

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

Presenters:

Stephanie Martinez, University of South Florida;

Tamika La Salle, University of Connecticut

Ruthie Payno-Simmons, Michigan's Multi-Tiered System of Supports Technical Assistance Center

Naomi Brahim, Jefferson County Public Schools (KY)



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



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October 26-28, 2021

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Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> Use a shared action plan for your team Complete session evaluations 	<ul style="list-style-type: none"> Post positive on-topic comments Questions for the presenters go in the POLLS tab → 	<ul style="list-style-type: none"> Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> Limit distractions Follow up on your assigned action items 	<ul style="list-style-type: none"> Use inclusive language 	<ul style="list-style-type: none"> Use sincere phrasing Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> Take movement breaks Be aware of your stress level 	<ul style="list-style-type: none"> Engage in productive dialogue 	<ul style="list-style-type: none"> Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> Ensure Files Tab has current materials and related weblinks 	<ul style="list-style-type: none"> Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> Identify common Qs to address in final 15 minutes



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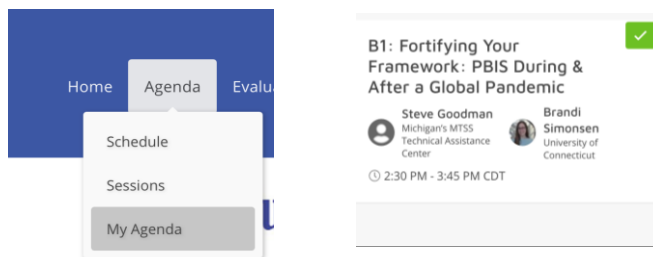
2

Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

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



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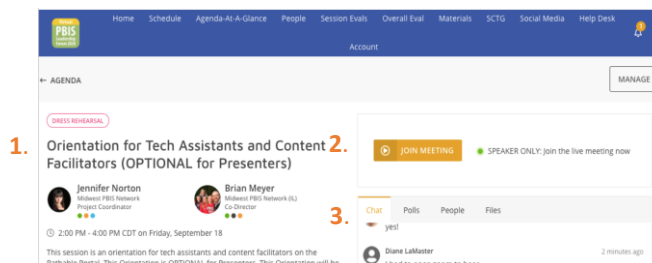
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Tips for Participants

Navigating the Session Page

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



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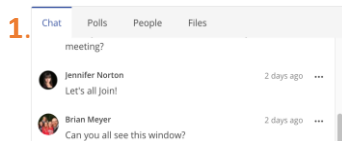
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

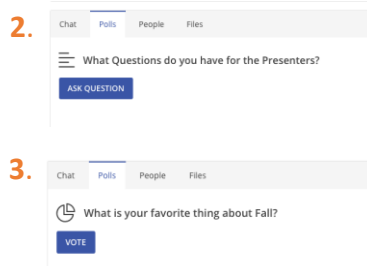
Follow overall Forum expectations for *responsible, respectful, and safe* chatting



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

3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted



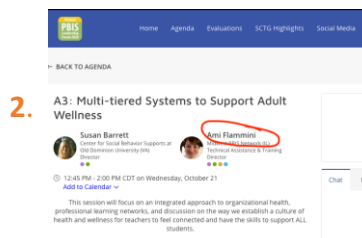
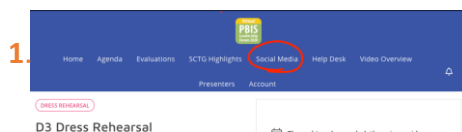
5

Tips for Participants

Be careful of accidentally navigating away

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

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



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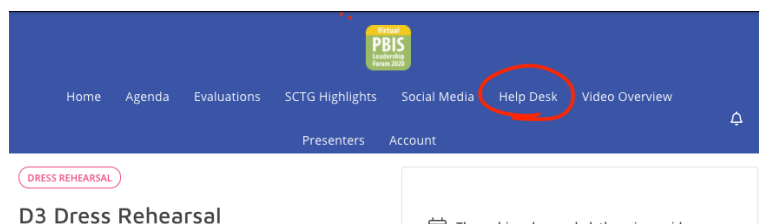
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Tips for Participants

Support is Available

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



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When Working In Your Team

Consider 5 Questions

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



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Agenda

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

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Shout out to collaborators

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

Center on PBIS | Resource: Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources , <https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>

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Content of Guide

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

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Introduction



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Topics Covered



PURPOSE



RATIONALE



HOW TO USE THIS
GUIDE



MULTIPLE POINT OF
ENTRY FOR INDIVIDUAL
EDUCATORS



FOUNDATIONS OF THE
WORK

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Process for Deep Implementation

