidental nor isolated; racism is pervasive in American society because it is woven into the fabric of laws, policies, systems, and institutions from the Constitution to citizenship to the legal system to the educational system to language to land ownership to the accumulation of intergenerational wealth. As a result, racism applies not only to individual beliefs, prejudices, and behaviors, but also to the ways in which it operates systematically and materially to privilege some and marginalize others. Within the realm of English education, racism is woven into the fabric of traditional language, literacy, and literature curriculum, through the overvaluing of Eurocentric grammar rules at the expense of African American language (Baker-Bell, 2017; Smitherman, 1999) and the prioritization of White authors over literature representing experiences of people of color (e.g., Butler, 2017; Johnson, Jackson, Stovall, & Baszile, 2017; Kirkland, 2013), to name just two examples.

Within literary studies more specifically, Morrison (1992) calls attention to ways that racism is woven into the fabric of literature. Morrison explains that American literature is characterized by underlying and often invisible racial ideologies that have played a central role in constructing Whiteness in the United States. Whiteness, Morrison argues, has been defined in American literature largely in terms of what it is not—Black:

Just as the formation of the nation necessitated coded language and purposeful restriction to deal with the racial disingenuousness and moral frailty at its heart, so too did the literature, whose founding characteristics extend into the twentieth century, reproduce the necessity for codes and restriction. Through significant and underscored omissions, startling contradictions, heavily nuanced conflicts, through the way writers peopled their work with signs and bodies of this presence—one can see that a real or fabricated Africanist presence was crucial to their sense of Americanness. (p. 6)

In other words, literature does not simply *reflect* race and racism in American society; literature has played a role in *constructing* race and racism in American society. Atticus Finch could not be Atticus Finch without Tom Robinson. Huck Finn could not be Huck Finn without Jim. Even when plots and themes do not make racism central, Morrison argues, there is often an underlying "Africanist" presence. Tom Buchanan's power and status are contrasted with his concern about "the rise of the colored empire." George and Lennie are characterized in contrast to Crooks.

While Morrison's argument references mostly canonical and American literature, CRT makes it clear that all literature curriculum is racialized; all literature curriculum teaches lessons about race and racism. In other words, teaching about race or racism through literature study is not optional; there is no way to remain neutral. Antiracist education involves deliberately challenging racist structures in and through our curriculum and instruction (Kailin, 2002).

CRT Challenges Colorblindness and Abstract Liberalism

CRT challenges dominant racial ideologies, like colorblindness and abstract liberalism, which obfuscate the realities of racism under a discourse of equality or equal opportunity. For example, the term *abstract liberalism* describes a worldview based on notions of equal opportunity, meritocracy, and individual effort. Bonilla-Silva (2013) explains that "by framing race-related issues in the language of liberalism, Whites can appear 'reasonable' and even 'moral' while opposing almost all practical approaches to deal with *de facto* racial inequality. For instance, by using the tenets of the free market ideology in the abstract, they can oppose affirmative action as a violation of the norm of equal opportunity" (p. 28). He offers an example to illustrate. A female college student says:

I don't think they [people of color] should be provided with unique opportunities. I think that they should have the same opportunities as everyone else . . . I don't think that just because they're a minority that they should, you know, not meet the requirements, you know. (p. 31)

On the surface, this young woman seems to be arguing for equality based on the idea that everyone should have equal opportunities. However, her rationale ignores effects of past and present racism on the social, economic, and educational status of people of color. By saying "they should have the same opportunities as everyone else," this student is, essentially, defending racial inequality. This worldview is based on assumptions that the world is a meritocracy where anyone who works hard will succeed. Abstract liberalism is closely tied to colorblindness, another kind of racist ideology, which often is reflected in comments such as, "I don't see color; I see people. People are all the same." Those who operate with a colorblind worldview argue that acknowledging racism makes the problem worse. Although colorblindness seems to operate on a desire to overcome racism, it is, itself, an insidious form of racism. Colorblindness not only denies people of color a part of their identity connected with their racial, cultural, and linguistic heritage; it invalidates individuals' experiences with racism and oppression. It shuts down important conversations that are necessary to interrupting racism.

Literature is often complicit in constructing and reinforcing ideologies that disguise, deny, minimize, and justify racism. For example, what role has a novel like *To Kill a Mockingbird* played in shaping popular thinking about the history and present-day legacies of racism? *To Kill a Mockingbird* has been one of the top two most frequently taught texts in the United States for many years (Applebee, 1993; Stallworth, Gibbons, & Fauber, 2006), one of the most widely read novels in the country in and out of schools, and often one of *the* definitive texts through which students read about racism in the United States. Why *this* story? Such questions have led to debates across the United States about whether to continue teaching the novel. It is a rich and complex story of great appeal and literary complexity, to be sure, but there are many, many rich and complex novels to be read and taught. Perhaps *To Kill a Mockingbird* is so popular precisely because it tells a story about racism that fits within, rather than challenges, dominant racial ideologies. (We present a full CRT analysis of the novel in Chapter 5.) How should English teachers respond? Should we stop teaching *To Kill a Mockingbird*?

Antiracist education can equip students with tools for critically analyzing examples of racism and racist ideologies (Kailin, 2002). DiAngelo (2016) asserts, "Most white people have never been given direct or complex information about racism before, and often cannot consciously recognize, understand, or articulate much about it" (p. 16). Antiracist education focuses on rectifying these gaps and silences in White students' educational experiences by providing students with understandings of the larger societal and historical contexts of racism.

CRT Values the Voices and Experiences of People of Color

CRT argues that by virtue of their experiences with racism, people of color are in a position to speak with authority about the nature of race and racism in a way that White people are not. CRT places value on the personal experiences and stories of people of color as a means of building solidarity, inspiring change, and challenging dominant ideology. CRT emphasizes the need for counterstories, which "aim to cast doubt on the validity of accepted premises or myths, especially ones held by the majority" (Delgado & Stefancic, 2001, p. 144). Counterstories are not counterstories simply because they are told by people of color; they are counterstories because they challenge dominant narratives about things like the American dream or meritocracy.

This tenet is fundamentally important for thinking about our literature selections. Research indicates that literature curriculum continues to favor works written by White authors, particularly White men (Applebee, 1993; Stallworth et al., 2006). The Whiteness of traditional curriculum teaches both students of color and White students racialized lessons about whose stories matter, whose voices are prioritized, and whose version of history is acknowledged (e.g., Haddix & Price-Dennis, 2013). And this issue goes beyond simply including texts by and about African Americans. For example, Butler's (2017) work emphasizes injustices related to the omission of Black women's voices in particular, noting how infrequently students encounter Black women's autobiographies and memoirs—especially about Black female revolutionaries—in typical literature curriculum.

Antiracist education encourages teachers to challenge curriculum that overrepresents dominant racial perspectives with alternative points of view designed to more accurately and fully represent history and society.

CRT Prioritizes Social Action

CRT scholars urge educators, policymakers, community activists, and others to move past theoretical discussions to make a difference in their communities and fields. Antiracist education, too, depends on taking action. It is not enough to be nonracist or even passively antiracist; antiracist educators must do something to transform unequal power relations in practice (DiAngelo, 2016).

We, like other English educators (e.g., Baker-Bell, Butler, & Johnson, 2017; Johnson et al., 2017; Morrell, 2005), view English language arts as an important site for working toward racial justice. And, of course, literature instruction in particular can be a powerful tool for social change.

Like others in our field, we have found racial literacy to be useful for getting more specific about what taking action can look like in terms of

student learning (e.g., Bolgatz, 2005; Rogers & Mosley, 2006; Sealey-Ruiz & Greene, 2015). Twine (2004) initially described racial literacy as social practices that "race cognizant" White parents engaged in to help their adopted children of color deal with and resist racism in the interest of transforming racial hierarchies (p. 881). These social practices included things like discussing and evaluating representations of people of color in media and texts and developing vocabulary for describing experiences with race outside the home in racialized terms. Building on this early work, DiAngelo (2016) offers many concrete examples of the sorts of skills and social practices that are reflective of racial literacy: learning about the history of racism in our country; becoming media literate and building the capacity to identify and challenge racist images; being willing to tolerate discomfort associated with honest discussions of about racism and racial privilege; acknowledging ourselves as racial beings with limited perspectives on race; striving for humility and being willing to not know; and taking antiracist action.

CRT Influences Conceptions of Whiteness

CRT also informs the ways we understand Whiteness. Whiteness, like race generally, is a social construct. Whiteness is neither objective nor biological but arbitrary and malleable. What it means to be White has changed over time and varies in different parts of the world. White people have invented and adapted Whiteness, using it to justify social inequality based on race. As such, Whiteness operates materially as White privilege, which describes a system of unearned advantages from which White people benefit (Frankenberg, 1993; Lipsitz, 2006; McIntosh, 1989).

Because Whiteness maintains power, in part, through maintaining invisibility, one of the main goals of antiracist education is making Whiteness visible. Naming it and calling out the ways it works helps to deconstruct Whiteness as a category, delegitimize its neutrality, and reveal the ways it operates as an ideology. In White-dominant contexts, this work often begins with providing opportunities for students to reflect on their own racial identities and experiences, for examining taken for granted assumptions about themselves and others.

WHAT IS ANTIRACIST LITERATURE INSTRUCTION AND WHY TAKE IT UP?

Many English teachers have a strong desire to be more antiracist in their literature instruction, but what might that look like? Our book presents *antiracist literature instruction*, a framework we have designed that merges antiracist goals together with familiar tools for literature instruction. In the chapters that follow, we flesh out a range of concrete examples intended to

guide English teachers in their efforts to address racism through literature in White schools.

To start, antiracist literature instruction makes race and racism a central and explicit part of curriculum and instruction by foregrounding racial literacy goals as they relate to literature learning specifically, such as:

- identifying examples of racism in literature and the world as operating on individual, institutional, sociological, and/or epistemological levels
- understanding race concepts, such as colorblindness, White privilege, racial identity, White savior complex, and so on, and using those concepts in literary interpretations
- considering one's own racial identity and how that racial identity influences one's interpretations of literature
- using literature as a platform from which to engage in talk about race and racism even when it is difficult, awkward, or uncomfortable
- leveraging understandings of race and racism in literature into an ability to name and challenge forms of everyday racism in the world
- recognizing the role literature plays in reinforcing or interrupting constructions of race and racial stereotypes

In Chapter 2, we offer resources for thinking about how to articulate racial literacy objectives, questions, and assessments to guide literature-based units.

Antiracist literature instruction builds students' vocabulary around race and racism and helps them apply their understandings to interpretations of literary texts. In Chapter 2 we sketch out one example to show how learning about the concept of societal racism can open up students' understanding of racism, as well as their interpretations of a key literary text.

Of course, knowing that antiracist teaching and learning gets done through the texts that we teach, and knowing that literature curriculum has traditionally overrepresented Whiteness, antiracist literature instruction prioritizes literature featuring authors and characters of color in myriad rich, complex, and celebratory ways. In Chapter 3, we lay out antiracist principles for selecting texts.

In some cases, the racism English teachers want to interrupt is circulated in the racist ideologies of literary texts themselves. Antiracist literature instruction equips students to critically analyze those texts to expose dominant racial ideologies. In Chapters 4 and 5, we illustrate methods for analyzing literature from a critical race perspective.

Antiracist literature instruction provides students opportunities to engage in open and honest discussions about the nature and implications of racism. In Chapter 6, we outline a range of proactive and reactive strategies for facilitating whole group conversations about race, racism, and Whiteness.

Reflecting on one's own racial positioning is central to racial literacy for White students. Antiracist literature instruction includes opportunities for students to apply their developing understandings of race and racism to their own lives and experiences. In Chapter 7, we offer examples of the kinds of assessments English teachers can design to scaffold White students' racial identities and literacies through writing.

To be clear, antiracist literature instruction does not position literature as a tool in the service of racial literacy goals only. Rather, we see the relationship between goals of racial literacy and the goals of typical literature instruction as being mutually beneficial. While we see literature as a platform for helping students to build their racial literacies, we also see the complex understandings that come with racial literacy development as leading to deeper interpretations of literature.

Of course, the examples we lay out throughout the book are not the only ways to do antiracist literature instruction. In fact, we see strong parallels between our work and others in our field who are also leveraging literature for antiracist goals (e.g., Butler, 2017; Rogers & Mosley, 2006). We think of antiracist literature instruction as an example of L. L. Johnson's (2018) critical race English education (CREE), a framework for reimagining English curriculum and instruction in response to racial violence and anti-Blackness. CREE "seeks to dismantle dominant texts (i.e., canonical texts, art, and media texts) while also highlighting how language and literacy can be used as tools to uplift the lives of people who are often on the margins in society and PreK–20 spaces" (p. 108). While Johnson focuses primarily on achieving these goals through his work with Black youth, we see ourselves as approaching the problem from the other side of the same coin by interrupting racism through literature instruction with White students.

NOTES ON AUTHORIAL DECISIONS

We made some decisions about our focus in this book, about how we would present ideas, as well as how we would both protect the anonymity of participants and give credit to teachers and students comfortable with having us share their writing. Next, we explain some of these decisions to guide your reading.

A Focus on Black and White

Readers will notice that throughout the book we have framed race in Black and White racial terms. To be clear, our focus on Blackness and Whiteness is not intended to ignore or silence other minoritized groups' experiences with oppression. CRT itself, while it speaks to the experiences of all people of color to some degree, grows specifically out of the historical legacy and present-day experiences of African Americans in the United States. In fact,

more specific theories—LatCrit, TribalCrit, AsianCrit—have developed under the umbrella of CRT to speak to the particular concerns of Latinx, Indigenous and American Indian, and Asian American communities. Each of these theories recognizes all oppression as intertwined, while also addressing the unique challenges facing particular communities.

We acknowledge that this decision to focus on Blackness and Whiteness risks reinforcing limited notions of race and racism in terms of a Black/White binary. At the same time, however, one of the challenges we have faced with our own students is helping them to reach the depth of understanding necessary for fully grasping the complexities of systemic racism. Building that understanding requires us to dig deeply into the particulars of historical and present-day examples. Therefore, we opted to focus intensively on race and racism as they apply to Blackness and Whiteness in the United States as opposed to covering race and racism as they apply to people of color more generally.

Finally, our focus on Blackness and Whiteness also reflects, in part, the Black/White binary we see in much commonly taught literature. As Morrison (1992) argues, Whiteness in American literature has been defined, in large part, in contrast to Blackness. In *Playing in the Dark*, she illustrates her argument through an analysis of Poe, Hemingway, Twain, and others. This particular construction of Whiteness in contrast to Blackness speaks to challenges many English teachers face in trying to do justice to commonly taught texts, such as *To Kill a Mockingbird* and *Adventures of Huckleberry Finn*, for example. Our choice to focus on Blackness and Whiteness reflects an effort to address challenges rooted in teaching particular commonly taught texts.

Implicating Ourselves in Discussions of White Teachers, Students, and Classroom Practices

Every chapter includes scenes and examples from secondary and university classrooms. In these scenes, we reference the work of White teachers and students and the kinds of problems teachers might expect when attempting to address racism in White contexts. We include these examples—including scenes in our own classrooms and from our own experiences—not to put the blame on White teachers, teacher candidates, or students. Rather, we offer such specific scenes and examples to help readers recognize these problems to better unpack them from an antiracist perspective. Our aim is not to traipse upon the genuine efforts made by teachers to do this work, but to help all of us do this work better. You will notice that as we write about White teachers and students, we try to use "we" as often as possible to implicate ourselves in critiques of Whiteness, even as we lay out the principles and practice of antiracist literature instruction throughout this book.

Additionally, we know that our Whiteness has shaped our writing of this book in many ways that both benefit and limit the project. In some

ways, Whiteness can be an asset in antiracist teaching with White students and teachers. For example, we can draw on our own experiences to relate to our students and model what the process might look like for them. Also, because we are White, we are aware of some of the concerns that are preventing White teachers from doing this work, concerns that we make visible throughout this book to help other White teachers see themselves in this process.

On the other hand, because we are White, we have not always pushed students as hard toward antiracist practices, drawing on the privilege of choosing when and how to address racism. Thus, although we have *considered* ourselves aligned with antiracist goals for a long time, and although we have done work on racism in our teaching and scholarship, only recently have we both pushed *much* harder to effect changes in the ways teachers are being prepared in our institutions with respect to antiracist goals. To do so, together we began to read research and scholarship by and about people of color so that we could discuss the readings together, considering implications for our teaching. We staged a semester-long research study across our two institutions focusing on strategies that might help preservice White teachers take on antiracist goals in their future classrooms. We participated in workshops and conference presentations and joined efforts on our campuses to challenge racism in our institutions. Still, we acknowledge the difference between *choosing* this work as White scholars versus the experiences of our colleagues of color for whom it is not optional. In writing this book as White women, we know that we remain vulnerable to ideological blindnesses stemming from our racial privileges.

Names and Identities

All examples in the book come from real teachers and real classrooms— from data collection through surveys, interviews, and classroom observations we have conducted in formal research, as well as anecdotes we have gathered through personal communication over the past 15 years. When we name teachers in the book, the use of only a first name signals that we are utilizing a pseudonym to protect anonymity; the use of a full name signals that we have gotten permission to do so.

We have written this book with the needs and interests of secondary English teachers and English teacher candidates in mind. It is the book we wish we had in our hands when we started teaching. We wrote it to put it into the hands of the many teachers asking us how to do this well. For you, the teachers who pressed us with questions echoing our own—especially when we really weren't sure how to do this work well ourselves yet—we present this book.

have learned to make the case to others. From this perspective, the question becomes, How could we possibly teach *A Raisin in the Sun* and *not* address complex race concepts?

Race-Based Objectives Frame Racism as a Concept to Be Learned Rather Than an Opinion to Be Changed. Some approaches to antiracist education prioritize instruction that challenges students' beliefs and assumptions. While we recognize that reflecting on students' personal beliefs is incredibly important, we would argue that there are some aspects to understanding racism that are not a matter of opinion. There are basic concepts, like systemic racism, for example, that have nothing to do with opinion, regardless of how some political positions render such facts. Conceiving of racial literacy in this way offers a path forward for framing race concepts that teachers can teach and students can learn.

Principle 2: Design Essential Questions Focused on Race

As Wiggins and McTighe (2005) and others argue, well-designed essential questions focus inquiry, learning, and discussion both for the teacher and for students (e.g., Burke, 2010; Smagorinsky, 2007; Wilhelm, 2007). Essential questions are recursive, returning across sites and temporal spaces, and shifting in different sociopolitical contexts. As such, they are considered worthy of an adult's knowledge base and of deep understanding (Wiggins & McTighe, 2005). Good essential questions are open-ended rather than leading; terse and easy to remember; and characterized by "intellectual bite" so that they capture students' imaginations (Traver, 1998). Essential questions help to focus a literary unit that explores racism, and they could help teachers consider how to strategically begin *and* sustain (Skerrett, 2011) such race-based studies across curriculum.

When working to identify strong essential questions related to literary texts, English teachers can ask: What question directs us to complex ideas about race and racism in this text and in the world? What question will guide our inquiry of facets of race and racism featured in this text? We make suggestions for potential questions related to *A Raisin in the Sun* later in this chapter.

Principle 3: Assess Racial Literacy Objectives

With clear racial literacy learning objectives and essential and guiding questions in place, a backward design approach to curriculum now requires teachers to shape assessments that match those objectives. In secondary literature study, assessments related to literature often ask students to analyze theme, symbol, or character development in a literary analysis paper or related project. In our own research, however, assessment in literary study rarely addresses what students have learned in terms of racial literacy.

Assessments generally do not ask students to address their understanding of race concepts or the application of those concepts to literary analysis. We believe that adding this dimension to curriculum design—tying learning goals and even grades to racial literacy growth—can have a potent impact on student learning around race.

At this point in the process, English teachers can look to the key race concepts, the racial literacy objectives, and the essential questions for direction on a summative assessment that makes sense for the unit goals and purposes. English teachers can ask:

- How can students demonstrate the extent to which they know and can apply key race concepts?
- How can students demonstrate their racial literacy learning?

As it is conventionally understood, literary assessment may seem distant from efforts to effect antiracist learning, like considering their own taken-for-granted racial assumptions. But we know that it can be hard for a teacher to determine whether students have "learned" such racial content on a personal level. Additionally, students can "mimic" antiracist discourse from a personal standpoint that does not tie to deep understandings of the complexities around racism. To be clear, this personal work is imperative for helping students challenge deeply held assumptions and develop healthy racial identities, and the journey of self-discovery will take a lifetime of committed effort for all White students. However, it is very difficult to evaluate this process in any fair way. Identifying concepts and articulating objectives makes it possible to assess student learning and growth around racial literacy. In fact, we argue that assessing racial literacy accomplishes two important things.

Assessing Racial Literacy Moves Racial Literacy to the Center. Even if teachers identify learning objectives and essential questions specific to racial literacy and assign complementary content to extend student learning around racism, our curriculum sends contradictory messages to students if racial literacy is omitted from assessment. Assessing students' growth in racial literacy sends a message to students that this content is important, and that they are accountable for learning it.

Assessing Racial Literacy Informs Subsequent Practice. When assessment follows the path set up by objectives and essential questions, teachers will have data from students' work documenting the extent to which students have deeply understood this important material. Accordingly, teachers will be able to study these assessment data to determine which facets of the curriculum prove easier for students to understand and which pose greater challenges, so that teachers can continue to hone their practices toward these goals.

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Principle 4: Racialize White Readers' Responses to Literature

The opening scenario suggests that representation through text selection may not be enough to interrupt Whiteness as a default when White readers encounter literature that reflects racial experiences that are different from our own. White readers also need instruction for uncovering ways Whiteness operates ideologically to shape our responses to literature. Here, we propose a racialized reader response as an approach for making visible for White readers the ways Whiteness shapes our responses to texts.

English teachers familiar with traditional reader response know that the approach generally acknowledges that readers make meaning through their transactions with texts and that the meaning they make depends as much on what the readers bring to their reading of the text—personal experiences, literary experiences, values, assumptions, purposes for reading, to name a few—as it does on the text itself (e.g., Beach, 1993; Rosenblatt, 1995). Critics of reader response have noted, however, that reader response may be limiting when White readers encounter books that represent racial and cultural experiences that differ from our own (e.g., Lewis, 2000; Rabinowitz & Smith, 1998). In other words, readers, especially White readers, often identify with such texts, focusing on universal themes and personal connections in ways that gloss over or distort racial and cultural difference (Dressel, 2005; Glazier & Seo, 2005; Rabinowitz & Smith, 1997). In response, critics have suggested that reader response should help readers consider the ways responses are shaped ideologically (e.g., Lewis, 2000; McCormick, 1994).

To compensate for these common limitations, we have adapted traditional reader response questions to help White readers racialize responses to literature. To illustrate, classic reader response asks readers to consider the question: How does the text, who I am, and the context in which I am reading this text right now affect my interpretations of the text? Racialized reader response asks readers to consider: How does my racial identity and the racial discourse that dominates for me, together with the text and context that I am reading through right now, affect my literary interpretations? In Table 3.2, we have adapted Appleman's (2015) reader response chart, a configuration of context, text, and reader, to organize ideas about what kinds of questions, analyses, and examples make productive racialized reader responses possible.

Racialized reader response aims to help White readers understand that Whiteness operates not only as a racial category but also as a racial ideology that organizes the way people see the world. It aims to make readers aware of the ways texts, as well as their responses to texts, are shaped by this racial ideology. And, it is intended to challenge the invisibility of Whiteness by making the influence of Whiteness more visible to readers and by including discussions of Whiteness as part of business as usual in literature study.

Carlin's initial approach of asking students to explore characteristics of African American literature in *The Crossover* may have engaged her students productively with racial difference by helping them recognize and appreciate the influence of African American literary traditions in the text. For this reason, we do not suggest that racialized reader response would replace that approach. Rather, we see these approaches as being complementary, working to make visible different aspects of racial understanding. In other words, we see racialized reader response as an additional tool English teachers can use in concert with other approaches to deepen students' experiences with texts.

CONCLUSION

Exploring Whiteness can be difficult with White students. The process of learning to see Whiteness, of questioning deeply held assumptions and beliefs, can be emotional, uncertain, and stressful. So, how can we encourage White readers to take this risk? While we do not suggest that this work is easy, we have found that discussing the ways Whiteness as an ideology works on us all can be productive for opening students up to this work. Even if we begin there, White students sometimes get stuck in shame or guilt in their early explorations of Whiteness. It is possible to help them move past this paralysis to see how becoming aware of Whiteness, and questioning how it works, is part of the process toward critical awareness and social change. We explore White racial identity work in much more detail in Chapter 7.

complex understanding of racism, it can be helpful to equip them with language for identifying racism at different levels.

- **Individual/interpersonal racism.** This term refers to the attitudes and behaviors of individual people, including prejudice (racist attitudes), discrimination (behaving in ways that disadvantage people), or even implicit bias (racist attitudes that are unknown even to the individual holding them). It can be overt or covert.
- **Systemic racism.** Systemic racism is reflected in the inequity of systems or institutions that shape daily life, like the legal system, the educational system, housing, employment, health care, politics, or wealth.
- **Ideological racism.** Ideology refers to the ideas or ideals on which people base their view of the world. Ideological racism refers to the structuring of people's thinking based on White supremacy.

Terms for Understanding Colorblindness. Thinking about racism on an ideological level is quite complex for many students. What does that mean? What does that look like? Bonilla-Silva (2013) argues that colorblindness is the dominant racial ideology in the United States. As we explained in Chapter 1, colorblindness describes the various rationales White people use to distance themselves from being perceived as racist while still upholding racist beliefs, behaviors, institutions, and systems. In his work, Bonilla-Silva (2013) breaks colorblindness down into four different types. These terms can be useful for thinking about how racism works in more covert ways.

- **Naturalization.** Naturalization, just like it sounds, suggests that racism is a natural occurrence. For example, if White people claim that neighborhoods are segregated because White people just prefer to be with people who feel familiar to them, or that people segregate themselves by race because that is "just the way things are," they are drawing on naturalization. These ideas suggest biological bases, not racism, as an explanation for segregation.
- **Abstract liberalism.** As we explained in Chapter 1, this type of colorblindness has to do with using values of liberalism, like equal opportunity, meritocracy, individualism, or free choice, and turning them around to explain race-related issues in ways that deny realities of systemic racism. This type of colorblindness suggests that if inequality exists, it is a result of the individual choices people make in their lives. It ignores the role of systemic racism in the lives of people of color.
- **Minimization.** This type of colorblindness suggests that racism is not as bad as it once was, that it is no longer a significant factor in the lives of people of color. It is recognizable when White people

for taking the discussion in a different, more productive direction. Obear's categories could be used proactively as well. Teachers could ask students to write about a race talk incident that triggered them, and then use these categories to help students gain some understanding about how they typically react. That awareness could be useful in future race discussions.

Expect Racist Comments. Thinking proactively, teachers working in White-dominant contexts can presume that there will be students in the room who hold racist assumptions and that these views likely will enter the room. This presumption could be shared with the class when setting up for race talk. To help, teachers could show a clip of Robin DiAngelo (2018), expert on Whiteness and race talk, discussing the *likelihood* that Whites hold racist views in a highly racialized and racist society like the United States. In "Why 'I'm Not Racist' Is Only Half the Story," DiAngelo discusses "the inevitable absorption of a racist worldview" by White people as the assumption from which race talk could *begin.* That will help to alleviate the worry that students in the class will be exposed as racist, since that is already presumed.

Sophia has used this opening (sans the clip since she did not yet have access to it) to indicate her own focus in the class as they launched antiracist work: "I am not going to be sitting in discussions, listening, ready to pounce at someone when they utter something racist as evidence of their racism. I already assume you are racist; as am I, and I am the parent of two children of color. It is the air we breathe. Our efforts here are to work together to help each other take note of our racism, acknowledge it, show it to the air in order to begin the laborious and necessary work of dispelling it." In their reflective writing, especially, Sophia's students comment on the shock of this opener and the relief of someone acknowledging what usually is unacknowledged in White spaces.

Acknowledge Inappropriate Remarks. Many English teachers have expressed to us that they do not know what to do when a student makes a racist comment. We can validate that anxiety. Confronting racism can feel risky, because being perceived as racist reflects many White people's greatest fears at moments like these. That said, it is important for all students—White students and students of color—that the racist comment is acknowledged and addressed. Obear (2017) gives us concrete moves for responding in these moments. First, she suggests confirming what you heard with a response such as, "I thought I heard you say_____. Am I right?" If the student disagrees with your version, she explains, you may decide to end the conversation, assuming that you misunderstood and giving the speaker an opportunity to disown the comment gracefully. If the student acknowledges making the comment, she suggests exploring the intent behind the comment with a response like, "Help me understand what you meant by that," or

Principle 2: Use Formative Assessments to Scaffold Racial Identity Work

An important aspect to understand about White racial identity is that individuals do not move along a linear path from ignorance to awareness (cf., Helms, 1990). As E. Johnson (2013) argues, Whites are *always becoming*, continually struggling to recognize and understand the implications of Whiteness and White privilege. In other words, White racial identity work is never "done." A commitment to antiracism constitutes a lifelong journey, one without guarantees of achieving the status of a "good White" once and for all (Thompson, 2003).

Low-stakes, recursive formative assignments can be ideal for scaffolding students' White racial identity work with practice and over time. These formative assessments provide opportunities for students to try on their developing understanding of complex race concepts and can be used to help students work through the shame, guilt, and confusion that often go along with racial identity work. While whole-group discussion certainly can be considered to be a formative assessment, and while much racial literacy learning typically happens through whole-group discussion, we also like to design writing assignments that provide students time to develop, refine, and revise their thinking.

While most writing that students produce in school reflects a discourse of certainty, racial identity work also must include engagements foregrounding *un*certainty, questions, and *slow* realizations. Thompson (2003) argues that when it comes to race consciousness as a White person, "knowing the right answers in advance confines morality and politics to a narrow place" (p. 23). The process of developing understanding of race concepts and racial identity cannot settle into a content sense of achievement, rightness, or superior morality. Rather, we must "trouble the expectation that we can know exactly what will count as antiracist in every situation and thus can always act blamelessly" (p. 23). The best that we can hope for is a tentativeness to our efforts, knowing that it is one dip into the water, one attempt to understand something—something big or small—in our work toward growing racial literacy.

IN THE CLASSROOM:
USING COLLABORATIVE GLOSSARIES AND EXPLORATORY ESSAYS

Collaborative Glossary

Born from the problem illustrated by Miranda, a White student who *desired* but did not yet *exhibit* racial literacy, this assignment is designed to

JASON REYNOLDS

IBRAM X. KENDI

STAMPED

RACISM, ANTIRACISM, AND YOU

A **REMIX** of the National Book Award–winning
STAMPED FROM THE BEGINNING

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STAMPED

RACISM, ANTIRACISM, AND YOU

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Written by

JASON REYNOLDS

Adapted from *Stamped from the Beginning* by and with an introduction from

IBRAM X. KENDI

Ⓛ Ⓑ

LITTLE, BROWN AND COMPANY
NEW YORK BOSTON

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CHAPTER 1

The Story of the World's First Racist

At least not like the ones you're used to reading in school. The ones that feel more like a list of dates (there will be some), with an occasional war here and there, a declaration (*definitely* gotta mention that), a constitution (that too), a court case or two, and, of course, the paragraph that's read during Black History Month (Harriet! Rosa! Martin!). This isn't that. This isn't a history book. Or, at least, it's not that kind of history book. Instead, what this is, is a book that contains history. A

history directly connected to our lives as we live them right this minute. This is a present book. A book about the here and now. A book that hopefully will help us better understand why we are where we are as Americans, specifically as our identity pertains to race.

Uh-oh. The R-word. Which for many of us still feels rated R. Or can be matched only with another R word— *run*. But don't. Let's all just take a deep breath. Inhale. Hold it. Exhale and breathe out:

R   A   C   E.

See? Not so bad. Except for the fact that race has been a strange and persistent poison in American history, which I'm sure you already know. I'm also sure that, depending on where you are and where you've grown up, your experiences with it—or at least the moment in which you recognize it—may vary. Some may believe race isn't an issue anymore, that it's a thing of the past, old tales of bad times. Others may be certain that race is like an alligator, a dinosaur that never went extinct but instead evolved. And though hiding in murky swamp waters, that leftover monster is still deadly. And then there are those of you who know that race and, more

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critical, racism are *everywhere.* Those of you who see racism regularly robbing people of liberty, whether as a violent stickup or as a sly pickpocket. The thief known as racism is all around. This book, this *not history* history book, this present book, is meant to take you on a race journey from then to now, to show why we feel how we feel, why we live how we live, and why this poison, whether recognizable or unrecognizable, whether it's a scream or a whisper, just won't go away.

This isn't the be-all end-all. This isn't the whole meal. It's more like an appetizer. Something in preparation for the feast to come. Something to get you excited about choosing your seat—the right seat—at the table.

Oh! And there are three words I want you to keep in mind. Three words to describe the people we'll be exploring:

Segregationists. Assimilationists. Antiracists.

There are serious definitions to these things, but... I'm going to give you mine.

Segregationists are haters. Like, *real* haters. People who hate you for not being like them. Assimilationists are people who like you, but only with quotation marks. Like..."like" you. Meaning, they "like" you because you're like them. And then there are antiracists. They

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conflict between the two. For the planter, the slave was a big help and could be the four-digit code to the American ATM. Here comes the cash. On the flip side, missionaries—coming down the line of Puritanism and Zurara's propaganda—felt slavery was a means to salvation. Planters wanted to grow profits, while missionaries wanted to grow God's kingdom.

No one cared what the enslaved African wanted (which, to start, would've been not to be enslaved). They definitely didn't want the religion of their masters. And their masters resisted, too. Enslavers weren't interested in hearing anything about converting their slaves. Saving their crops each year was more important to them than saving souls. It was harvest over humanity. And the excuses they gave to avoid baptizing slaves were:

Africans were too barbaric to be converted.

Africans were savage at the soul.

Africans couldn't be loved

E V E N   B Y   G O D .

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turned attention away from the political and onto the religious. And in nearly every instance, "the devil" who was preying upon innocent White Puritans was described as Black. Of course. One Puritan accuser described the devil as "a little black bearded man"; another saw "a black thing of a considerable bigness." A Black thing jumped in one man's window. "The body was like that of a Monkey," the observer added. "The Feet like a Cocks, but the Face much like a man's." Since the devil represented criminality, and since criminals in New England were said to be the devil's minions, the Salem witch hunt made the Black face the face of criminality. It was like racist algebra. Solve for x. Solve for White. Solve for anything other than truth.

Once the witch hunt eventually died down, the Massachusetts authorities apologized to the accused, reversed the convictions of the trials, and provided reparations in the early 1700s. But Cotton Mather never stopped defending the Salem witch trials, because he never stopped defending the religious, slaveholding, gender, class, and racial hierarchies reinforced by the trials. He saw himself as the defender of God's law and the crucifier of any non-Puritan, African, Native American, poor person, or woman who defied God's law by not submitting to it.

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4. Blacks can't hold office.

5. All property owned by a slave is sold, which of course contributes to Black poverty.

6. Oh, and White indentured servants who were freed are awarded fifty acres of property, of course contributing to White prosperity.

And while all this was going on—all this systemic knife turning, all this racist political play, all the violence and discrimination—Cotton Mather, all high and mighty, was still trying to convince people that the only thing necessary, the only mission of slavery, had to be to save the souls of the slaves, because through that salvation the enslaved would in turn be whitened. *Purified.*

Enslavers became more open to these ideas over time, right up until the First Great Awakening, which swept through the colonies in the 1730s, spearheaded by a Connecticut man named Jonathan Edwards. Edwards, whose father had studied under Increase Mather, was a direct descendant of the Mathers' Puritan thought. He

spoke about human equality (in soul) and the capability of everyone for conversion. And as this racist Christian awakening continued to evolve, as people like Edwards carried on the torch of torture, Cotton Mather continued to age. In 1728, on his sixty-fifth birthday, he called his church's pastor into the room for prayer. The next day, Cotton Mather, one of New England's greatest God-fearing scholars, was dead. But you know how death is. Your body goes, but your ideas don't. Your impact lingers on, even when it's poisonous. Some bodies get put into the ground and daisies bloom. Others encourage the sprouting of weeds, weeds that work to strangle whatever's living and growing around them.

create. Still found ways to be human in their own way. Although their poetry looked different. Although they did not often have the opportunity to write their poetry.

See how that works, Mr. Rush? Mr. *Enlightened*? Huh? Yeah. Thanks, but no thanks.

While Rush was working to make this argument, Wheatley was over in London being trotted around like a superstar. The British would go on to publish her work. Not only would they publish her a year after slavery was abolished in England, they would use her (and Rush's pamphlet) as a way to condemn American slavery. Let me explain why that was a big deal. It's basically your mother telling you she's "not mad, but she's *disappointed* in you." Remember, America was made up of a bunch of Europeans, specifically British people. They still owned America. It was their home away from home (hence *New* England). The British disapproval applied pressure to the American slavery system, which was the American economic system, and in order for America to feel comfortable with continuing slavery, they had to get away from, break free of, Britain once and for all.

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so that White people wouldn't be threatened by Black sustainability. And there were Black people who believed both men, because, though we're critiquing their assimilationist ideas in this moment, they were thought leaders of their time. The wildest part about these two men is that they didn't get along. They were like the Biggie and Tupac of their day. Or maybe Michael Jackson and Prince. Hmm, maybe Malcolm and Martin. They believed in the destination, which was Black freedom, but, regarding the journey there, they couldn't have disagreed more.

Du Bois, the hyper-intellectual golden child. Washington, the man of the people.

Du Bois wrote *The Souls of Black Folk*, which intellectualized who Black people really were. Washington wrote *Up from Slavery*, which outlined the diligence, faith, and fortitude it took (and takes) to survive in America, coupled with the idea of the "White savior."

Stories featuring White people having antiracist epiphanies or moments of empathy resulting in the "saving" of Black people—White savior stories—were becoming a fixture in American media, and the problem with them wasn't that there weren't any "good" White people in real life, it's that the stories gave the illusion

that there were more than there really were. That White people, in general, were (once again) the "saviors" of Black people.

Because of that (partially), *Up from Slavery* was a hit. And Du Bois couldn't take it. He couldn't stomach the fact that Washington was in the spotlight, shining. Washington was even invited to the White House once Theodore Roosevelt got into office, while the always sophisticated Du Bois publicly critiqued Washington, calling him old-fashioned for being so accommodating to White people, for presenting the idea that Black people should find dignity through work, and that no education was complete without the learning of a trade. Meanwhile, his own book, *The Souls of Black Folk*, set out to establish the mere fact that Black people were complex human beings. It was in this work that Du Bois introduced the idea of double consciousness. A two-ness. A self that is Black and a self that is American. And from this he fashioned a sample set of Black people who sat at the converging point. Black people to be "positive" representatives of the race. Like, if Blackness—"good" Blackness—was a brand, Du Bois wanted *these* Black people to be the ambassadors of that brand. One in every

well, let's just say Jack left Tommy "down under." I know, a bad joke. A dad joke. A bad dad joke. But still, a fact.

For racists, athletes and entertainers could be spun into narratives of the Black aggressor, the natural dancer, etc. Like, the reason Black people were good wasn't because of practice and hard work but because they were born with it. (Note: Black assimilationists have also made this argument.) Which is racist. It gave White people a way to explain away their own failures. Their competitive losses. Also gave them justification to find ways to cheat, inside the arena or outside.

For Black people, however, sports and entertainment were, and still are, a way to step into the shoes of the big-timer. It was a way to use the athlete or the entertainer—Johnson being both—as an avatar. As a representative of the entire race. Like human teleportation machines, zapping Black people, especially poor Black people, from powerlessness to possibility. So, if Johnson arrived on the scene dressed in fancy clothes, hands adorned with diamonds, all Black people were psychologically dressed to the nines. At least for a while. If Johnson talked slick to White men, saying whatever he wanted, all Black people got away with a verbal jab or two (in their minds). And, most important, if Johnson knocked out a White

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CHAPTER 17

Birth of a Nation (and a New Nuisance)

THE SAME YEAR THE FIRST TARZAN NOVEL WAS PUB-lished, Black people got tricked again (AGAIN) by a political candidate. They helped to get the Democrat Woodrow Wilson elected.

Now seems like a good time to address the whole Republican/Democrat thing. At this point in history, the Democrats dominated the South. They were opposed to the expansion of civil rights and anything that had to do with far-reaching federal power, like railroads, settling the West with homesteaders and not slave owners, even state university systems. Today, we'd say they were against "Big Government." Republicans at this time dominated

the North. They were "for" civil rights (at least politically) and wanted expansion and railroads, and even a state university system.

I know. It feels like I got their descriptions mixed up. Like we're living in backward land. Maybe we are.

Anyway, back to Woodrow Wilson. He was a Democrat. And during his first term, he let Black people know what he thought about them by enjoying the first-ever film screening in the White House, of Hollywood's first blockbuster film, D. W. Griffith's *The Birth of a Nation*. The film was based on a book called *The Clansman*. Can you guess what this movie was about?

Here's the basic plot:

1. A Black man (played by a White man in blackface) tries to rape a White woman.

2. She jumps off a cliff and kills herself.

3. Klansmen avenge her death.

4. The end.

The beginning of a new outrage. I want to be clear here.

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problem was, America, the land of the free, home of the brave, still had a race problem. And that race problem was starting to affect its relationships around the world. American freedom wasn't free. Hell, it wasn't even real. But no matter what compromises President Harry Truman (who took over after Roosevelt died in 1945) tried to make, the South always fought back.

I almost don't want to tell you what happened because I've told you what happened a lot already. But if you were to guess that White people started to perpetuate lies about Black people being inferior to keep the world of racism spinning, you'd be right.

On February 2, 1948, Truman urged Congress to implement a civil rights act, despite the lack of support among White Americans. You can imagine the outrage. Many left the Democratic Party. Others stayed and formed what they called the Dixiecrats, who, in order to fight back against Truman's push for civil rights, ran a man named Strom Thurmond for president. It was a grossly segregationist platform. Fortunately, it didn't work.

Black voters made sure Truman won, and once he did, his administration brought forth a few game-changing civil rights cases:

1. *S h e l l e y   v .   K r a e m e r ,*
   1 9 4 8 :

   The case was decided with the Supreme Court
   determining that the courts could not enforce
   Whites-only real estate contracts in northern
   cities to keep out migrants and stop hous-
   ing desegregation. This brought on the open
   housing movement, which basically exposed
   White people stopping Black people from liv-
   ing where they wanted to live. The fear was the
   same old fear. That Black people would make
   the neighborhoods dangerous. That their
   White daughters would be in danger. That the
   property value would go down. Some Black
   people wanted to live in White neighbor-
   hoods for validation. Some Black people were
   just looking for better housing options. Some
   White people were so afraid, they literally
   packed up and left their homes. White flight.

2. *B r o w n   v .   B o a r d   o f*
   E d u c a t i o n ,   **1 9 5 4 :**

   I'm sure you've heard of this one. If you live
   in the South and go to a diverse school, this

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is why. This was the case that said racial segregation in public schools was unconstitutional. The results: The schools began to mix. What's really interesting about this case, though, something rarely discussed, is that it's actually a pretty racist idea. I mean, what it basically suggests is that Black kids need a fair shot, and a fair shot is in White schools. I mean, why weren't there any White kids integrating into Black schools? The assumption was that Black kids weren't as intelligent because they weren't around White kids, as if the mere presence of White kids would make Black kids better. Not. True. A good school is a good school, whether there are White people there or not. Oh, and of course people were pissed about this.

People were pissed about them both.

And pissed people do pissed things.

A year later, a fourteen-year-old boy named Emmett Till was brutally murdered in Money, Mississippi, for supposedly "hissing" at a White woman. They beat Till

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street demonstrations end. Martin Luther King Jr., jailed that same day, read the statement from his cell. Angry, he started doing something he rarely did. He responded to critics, in his "Letter from Birmingham Jail," published that summer.

No one knows whether the sickly W. E. B. Du Bois read King's jailhouse letter. But just as Du Bois had done in 1903, and later regretted, in his letter King erroneously conflated two opposing groups: the antiracists who hated racial discrimination and the Black separatists who hated White people (in groups like the Nation of Islam). King later distanced himself from both, speaking to a growing split within the civil rights movement. More and more battle-worn young activists were becoming frustrated with King's nonviolence and were more often listening to Malcolm X's sermons. Malcolm X was a minister in the Nation of Islam, a religious organization focused on the liberation of Black people through discipline, self-defense, community organizing, and a fortified understanding of who Black people were regardless of White people's opinions. He preached that Blacks were the original people of the world, which pushed back against the Bible and the early theories of White

Egypt. He also preached Black self-sufficiency—that Black people could care for themselves, their families, and their communities all by themselves. Sure, he was a polarizing force, but he was also an antiracist persuading away assimilationist ideas.

On May 3, 1963, the young folks that followed leaders like Malcolm watched on television as Bull Connor's vicious bloodhounds ripped to pieces the children and teenagers of Black Birmingham, who had been following Dr. King; as Connor's fire hoses broke limbs, blew clothes off, and slammed bodies into storefronts; and as his officers clubbed marchers with nightsticks.

The world watched, too.

On June 11, President John F. Kennedy addressed the nation—or the world, rather—and summoned Congress to pass civil rights legislation. "Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free," Kennedy said. "We preach freedom around the world, and we mean it."

With the eyes of the globe on him, Kennedy—who really didn't have much of a choice—introduced civil rights legislation. But it didn't stop the momentum of the long-awaited March on Washington for Jobs

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He launched an investigation, which, by the way, caused his approval ratings to drop. Can you believe that? Four children were killed. Bombed. And because the president tried to get to the bottom of it, his southern constituents and supporters were actually upset. Kennedy tried to rebound. Tried to boost his ratings back up in Dallas two months later. He never made it back to the White House.

Two days after Kennedy's burial, Lyndon Baines Johnson, who was now president, proclaimed that the civil rights bill that Kennedy had been working on would be passed.

But what did that mean?

On paper it would mean that discrimination on the basis of race was illegal. But what it *actually* meant was that White people, even those in favor of it (in theory), could then argue that everything was now fine. That Black people should stop crying and fighting and "get over" everything, because now things were equal. It meant they'd argue what they'd been arguing, that Black people's circumstances are caused solely by themselves, and if they just worked harder and got educations, they'd succeed. It meant they'd completely ignore the hundreds of years of head starts White people had in America. And the worst part, the Civil Rights Act of 1964 would've caused White people to rethink White seniority and superiority, and instead of dealing with it,

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they'd turn it on its head, flip it around, do the old okey-doke and claim that they were now the victims. That they were being treated unfairly. Unjustly. So, even though the act was supposed to outlaw discrimination, it ended up causing a backlash of more racist ideas.

Nonetheless, the Civil Rights Act of 1964 was the first important civil rights legislation since the Civil Rights Act of 1875. Hours after President Johnson signed it into law, on July 2, 1964, he hit the TV screen to play up the whole American ideal of freedom. His appearance on television may as well have been a sitcom. A show, fully cast with the best actors, complete with smiling faces and a laugh track. And Black Americans, at least those who'd seen the show before, looked on, entertained, but fully aware it was all scripted.

And . . . *cut!*

Malcolm X, full of distrust for America, spoke out not against the bill but about the likelihood of its actually ever being enforced. Who was going to make sure the laws would be followed if the law, lawmakers, and law enforcers were all White and racist? Angela Davis felt the same way. And Angela and Malcolm weren't wrong. This was a political play. President Johnson knew that since he'd made it about Kennedy, this bill wouldn't hurt his position

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1982, though he claims innocence. A book of his commentaries was published that year, *Live from Death Row.* His execution was to be August 17, 1995, but because of the protests, Mumia was granted an indefinite stay of execution.

And where was Bill Clinton when all this was going on? Not at the Million Man March, that's for sure. He was in Texas, pleading to evangelicals for racial healing. Instead of listening to the people dealing with it, he went to beg people not dealing with it to ask God to fix it. And, of course, it slipped into *pray God fixes Black people.* Even though a year later, affirmative action was banned in California, making the playing field, especially as it pertained to higher education, more lopsided. The percentage of African Americans at University of California campuses began to decline, and the push for the end of affirmative action would spread, all under Bill Clinton's watch.

A year later, in June 1997, Clinton gave a commencement address at Angela Davis's alma mater, UC San Diego. It was as if suddenly he'd seen the light (the irony!) and pledged to lead "the American people in a great and unprecedented conversation on race."

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Black community—would be flooded and destroyed. No one did anything.

And once it happened, the response from the Federal Emergency Management Agency (FEMA) was delayed. It was rumored that the Bush administration directed FEMA to delay its response in order to amplify the destructive reward for those who would benefit. Whether or not this is true, they were delayed. And people were drowning. It took three days to deploy rescue troops to the Gulf Coast region, more time than it took to get troops on the ground to quell the 1992 Rodney King rebellion. And then came the media. This time spinning tales of looting and gruesome, sensationalized stories of children in the Superdome (where people were being sheltered) having their throats cut.

In the era of color-blind racism, no matter how gruesome the racial crime, no matter how much evidence was stacked against them, racists were standing before the judge and pleading "not guilty." But how many criminals actually confess when they don't have to? From "civilizers" to standardized testers, assimilationists have rarely confessed to racism. Enslavers and Jim Crow segregationists went to their graves claiming innocence. And

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just as many presidents before him have, including Reagan, Lincoln, and Jefferson, George W. Bush will likely do the same.

On February 10, 2007, Barack Obama stood in front of the Old State Capitol building in Springfield, Illinois, and formally announced his presidential candidacy. He stood on the same spot where Abraham Lincoln had delivered his historic "House Divided" speech in 1858. Obama brimmed with words of American unity, hope, and change. No one saw him coming. As a matter of fact, everyone said Hillary Clinton was the inevitable choice, until Obama came through Iowa and snatched it from under her nose. By February 5, 2008, Super Tuesday (the Tuesday in the presidential election season when the greatest number of states hold primary elections), Americans had been swept up in the Obama "Yes We Can" crusade of hope and change, themes he embodied and spoke about so eloquently in his speeches that people started to hunger for him. But in mid-February, his perceptive and brilliant wife, Michelle Obama, told a Milwaukee rally, "For the first time in my adult life, I am really proud of my country, and not just because Barack has done well, but because I think people are hungry for

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playlist, playing all the classic racist tunes—Black savage, Black dummy, Black do-nothing, Black be-nothing. Anything to smear President Obama and Black people in the media. Racist politicians and media personalities worked to figure out ways to tamp down the ego that they assumed came with a Black president.

And came with being Black in the time of a Black president.

And came with . . . being Black.

People started to die. People continued to die. Children's lives, ended at the hands of police officers and vigilantes who placed no value on Black humanity. Police officers and vigilantes who walk free. But, just like in other parts of America's racist history, antiracists push forth from the margins to fight back. Black President or not.

Alicia Garza, Patrisse Cullors, and Opal Tometi founded #BlackLivesMatter as a direct response to racist backlash in the form of police brutality. From the minds and hearts of these three Black women—two of whom are queer—this declaration of love intuitively signified that in order to truly be antiracists, we must also oppose all the sexism, homophobia, colorism, ethnocentrism, nativism, cultural prejudice, and class bias teeming and

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teaming with racism to harm so many Black lives. The antiracist declaration of the era quickly leaped from social media onto shouting signs and shouting mouths at antiracist protests across the country in 2014. These protesters rejected the racist declaration of six centuries: that Black lives don't matter. #BlackLivesMatter quickly transformed from an antiracist love declaration into an antiracist movement filled with young people operating in local BLM groups across the nation, often led by young Black women. Collectively, these activists were pressing against discrimination in all forms, in all areas of society, and from a myriad of vantage points. And in reaction to those who acted as if Black male lives mattered the most, antiracist feminists boldly demanded of America to #SayHerName, to shine light on the women who have also been affected by the hands and feet of racism. Perhaps they, the antiracist daughters of Davis, should be held up as symbols of hope, for taking potential and turning it into power. More important, perhaps we should all do the same.

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From Zurara to Harriet Beecher Stowe. Sojourner Truth to Audre Lorde. Ida B. Wells-Barnett to Zora Neale Hurston. Frederick Douglass to Marcus Garvey. Jack Johnson to Muhammad Ali. *Tarzan* to *Planet of the Apes*. Ma Rainey to Public Enemy. Langston Hughes to James Baldwin.

Cotton Mather

   to Thomas Jefferson

      to William Lloyd Garrison

         to W. E. B. Du Bois

            to Angela Davis

            to Angela Davis

            to Angela Davis,

leads back to the question of whether you, reader, want to be a segregationist (a hater), an assimilationist (a coward), or an antiracist (someone who truly loves).

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==Choice is yours.==

Don't freak out.

Just breathe in. Inhale. Hold it. Now exhale slowly:

N O W.

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THIS
BOOK
IS
ANTI–
RACIST

**20 LESSONS ON *HOW* TO *WAKE UP,*
TAKE ACTION, AND *DO THE WORK***

BY **TIFFANY JEWELL**
ILLUSTRATED BY **AURÉLIA DURAND**

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THIS
BOOK
IS
ANTI-
RACIST

BY **TIFFANY JEWELL**

ILLUSTRATED BY **AURÉLIA DURAND**

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ANTI-RACIST

An **ANTI-RACIST** person is someone who is opposed to racism.

Anti-racism is actively working against racism. It is making a commitment to resisting unjust laws, policies, and racist attitudes. Anti-racism is how we get free from centuries of living in a racialized society that keeps us separate and oppressed.

YOU get to decide which identities you will share with the world and how you'll do so. You get to choose how to name your identities.

Your identity grows and changes just like you. There are some things that are static and stay with you always. My skin color and the many freckles on my face have been with me for as long as I can remember and will continue on with me until I am 103+!

There are other parts of us that change (even daily). I can wear my hair up or down, braided or straight; I can change the color and the length—it's all up to me.

MANY OTHERS WILL TRY TO GET YOU TO FIT INTO AN IMAGINARY BOX.

This box includes what we call "the dominant culture." If you are white, upper middle class, **cisgender** male, educated, athletic, **neurotypical**, and/or able-bodied, you are in this box. (We'll go through all of these in the next chapter.)

If you do not fit into this box, you are considered to be a part of what's called the "subordinate culture." Folx included in the "subordinate culture", include Black, Brown, Indigenous People of Color of the Global Majority, queer, **transgender**, and **nonbinary** folx, and cisgender women, youth, Muslim, Jewish, Buddhist, atheist, and non-Christian folx, **neurodiverse** folx, folx living with disabilities, those living in poverty, and more. There are many more who exist outside of this imaginary box than those who fit inside of it.

The dominant culture is what has been considered "normal" and this "normal" has been created and is maintained by those who

In this book we will focus mostly on our racial identities. But there are many categories within our identities that affect the way we interact with society. You may be familiar with the following:

RACE
ETHNICITY
SOCIOECONOMIC CLASS
GENDER
AGE
LANGUAGE
RELIGIOUS BELIEFS
SEXUAL ORIENTATION
NATIONALITY
ABILITIES
FAMILY STRUCTURE

The parts of your identity that you notice and are most aware of on a daily basis may change depending on where you are, who you are with, and the experiences you continue to have in life. The identities you do not think much about, even the ones you barely notice, are always with you.

PRIVILEGE

Some social identities hold power and privilege, others do not. Even within us, there are parts of us that hold some power and other parts that are oppressed. This is why we work to understand our identities within society; we need to always examine our whole selves. The identities that fit neatly into the imaginary box are typically the ones with the most power and **agency**.

One example of where I have some power is the language I speak. I live in a country where the most commonly spoken language is English. I can read and understand signs and directions. I can walk into a school or store and the folx helping me will likely know what I'm talking about. I don't have to worry.

Privilege is the benefits you receive due to how close you are to the dominant culture. For example: a white, cisgender man, who is

able-bodied, **heterosexual**, considered handsome, and speaks English has more privilege than a Black transgender woman. Those with privilege have power over others. Not everyone has privilege. Folx who do not benefit from their social identities, who are in the subordinate culture, have little to no privilege and power.

Some of our identities hold privileges and disadvantages at the same time. Because I am cis female, I don't have to think about which restroom I will be able to use. I have agency.

But because I am female, I do not have the same privileges a **cis male** has. I am more likely to be overlooked for a position of leadership and get paid less for the same amount of work. While many cis heterosexual men can confidently walk alone at night, I cannot without feeling some fear that I may be harmed.

Although I do not have the same privileges as a white cisgender male, I do have privileges trans and nonbinary folx do not have because my **cisgender identity** is closer to the dominant culture.

INTERSECTIONALITY

Looking at intersectionality helps us to understand how our social identities affect our whole life. Kimberlé Crenshaw, a Black female lawyer, author, scholar, and civil rights activist, used the term intersectionality in 1989 to help us better understand that being a woman AND Black created greater disadvantages than just being a woman.

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WAKING UP

04

WHAT IS RACISM? (PERSONAL)

omeone described racism to me as the smog we breathe. It is all around us; racism is everywhere. Our lives are polluted with racism and it harms us all. The more we are aware of this smog of racism, the better equipped we can become to combat this toxic way of being.

When folx hear the word racism, many different things come up because there are multiple different explanations and interpretations. Everyone has their own understanding and beliefs around racism. Some of the ones you may be most familiar with are:

RACISM IS A SYSTEM OF ADVANTAGES AND DISADVANTAGES BASED ON RACE.

PREJUDICE + POWER = RACISM

IT IS PREJUDICE OR DISCRIMINATION AGAINST SOMEONE BASED ON RACE.

THE BELIEF THAT MEMBERS OF EACH RACE HAVE DIFFERENT CHARACTERISTICS. BECAUSE OF THIS, FOLX BELIEVE THAT SOME ARE **INFERIOR** AND SOME ARE **SUPERIOR**.

The best definition I've ever heard came from an anti-racist training I did several years ago. Racism is personal prejudice and bias AND the **systemic** misuse and abuse of power by institutions. When I refer to racism, this is the definition I am using.

Using this understanding of racism allows us to see how it truly impacts all of our lives. We have a lot of work ahead of us to break it down.

RACISM IS NOT JUST PREJUDICE!

Everyone has prejudices or **biases**. These are our judgments: the things we discriminate against. Some of our prejudices are conscious and some are not. They are things we've learned and assumed from everything around us. This includes the **stereotypes** we've witnessed. Whether you are in the dominant culture or not also contributes to your prejudices. We begin to form prejudices when we are two years old.[5] Our biases are absorbed, we take them in, and they become a part of our belief system. But they can change.

BEAUTY

In many places in the world people have absorbed the bias that light skin and European features are the most desirable. White people are considered to be the standard for beauty. (Does this sound familiar? We can thank Linnaeus and Blumenbach for this.) For hundreds of years people have believed and passed on the belief that folx with darker skin are inferior. Those with the lightest skin have been treated the best, have had the most power, and continue to pass along the bias that light skin is superior. To be considered beautiful, to fit into the box of what is considered "normal," some folx try to lighten their skin with bleaching creams and some use chemicals to alter their hair.

I spent several of my young teen years trying to force my naturally curly hair into straight "white" hair.

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This cost my mom a lot of money, I wasted a lot of time sitting in the salon chair, and it caused a lot of pain on my head. The beautician placed a series of chemicals on my scalp to rearrange my curls, to undo the natural texture, and then, after several hours, straightened my hair with a very hot iron. This effect did not last very long. After about six weeks my hair started to grow and my kinky roots showed. The process of trying to not have curls caused burns on my scalp (which took weeks to heal) and my hair to break in large chunks. I kept this going until I was 15, when the kid whose locker was next to mine saw my curls after swimming. He said "Why don't you keep your hair like that?" I didn't have a good answer for him, or for myself. I kept my natural curls after that. My prejudice against my own curly hair and my desire to look more like my white friends caused me to dislike a part of myself.

We have been conditioned to the bias of whiteness. We can undo this. People play a big role in keeping racism going. If we do not work to recognize our prejudices, we remain a part of the problem. When we become aware of our biases and our role in racism, then we can begin to understand how we are a part of a system that is much bigger than us.
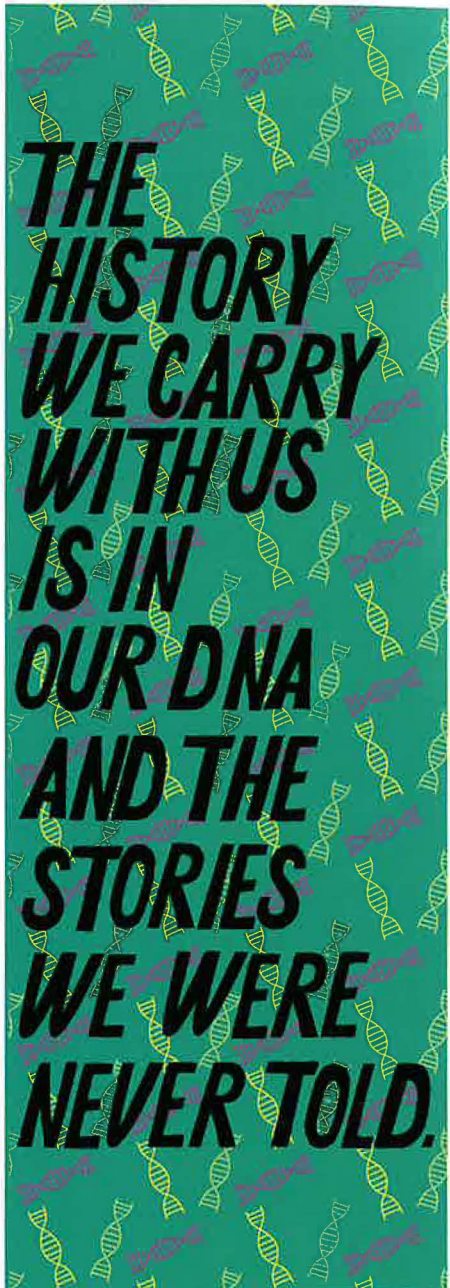
RACISM IS A PART OF OUR SOCIETY, BUT IT DOESN'T HAVE TO BE.

biologically different and either superior or inferior to justify the enslavement of Black and Brown folx.

The legacy that was left for us is the **systematic** oppression of BIPoC folx. It's our schools being more segregated today than they were during the time of legal segregation. It's our communities being purposefully divided by city architects, with the support of government offices and banks. It's evidenced by the higher rate of Black folx being incarcerated than white people. It's left the median white family with 41 times more wealth than the median Black family.[27]

The legacy of enslavement has left us with racist attitudes being our everyday normal.

THE HISTORY WE CARRY WITH US IS IN OUR DNA AND THE STORIES WE WERE NEVER TOLD.

SUPERPOWER 1: INTERRUPTION

Many people around me will probably disagree with me when I share that one of my superpowers is to interrupt others so I can share what's on my mind. They would probably tell you it's annoying, rude, or frustrating. And, I'm sure it is to them. But, here's the thing about this superpower of mine: it is really quite useful. I have to be mindful of how to use it. If I never use this superpower, when it comes time to use my skills of interruption, it may not work because I'm out of practice or folx won't be used to hearing my voice. And if I constantly interrupt, there's the chance no one will listen, that I'll be ignored.

I practice this superpower when I'm in meetings with other adults. It's a really good time to do that because, often, the other adults I'm with will say something that's worth interrupting. If I hear someone share a stereotype or microaggression, I interrupt them!

Here's an example:

I'm meeting with a bunch of other teachers and hear someone say, **"Well, I don't see color. Race isn't really an issue in my classroom."** I could just ignore them but, because I know that's a microaggression AND because my superpower is interrupting, I can take action.

I can go ahead and interject. I don't need to wait for them to finish their monologue. I shouldn't let them go on because other folx might start agreeing with them and they'll all start congratulating one another on not seeing race.

I can say, **"THAT'S NOT OKAY!"**

You can start with simple and clear phrases like I often do, and then you can continue because folx will definitely be listening now!

"IT IS IMPORTANT TO SEE AND ACKNOWLEDGE AND UNDERSTAND THAT YOUR STUDENTS ARE DIFFERENT. BY WORKING TO ACTIVELY NOT SEE THE RACE/SKIN COLOR OF YOUR STUDENTS AND THEIR FAMILIES, YOU ARE DENYING THEM. YOU ARE DENYING THEM THEIR HISTORIES. YOU ARE DENYING THEM THEIR RACIAL AND ETHNIC BACKGROUND. YOU ARE BASICALLY SAYING YOU DON'T CARE ABOUT WHO THEY ARE. YOU ARE TRYING TO MAKE THEM THE SAME, AND FIT INTO THE IMAGINARY BOX. YOUR CLASSROOM ONLY TEACHES THE DOMINANT CULTURE OF WHITE SUPREMACY."

At this point, the person I interrupted will not be happy. A few other folx in the room won't be happy either. No one likes to be called out on their racism but it does need to happen. There will also be folx in the room who are listening and agreeing with you. You are not alone even if you are the only one using your voice and speaking truth at the moment.

It is okay if people are not happy with this. It is okay for them to be uncomfortable. Racism is not a comfortable existence for Black, Brown, and Indigenous Folx of the Global Majority.

COMFORT WILL NOT END RACISM.
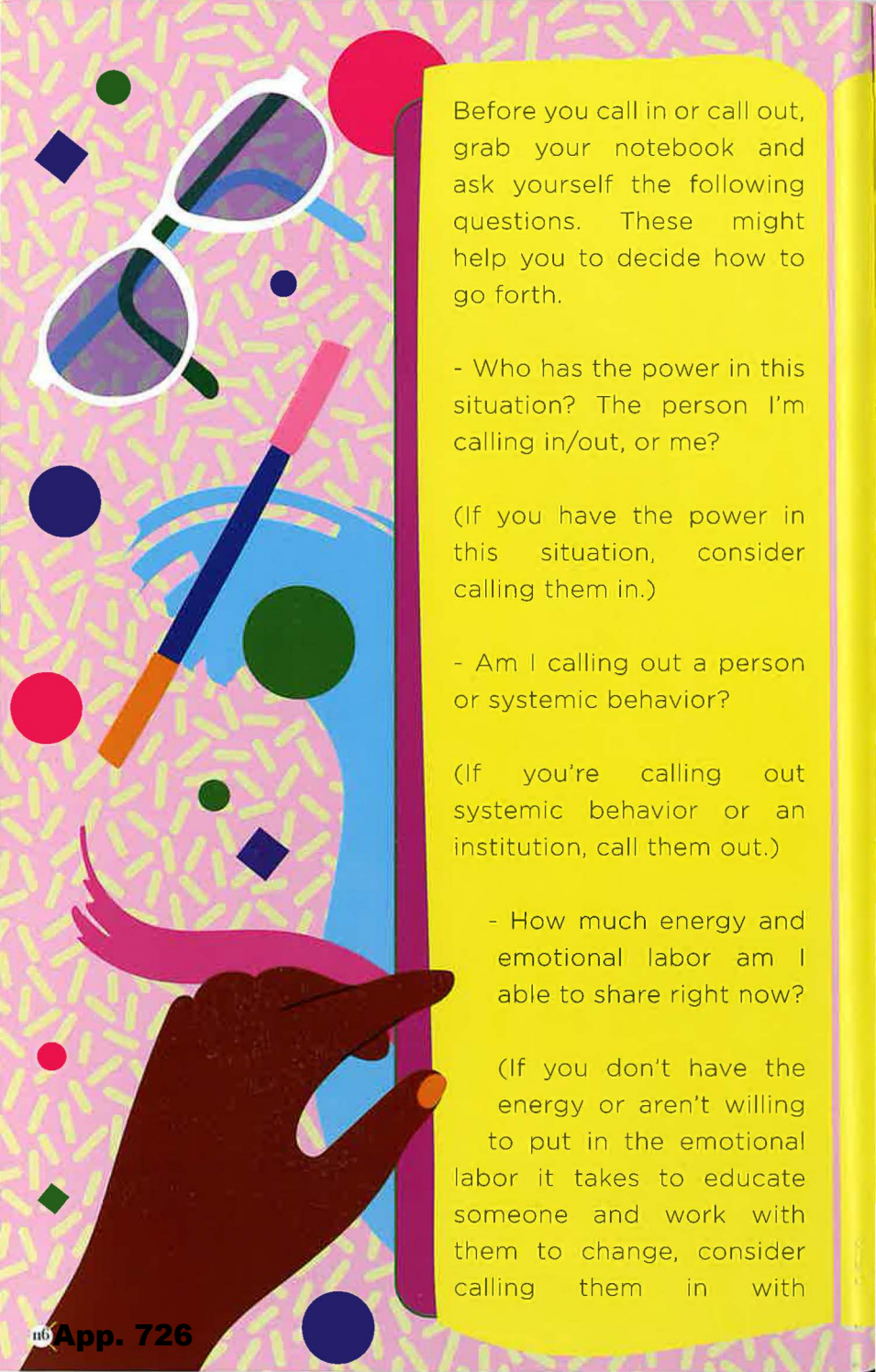
There's a good chance the person I interrupted will deny they're racist. Or they'll try to dismiss me by saying something like, "Why do you always make this about race?" Or they

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might say something like, "You're being racist against white people." They might even say something like, "Are you saying I'm racist?" and try to turn the conversation into a discussion on how they couldn't possibly be racist because they're nice. Being racist against white people is not a thing. Remember, racism is personal prejudice AND the systemic misuse and abuse of power by institutions. So, I can have a prejudice against white people, but there is no system that has been put in place for centuries to keep white people oppressed. In our society, **REVERSE RACISM IS NOT REAL**. People will bring it up from time to time and you can remind them that personal prejudice is indeed real. However, institutions continue to misuse power to maintain a racist foundation against Black, Brown, and Indigenous folx. Therefore, the only people who benefit from that are white people. Contrary to the dictionary definition, racism is more than just the "personal prejudice" part of the equation.

"BY NOT ALLOWING YOURSELF TO SEE SOMEONE'S RACE, YOU ARE NOT SEEING THEM AS A WHOLE PERSON. YOU ARE LOOKING AT THEM THROUGH A SKEWED LENS. YOU SEE THEM ONLY HOW YOU WANT TO SEE THEM. YOU ARE LOOKING AT THEM THROUGH YOUR LENS OF COMFORT. YOU ARE NOT SEEING YOUR STUDENTS AND THEIR FAMILIES HOW THEY WANT TO AND NEED TO BE SEEN."

You can address their claim of not being racist with the quote from political activist, scholar, and author Angela Davis: "In a racist society, it's not enough to be nonracist, we must be anti-racist."

Then you can explain that we live in a racist society. Being nonracist will not change our current situation of racism. It

Before you call in or call out, grab your notebook and ask yourself the following questions. These might help you to decide how to go forth.

- Who has the power in this situation? The person I'm calling in/out, or me?

(If you have the power in this situation, consider calling them in.)

- Am I calling out a person or systemic behavior?

(If you're calling out systemic behavior or an institution, call them out.)

   - How much energy and emotional labor am I able to share right now?

   (If you don't have the energy or aren't willing to put in the emotional labor it takes to educate someone and work with them to change, consider calling them in with

someone who can take on the work you are not able to do. I have a friend who helps me out when I don't have the capacity to educate white people on racial oppression.)

- Is this person likely to change their problematic behavior?

(If they are not, call them out. If this is someone you've called in before and they're still repeating their actions, call them out.)

- Who is in the room? Who am I accountable to in this moment? Am I centring the needs of myself or the group? What will happen if I call this behavior out? What will happen if I call this person in?

- What am I hoping to accomplish with this call -in or call-out?

---------- Forwarded message ---------
From: ████████ <██████@k12albemarle.org>
Date: Tue, 11 May 2021 at 20:49
Subject:
To: P██M████████ <p██m█@k12albemarle.org>

thought you may need a reminder, the bible says "love thy neighbor". so id appreciate it if you stopped with all that transphobic, sexist, misogynistic crap you've been spouting around.

--
P██M████████

STUDENT CONDUCT

Generally

The Albemarle County School Board ("School Board") establishes expectations for student conduct so that public education is conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

In addition to the types of conduct prohibited below, the superintendent issues Standards of Student Conduct and a list of possible actions for violations of those standards.

This policy and the Standards of Conduct apply to all ACPS students. They are enforced when the student's conduct occurs when the student is
- on school property.
- traveling to school or from school.
- traveling, to, at, and from bus stop.
- in School Board vehicles.
- in attendance at any school-sponsored activity.
- off school property if the conduct disrupts the learning environment.

Every student has a right to a quality education in an environment that is conducive to learning and free of disruption. Conversely, every student has the responsibility not to deny that right to others. Accordingly, the School Board has adopted policies and regulations designed to communicate our values for fair equitable treatment of students in accordance with Policy ACC, *Anti-Racism,* and, to discourage conduct that adversely affects the health and welfare of the students and staff.

Because we acknowledge that students have multiple learning styles and bring multiple perspectives, the School Board and Superintendent/Designee biennially review the model student conduct code developed by the Virginia Board of Education in order to incorporate into policy and the Standards of Student Conduct a range of disciplinary options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

Parent Responsibility

Each parent/guardian of a student enrolled in the ACPS has a duty to assist in enforcing this policy, the standards of student conduct, and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights. This policy, the Standards of Student Conduct, a notice of the requirements of Va. Code § 22.1-279.3, and a copy of the compulsory school attendance law is sent to all parents/guardians within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's/guardian's signature acknowledging the receipt of this policy, the Standards of Student Conduct, the requirements of Va. Code § 22.1-279.3, and the compulsory school attendance law shall also be sent. Parents/guardians are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the

constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or his designee to review this policy, the Standards of Student Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

The school principal shall notify the parents of any student who violates a School Board policy, the Standards of Student Conduct, or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed any disciplinary action or filed such a petition. The notice shall state (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials.; and (4) that a petition may be filed under certain circumstances with the juvenile and domestic relations court to declare the student a child in need of supervision. The principal or his/her designee notifies the parent of any student involved in an incident required to be reported to the Superintendent and Virginia Board of Education

The principal/designee notifies the parent of any student involved in an incident required to be reported to the Superintendent and the Virginia Board of Education as described in policy CLA, *Reporting Acts of Violence and Substance Abuse.*

If the parent fails to comply with this policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

A parent, guardian, or other person having control or charge of a student is notified in writing of any disciplinary action taken with regard to any incident upon which an adjudication of delinquency or conviction for an offense listed in Va. Code £16.1-260.G was based and the reasons therefor. The parent or guardian is also notified of the parent or guardian's right to review, and to request, an amendment of, the student's scholastic record, in accordance with regulations of the Board of Education governing the management of scholastic records.

Any student involved in a reportable drug or violent incident, as described in policy CLA, *Reporting Acts of Violence and Substance Abuse,* participates in prevention and intervention activities deemed appropriate by the Superintendent/Designee Further, any student who been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents.

Prohibited Conduct

The following conduct is prohibited. Students engaging in such conduct are subject to disciplinary action.

Bullying and the Use of Electronic Means for Bullying

Bullying is prohibited. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument, or peer conflict.

Gang Activity

Gang activity, as defined in policy JFCE, *Gang Activity or Association,* is prohibited.

Harassment

As provided in Policy JFHA/GBA, *Prohibition Against Harassment and Retaliation,* students are prohibited from harassing other students, school staff, volunteers, student teachers, or any other person present in school facilities or at school functions.

Hazing

Hazing is prohibited. Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Intentional Injury of Others

Students are prohibited from intentionally injuring others.

Self-defense

Whether a student acted in self-defense is considered when the student's conduct is evaluated for disciplinary action.

Threats: Intimidation

Students are prohibited from making any verbal, written, or physical threat of bodily injury to another person.

Trespassing

Students, including students who have been suspended or expelled, are subject to disciplinary action for trespassing on school property.

Use and/or possession of Alcohol, Tobacco Products, Nicotine Vapor Products, Anabolic Steroids, and Other Drugs.

Students are prohibited from possessing, using, or distributing any of the restricted substances listed below on school property, on school buses or during school activities, on or off school property.

Students are prohibited from attempting to possess, use, consume, procure, and/or purchase, any of the restricted substances listed below or what is represented by or to the student to be any of the restricted substances listed below or what the student believes is any of the restricted substances listed below.

Students are prohibited from being under the influence of any of the restricted substances listed below, regardless of whether the student's condition amounts to legal intoxication.

Restricted substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH, *Tobacco Products and Nicotine Vapor Products,* nicotine vapor products as defined in Policy JFCH, *Tobacco Products and Nicotine Vapor Products,* inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, Marijuana, imitation and look-alike drugs, drug paraphernalia, and any prescription or non-prescription drug possessed in violation of School Board policy.

In addition to any other consequences that may result, a student who is a member of a school athletic team will be ineligible for two (2) school years to compete in interscholastic athletic competition if the school principal and the superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.

Use of Profane or Obscene Language and Conduct

Students are prohibited from using profane or obscene language or engaging in profane or obscene conduct.

Vandalism

Students are prohibited from vandalizing school property and the property of any School Board staff member or any other person.

The School Board may recover damages sustained because of the willful or malicious destruction or, or damage to, public property pursuant to Policy ECAB, *Vandalism*.

Legal Ref.:   Code of Virginia, 1950, as amended, Sections 16.1-260, 18.2-56, 18.2-308.1,
               18.2-308.7, 22.1-22.3, 22.1-78, 22.1-200.1, 22.1-253.13:7. C.3, 22.1-254, 22.1-
               276.3, 22.1-277, 22.1-277.08, 22.1-277.2, 22.1-279.1, 22.1-279.3, 22.1-279.3:1,
               22.1-279.6, 22.1-288.2.

               Model Guidance for Positive and Preventive Code of Student Conduct Policy and
               Alternatives to Suspension, Virginia Board of Education, January 2019.

Cross Refs.:   ACC, *Anti-Racism*
               CLA, *Reporting Acts of Violence and Substance Abuse*
               EBB, *Threat Assessment Teams*
               ECAB, *Vandalism*
               IIBE/GDA, *Acceptable Use of Technology*
               JFCE, *Gang Activity or Association*
               JFCF, *Drugs in School*
               JFG, *Search and Seizure*
               JFHA/GBA, *Prohibition Against Harassment and Retaliation*
               JGA, *Corporal Punishment*
               JGD/JGE, *Student Suspension/Expulsion*
               JGDA, *Disciplining Students with Disabilities*
               JN, *Student Fees, Fines and Charges*

STANDARDS OF STUDENT CONDUCT

These regulations are promulgated to help parents/guardians, students, and school personnel to know some of the more obvious types of misconduct and understand disciplinary consequences which may be imposed upon the student as a result of such misconduct. The list of types of misconduct is not exclusive nor a limitation upon the authority of the School Board or school officials to deal with conduct which interferes with the proper functioning of the schools.

While adopting these regulations, the Board reserves to itself, and when appropriate, the Superintendent/Designee, the authority to determine appropriate disciplinary consequences of any conduct, listed or otherwise, which interferes with the proper functioning of the schools. All disciplinary action shall be determined on the basis of the facts and evidence presented.

Standards of Student Conduct

The following are standards of student conduct established by the School Board for all students. The consequences of any act are determined on the basis of the facts presented in each situation in the reasonable discretion of the Board, its designated committees and other appropriate school officials.

1. Theft

   A student shall not intentionally take or attempt to take the personal property of another person by force, fear or other means.

2. Possession or Use of Weapons or Other Dangerous Articles

   Students shall not have in their possession any type of unauthorized firearm or other dangerous weapon or device (See Policy Policy JFCD, *Weapons in Schools)*.

   a. any pistol, shotgun, rifle or other firearm, whether loaded or unloaded, operative or inoperative, or any object similar in appearance to a firearm, whether capable of being fired or not;

   b. any pneumatic gun, which includes pellet guns, BB guns, and CO2 air pistols; or

   c. any knife, razor, slingshot, brass or metal knuckles, blackjacks, explosives, or other dangerous articles.

   A student further shall not misuse an acceptable object (such as a pencil, baseball bat, etc.) in a manner which endangers a person's safety or health. Possession includes storage in a vehicle, locker, or other receptacle. Any weapon possessed in violation of this policy shall be forfeited to the Commonwealth. The provisions of this section shall not apply to persons who carry such weapon or

weapons as part of the curriculum or other programs sponsored by the school or any organization permitted by the school to use its premises.

3. Profane, Obscene, or Abusive Language or Conduct

    Students shall not use vulgar, profane or obscene language or gestures or engage in conduct that is vulgar, profane, and obscene or disrupts the teaching and learning environment.

4. Assault and Battery

    A student shall not assault or commit battery upon another person on school property, on school buses or during school activities on or off school property. An assault is a threat of bodily injury.

    A battery is any bodily hurt, however slight, done to another in an angry, rude or vengeful manner.

5. Vandalism

    Students shall not willfully or maliciously damage or deface any school building or other property owned or under the control of the School Board. In addition, students shall not willfully or maliciously damage or deface property belonging to or under the control of any other person at school, on a school bus or at school-sponsored events. (See Policy JN-R)

6. Trespassing

    No student shall enter upon any school property at night without authorized consent. Any student directed to leave or refrain from entering school property and who fails to do so shall be subject to disciplinary action. The student shall not trespass on school property or use school facilities without proper authority or permission, or during a period of suspension or expulsion.

7. Cheating

    Students are expected to perform honestly on schoolwork and tests. The following actions are prohibited:
    * Cheating on a test or assigned work by giving, receiving, offering and/or soliciting information
    * Plagiarizing by copying the language, structure, idea and/or thoughts of another
    * Falsifying statements on any assigned schoolwork, tests or other school documents.

8. Student Dress and Displays

Students are expected to dress appropriately for a K-12 educational environment. Any clothing and/or displays that interferes with or disrupts the educational environment are unacceptable. Clothing and displays with language or images that are vulgar, discriminatory or obscene, or clothing and displays that promote illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco products, nicotine vapor products, or drug paraphernalia or clothing and displays that contain threats such as gang symbols are prohibited.

In addition, clothing and displays that demean or promote harassment or hatred toward an identifiable person or group based on race, color, religion, ethnicity, national origin, ancestry, gender, gender identity, sexual orientation, or disability, including, but not limited to, Confederate imagery and other symbols of hate and oppression, such as the swastika, cause substantial disruption to the educational environment and, therefore, are prohibited.

Disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessary, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal.

Students not complying with this policy will be asked to cover the noncomplying clothing, remove or cover the display, change clothes, or go home.

9. Bus-Related Offenses

Students shall not behave in a disruptive manner or otherwise violate these Standards of Conduct while waiting for a school bus, while on a school bus or after being discharged from a school bus.

10. Disruptive Conduct & Defiance of School Personnel

Students are entitled to a learning environment free of unnecessary disruption. Any physical or verbal disturbance which interrupts or interferes with teaching and orderly conduct of school activities is prohibited.

Students shall comply with any oral or written instructions made by school personnel within the scope of their authority as provided by Board policies and regulations. A student shall not interfere with the orderly process of instruction.

A student shall comply with the directions of a teacher or other school employee.

11.   Leaving without Permission

A student is prohibited from leaving the school campus during the school day without authorization of designated school authorities.

12.   Accessory to a Violation

A student who acts as an accessory or accomplice to another in violation of any provision of the Standards of Student Conduct will be subject to corrective action as outlined in the Standards of Student Conduct.

13.   Distribution or Sale of Illegal Drugs or Possession or Distribution with Intent to Sell.

Students shall not manufacture, give, sell, distribute or possess with intent to give, sell or distribute marijuana, synthetic cannabinoids, or other controlled substance as defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia.

14.   Use and/or Possession of Alcohol, Tobacco Products, Nicotine Vapor Products, Anabolic Steroids and Other Drugs

A student shall not possess, use, and/or distribute any of the restricted substances listed below on school property, on school buses, or during school activities, on or off school property.

A student shall not attempt to possess, use, consume, procure, and/or purchase, any of the restricted substances listed below or what the student believes are any of the restricted substances listed below.

Restricted Substances include but are not limited to alcohol, tobacco products as defined in Policy JFCH *Tobacco Products and Nicotine Vapor Products*, nicotine vapor products as defined in Policy JFCH *Tobacco Products and Nicotine Vapor Products*, inhalant products, and other controlled substances defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia, such as anabolic steroids, stimulants, depressants, hallucinogens, marijuana, imitation and look-alike drugs, drug paraphernalia, and any prescription or non-prescription drug possessed in violation of School Board policy.

The School Board may require any student who has been found in possession of, or under the influence of, drugs or alcohol in violation of School Board policy to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete interscholastic athletic competition if the school principal and the division superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic training team, unless such steroid was prescribed by a licensed physician for a medical condition.

15. Bullying

A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities.

"Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict.

The principal notifies the parent of any student involved in an alleged incident of bullying of the status of any investigation within five school days of the allegation of bullying.

16. Hazing

Students shall not engage in hazing.

Hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily harm on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

The principal of any school at which hazing which causes bodily injury occurs shall report the hazing to the local Commonwealth Attorney.

17. Harassment

A student shall not sexually harass another student or any school employee, volunteer, student teacher or any other person present in school facilities or at

school functions. (See Policy JFHA/GBA, *Prohibition Against Harassment and Retaliation*). Sexual harassment includes any unwelcome sexual advances regardless of sexual orientation *, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment.

18.   Attendance; Truancy

Students shall attend school on a regular and punctual basis unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.)

If a student who is under 18 years of age has ten (10) or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may act to suspend the student's driver's license.

19.   Threats or Intimidation

Students shall not make any verbal, written, or physical threat of bodily injury or use of force directed toward another person. Students shall not use electronic technology or communication devices, such as the internet or cell phones, to intimidate or threaten for any reason.

20.   Gambling

A student shall not bet money or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses or during any school related activity.

21.   Gang Activity

Gang-related activity is not tolerated. Symbols of gang membership are expressly prohibited (<u>i.e</u>., clothing that symbolized association, rituals associated with, or activities by an identified group of students). (<u>See</u> Policy JFCE, *Gang Activity or Association*.)

22.   Communication Devices

Students may possess a cellular telephone, smart phone, tablet, or other communications device on school property, including school buses, provided that the device remain off and out of sight during instructional time unless it is being used for instruction purposes at the direction of the student's teacher. Additionally, the student must cease use of the device if a school bus driver directs the student to discontinue use of the device if it distracts or creates an unsafe environment while the student is on the school bus. At no time may any school-provided device be used with an unfiltered connection to the Internet. The

division is not liable for devices brought to school or school activities.

If a student possesses or uses such a device other than as permitted in this policy, in addition to other disciplinary sanctions which may be imposed, the device may be confiscated from the student and returned only to the student's parent.

23. Reports of Conviction or Adjudication of Delinquency

   Any student for whom the superintendent has received a report pursuant to Va. Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Va. Code § 16.1-260 may be suspended or expelled.

24. Acceptable Use of the Internet

   Students shall abide by the Albemarle County Public School Division's Acceptable Computer Use Policy and Regulation. (See Policy IIBE Acceptable Use of Technology.)

25. Felony Charges

   Students charged with any offense, wherever committed, that would be a felony if committed by an adult may be disciplined and/or required to participate in prevention/ intervention activities.

26. Bomb Threats

   Students shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the Code of Virginia. Moreover, students shall not make any threats or false threats to bomb school personnel or school property.

27. Extortion

   No student may obtain or attempt to obtain anything of value from another by using a threat of any kind.

28. Fighting

   Exchanging mutual physical contact between two or more persons by pushing, shoving or hitting with or without injury is prohibited.

29. Stalking

   Students shall not engage in a pattern of behavior that places another person in fear of serious harm.

30. Other Conduct

In addition to these specific standards, students shall not engage in any conduct which materially and substantially disrupts the ongoing educational process or which is otherwise a violation of federal, state or local law.

Procedural Statement Concerning Restricted Substances

When an employee of the Board suspects a student of the illegal possession, use, or distribution of any controlled, illegal or restricted substance on the premises of any Albemarle County public school, it is the duty of the employee to notify the school principal immediately. Acting in accordance with the Board's policies in this manual and related policies and regulations, the principal should take possession of the suspect substance with the consent of the suspect student, if possible, or through a search procedure.

Minimum due process must be afforded the student prior to suspension. If the student admits the accusation when confronted, the student shall be suspended immediately. If the student denies the accusation, the student shall not be suspended unless there is evidence that he/she is in possession of, under the influence of, or distributing a restricted substance. In this case, the student shall be given into the custody of the parent or guardian and shall be suspended immediately. In any case, every effort should be made to have the parent or guardian come to the school before action is taken beyond the preliminary phase of the principal's investigation.

If an illegal substance is found in the student's possession, it will be turned over to law enforcement personnel. Drug violations will lead to disciplinary action, regardless of whether criminal charges are filed, or whether a criminal conviction is obtained. For first offenses of illegal possession, use or distribution of a restricted substance, a student will receive a ten (10) day suspension at minimum and be required to participate in any substance abuse prevention or education program deemed appropriate by the principal. For any second or subsequent offense of illegal possession, use or distribution of a restricted substance, the student will receive a ten (10) day suspension and be recommended for expulsion. All cases in which a student has brought a controlled substance, imitation controlled substance or marijuana as defined in Va. Code §18.2-247 onto school property or a school-sponsored activity shall be recommended for expulsion unless the Disciplinary Hearing Officer conducts a preliminary review of the case and determines that disciplinary action other than expulsion is appropriate. (See Policy JGD/JGE, Section V.B.)

A student for whom the Superintendent has received a report pursuant to Section 16.1-305.1 of the Code of Virginia of an adjudication of delinquency or a conviction for an offense involving the manufacture, sale, gift, distribution, or possession of marijuana or other controlled substances may be suspended or expelled from school, regardless of whether the adjudication or conviction resulted from an off-campus incident.

Other Criminal Offenses

Students charged with felony criminal offenses arising from conduct that occurs on or off- school grounds are subject to potential disciplinary action, up to and including suspension or expulsion, and may be suspended from school or required to attend an alternative education program while the criminal charge is pending. Students who are convicted or adjudicated guilty of felony offenses are also subject to potential suspension or expulsion from school, or placement in an alternative education setting, in accordance with applicable Virginia law.

Corrective Action

The goal of student corrective action shall be to encourage self-control and orderly conduct.

Each teacher is expected to establish satisfactory student behavior with positive and constructive methods. If the discipline problem continues after a teacher attempts to correct student behavior, it shall be referred to the appropriate building administrator.

The following corrective actions are among those available to the school administration for violation of the Standards of Student Conduct. This list is not to be considered as exhaustive or to be delimiting to school administrators or staff. Each offense will be considered fully in determining reasonable corrective actions.

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following level of administrator responses go hand-in-hand with tiered supports, which are more fully described in the *Guidelines for the Reduction of Exclusionary Practices.* Neither is intended to be the sole response to student discipline incidents. The following lists of leveled administrative responses to student behavior are provided as an example of a leveled system of discipline responses.

Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.
- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Administrator/Student conference and/or Administrator/Student/Teacher conference
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Community service (appropriate to correct the behavior)
- Restitution
- Seat change
- Loss of school privileges
- Confiscation by the administration

- Administrator/Teacher/Parent/Guardian conference
- Detention (before school, at lunch, after school)
- In-school suspension (Up to one-two days) with behavioral instruction and academic support

Level 2 Responses: Administrative responses and interventions at this level are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

- Student conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, and Problem-Solving Team (ex. VTSS), Substance Use and Intervention Program)
- Referral to Individualized Education Plan (IEP) team
- Schedule change
- Community service (appropriate to correct the behavior)
- Referral for community-based services
- Saturday school
- Restitution
- Confiscation
- Temporary loss of privileges
- In-school suspension with behavioral interventions and/or restorative practices (one-three days)

Level 3 Responses: Dependent upon the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.

- Administrator/Teacher/Parent/Guardian Conferences
- Detention
- In-school suspension with restorative practices (three plus days not to exceed five days)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor program, Problem Solving Team, Therapeutic Day Treatment (TDT), Substance Use and Intervention Program)
- Referral for community-based services
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students)
- Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students)
- Community service
- Revocation of privileges

- Restitution
- Referral to alternative education programs
- Short-term out-of-school suspension (one (1) to -three (3) days for elementary students/one (1) to -five (5) days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school official)
- Referral to law enforcement where required

Level 4 Responses: Some level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the Code of Virginia § 22.1-279.3:1. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.
- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Parent-Administrator-Teacher-Student behavior contract
- Long-term revocation of privileges
- Restitution via written contract
- Referral for community-based services
- Schedule change
- Short-term out-of-school suspension (for preschool to grade three students one (1) to three (3) days, four (4) to ten (10) days for fourth- to sixth-grade students, or five (5) to ten (10) days for seventh- to twelfth-grade students)
- Recommendation for a long-term suspension as determined by the local policy or by Code.

Level 5 Responses: Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

Required School-based Administrative Responses to Level 5 Behaviors
- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Referral to Superintendent or designee

Examples of superintendent or designee responses to Level 5 behavior
- Long term suspension
- Alternative placement
- Expulsion
- Return the student to the school setting with appropriate supports and interventions.

If an expelled student under this section of the regulation is under eighteen years of age, the authorities of the juvenile court shall be notified where appropriate.

Enrollment of Suspended/Expelled Students

Any student who has been suspended from a school of this division is not eligible to attend any other school within the division until eligible to return to his/her regular school. Expelled students may apply to the School Board for readmission to the School Division in accordance with Policy JGD/JGE.

Any student who has been suspended/expelled from another division must petition for admission in accordance with policy JEC.

Adopted: July 1, 1993
Amended: July 28, 1997; December 13, 2001; December 11, 2003; August 10, 2006;
                September 28, 2006; July 10, 2008; September 12, 2013; December 12, 2013;
                August 14, 2014; August 27, 2015; June 8, 2017; October 12, 2017;
                September 12, 2019; August 13, 2020
Reviewed: September 9, 2021
Equity Review: September 9, 2021

HIGH SCHOOL ELIGIBILITY AND CODE OF CONDUCT:
ATHLETICS AND OTHER EXTRACURRICULAR ACTIVITIES

Participation in athletics and other extracurricular activities is regarded as an important privilege for students. Participation in such activities supports students' personal growth and achievement and also gives students the opportunity to be representatives of and ambassadors for their school. Albemarle County Public Schools is committed to developing and maintaining a high level of confidence by the student body and the school community. Therefore, students who desire to participate in extracurricular activities are expected to meet standards in three major areas: academics, attendance, and conduct. Failure to meet appropriate standards in any one, or more, of these areas will result in a student losing the privilege of participating in extracurricular activities.

I.   Policies related to this regulation

        • School Board Policy JFC – Student Conduct
        • School Board Policy JGD/JGE – Discipline
        • School Board Policy JFCI - Substance Abuse
        • School Board Policy JFCH - Possession and/or Use of Tobacco on School Premises

II.   Definition of Extracurricular Activities

        Extracurricular activities include, but are not limited to: participating in athletics and other competitive activities, event or activity practices, and other student activities; performing in public beyond the class culminating performances. Activities that are a part of a credit bearing class do not constitute extracurricular activities.

III.   Introduction

        A.   This regulation is in effect from the first day a student begins participation in a high school sport or other extracurricular activity throughout the remainder of the season or other extracurricular activity period.

        B.   This regulation establishes a minimum code of conduct for student-athletes and other students who desire to participate in extracurricular activities offered by the Albemarle County Public Schools. This regulation shall be administered by each school through its principal/designee in conjunction with the athletic director, coach(es) or other sponsors. This regulation does not supersede the School Board's student discipline policies.

        C.   Prior to participating in a school sport or other extracurricular activity, the student and his/her parents or guardian will be required to sign a statement acknowledging that the student shall comply with and abide by the terms and conditions of this regulation.

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D.   This regulation applies to all high school students in grades 9-12 as well as 8th grade students who are permitted to participate in high school sports or other extracurricular programs.

IV.   Academic and Behavioral Expectations

A.   General Standards, Guidelines and Information
• A student shall be enrolled as a full-time student in good standing under School Division policy and Virginia High School League rules and regulations in order to be eligible to participate in extracurricular activities.
• Students who fail to meet appropriate academic, attendance or behavioral standards may be withheld or dismissed from participation in athletics or other extracurricular activities.
• Any student who is ineligible but participates in a contest/activity while ineligible may cause the team/group to forfeit that contest/performance in accordance with this regulation.
• A specific team membership, athletic position, performance role, leadership position, etc. may or may not be available for the student to resume, upon regaining eligibility.
• Each elementary and middle school may have specific guidelines and requirements for one or more extracurricular activities offered at that school.

B.   Students participating in athletics and other extracurricular activities are expected to pass and successfully meet the academic and attendance goals and objectives established by the School Division in order to be eligible. Students are also expected to meet the behavioral standards of their school and School Division. This requirement is in addition to the Virginia High School League rules and regulations.

C.   Students are ineligible to participate in practice or in a contest, competition or other activity if they have been placed on suspension. Students must be in school all day in order to participate. Exceptions are prearranged absences, doctor appointments, school-related absences or in other cases as authorized by school administration.

D.   If a student tries out for a sport or other activity and quits or is dismissed because of disciplinary reasons, he/she is ineligible to try out for another sport or activity without approval from the athletic director and/or principal/designee.

V.   Misbehavior

A.   The admission of facts involving student misconduct, whether on-campus or off-campus, which constitute a criminal offense or conviction of a criminal offense, either felony or misdemeanor (excluding minor traffic violations) may result in suspension from athletic or other extracurricular activities for a period of time to be determined by the principal/designee after investigation and consultation with

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the Division Superintendent/designee.

B.   Disciplinary action may result in denial of participation in athletic competition or other extracurricular events.

C.   Students who have received out-of-school suspension shall be prohibited from participation in all athletic or other extracurricular or interscholastic practices, events, activities or competitions for the duration of such out-of-school suspension.

VI.   Alcohol, Drugs and Tobacco

A.   No student involved in a sport or other extracurricular program shall knowingly possess, use, distribute, transmit or be under the influence of alcohol, performance enhancing drugs, inhalants or controlled substances of any kind (except as prescribed by a medical professional or as otherwise authorized by this regulation) during the athletic season or other extracurricular program.

B.   The unauthorized possession, use, distribution, transmittal or being under the influence of alcohol, performance enhancing drugs, inhalants or controlled substances of any kind (except as prescribed by a medical professional) by a student during the athletic season or other extracurricular program will subject the student to the following consequences (in addition to any school disciplinary and/or other applicable sanctions):

1.   First offense in student's high school-level participation:

a.   A minimum of two (2) weeks suspension from participation in athletics or other extracurricular program, including practice and competition, from the date the knowledge of the possession, use, transmittal, distribution or being under the influence became known to a school official;

b.   A student who agrees (with parental consent) to participate in a drug/alcohol counseling and/or assessment program offered at school or at a school-approved community agency may be reinstated to the athletic team or other extracurricular program at the end of the two (2) week period. Any student who does not agree to participate in such counseling and/or assessment program shall be suspended from all athletic teams or other extracurricular programs for thirty (30) days of participation or for the remainder of the season or program, whichever is longer.

c.   Reinstatement of the student to the athletic or other extracurricular program is contingent upon the student complying in all material respects with the recommendations made by an alcohol or other

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substance abuse counselor or other appropriate person as well as the approval of the principal/designee for reinstatement to the team or program; and

    d.   Successful completion of any recommendations by an alcohol or other substance abuse counselor or other appropriate person will be evaluated by the principal/designee.

2.   Second offense in student's high school-level participation:

    a.   A minimum of four (4) weeks suspension from participation in athletics or other extracurricular program, including practice and competition, from the date the knowledge of the possession, use, transmittal, distribution or being under the influence became known to a school official;

    b.   A student who agrees (with parental consent) to participate in a drug/alcohol counseling and/or assessment program offered at school or at a school-approved community agency may be reinstated to the athletic team or other extracurricular program at the end of the four (4) week period. Any student who does not agree to participate in such counseling and/or assessment program shall be suspended from all athletic teams or other extracurricular programs for thirty (30) days of participation or for the remainder of the season or program, whichever is longer.

    c.   Reinstatement of the student to the athletic or other extracurricular program is contingent upon the student complying in all material respects with the recommendations made by an alcohol or other substance abuse counselor or other appropriate person as well as the approval of the principal/designee for reinstatement to the team or program; and

    d.   Successful completion of any recommendations by an alcohol or other substance abuse counselor or other appropriate person will be evaluated by the principal/designee.

3.   Third or subsequent offense in student's high school level participation:

    a.   Full suspension from all athletic activities and competitions and other extracurricular program for a 365-day period;

    b.   The student may be required to undergo a current drug/alcohol assessment at school or at a community agency offering such assessments. Prior to reinstatement at a future date, the student will follow and comply with all recommendations from the

assessment report, including participation in an approved school-based or community alcohol or other drug education program; and

        c.   The student may petition for reinstatement after the end of the 365-day period. The decision whether to reinstate the student shall be at the sole discretion of the principal/designee after consultation with the Division Superintendent/designee.

    4.   In cases involving a first or second offense only, students who voluntarily request assistance from school officials in connection with an alcohol, drug or tobacco incident may receive reduced disciplinary consequences under this regulation at the discretion of the principal, provided that the request must come from the student or his/her parents/guardian no later than the first school day after the incident involving the unauthorized use of alcohol, performance enhancing drugs, inhalants or controlled substances of any kind or tobacco.

C.   This regulation shall not be construed to prohibit students from participating in a bona fide religious ritual, ceremony or other religious activity in which alcohol is served under the supervision of their parents or guardians. In such cases, the use or consumption of small amounts of alcohol as part of a bona fide religious ritual, ceremony or activity, such as a Passover Seder, Communion or other religious service or observance, shall not constitute a violation of this regulation.

D.   This regulation shall not be construed to prohibit parents from providing alcohol to their children in a supervised setting as authorized by Va. Code § 4.1-200(7), as amended, or other applicable law. However, it is the hope and desire of the Albemarle County Public Schools that, notwithstanding the permissive authority given to parents to provide alcohol to their children in such limited, supervised settings, parents will agree not to do so in order that their children may remain free of alcohol use during the school year.

E.   In accordance with Va. Code § 22.1-276.3, as amended, or other applicable law and Virginia High School League rules and regulations, any student who is a member of a school athletic team shall be deemed ineligible for two school years to compete in interscholastic athletic competition, if it has been determined by the Division Superintendent and principal that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.