Fixsen et al, 2013

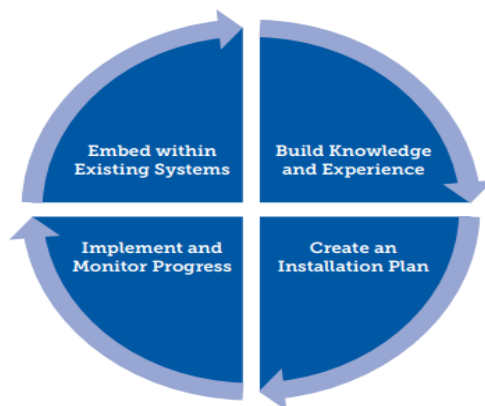


Figure 1. A process of installation and action.

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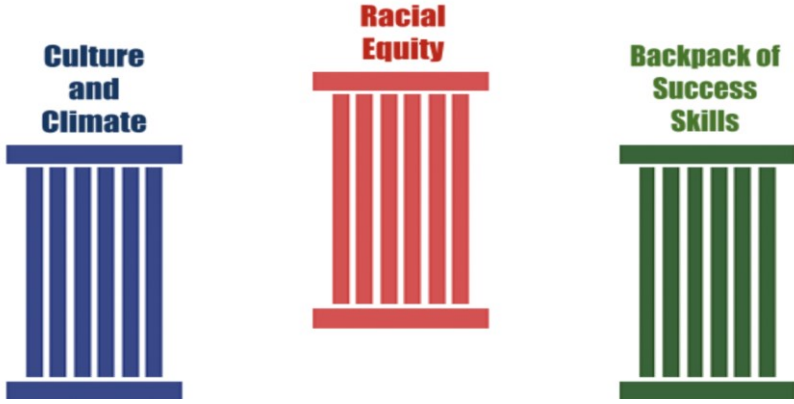
Jefferson County Public Schools, KY

Demographics



173 Schools:		Percent of Student by Race/Ethnicity:	
27 High (grades 9-12)		%White: 38.6%	
23 Middle (grades 6-8)		%Black: 37.2%	
90 Elementary (grades K-5)		%Hispanic: 13.4%	
33 Early Childhood, State Agency, Alt. Settings Schools		%Other: 10.7%	
Total Student Enrollment K-12: (all grades) 95,411		Percent of Student on Free or Reduced Lunch: 68%	
Student with an Identified Disability: 13%		Students Identified with Limited English Proficiency: 13%	

Three JCPS Core Pillars





DIVERSITY, EQUITY, AND POVERTY DEPARTMENT

C U R R I C U L U M V I T A E



DEPARTMENT FOCUS

- Racial Equity
- Teachers of Color
- Community Data
- Minority/Women Business Enterprise
- Professional Development

ABOUT

The Diversity, Equity, and Poverty (DEP) Department is unapologetically committed to ensuring racial equity in Jefferson County Public Schools (JCPS), multicultural education, training, and affirms diversity in a pluralistic environment.

EXPERIENCE

PROFESSIONAL DEVELOPMENT

To view a full description of sessions and to register, click [here](#).

SOCIAL

fb.me/jcpsdep

@jcpsdep

@jcpsdep1



PERSONAL SKILLS

Community-oriented
Reliable and professional
Organized
Unapologetic
Innovative
Passionate
Motivated

CONTACT

(502) 485-3506
(502) 654-2999
telva.hogan@jefferson.kyschools.us


DEP CV

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Culture and Climate Department



BEHAVIOR SUPPORT SYSTEMS DEPARTMENT



Attendance and Records

Behavior Supports


Bullying Prevention

Safe Crisis Management

Re-Engaging Students from Alternative Schools

Social-Emotional Learning/Trauma-Informed Care

Tier 1 Engagement and Instructional Supports



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

Jefferson County Public Schools (Louisville, KY)

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

Jefferson County Public Schools (Louisville, KY)

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Embed this Work within Existing Systems



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Embed within
Existing
Systems

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

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Situate this Work in an Existing Team



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

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Bring Others on to the Team



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- Commitment
- Expertise
- Representation by racial/ethnic identity and role
- Decision-making leadership

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Critically Examine Systems Already in Place

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



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Partner with Administrators, Families, and School Boards

Develop a plan to seek agreement and institutional support.

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



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JCPS Racial Equity Policy

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

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

Racial Equity Policy

District Commitment to Racial Educational Equity

FINDINGS

The Board hereby finds and declares the following:

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

COMMITMENTS

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

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

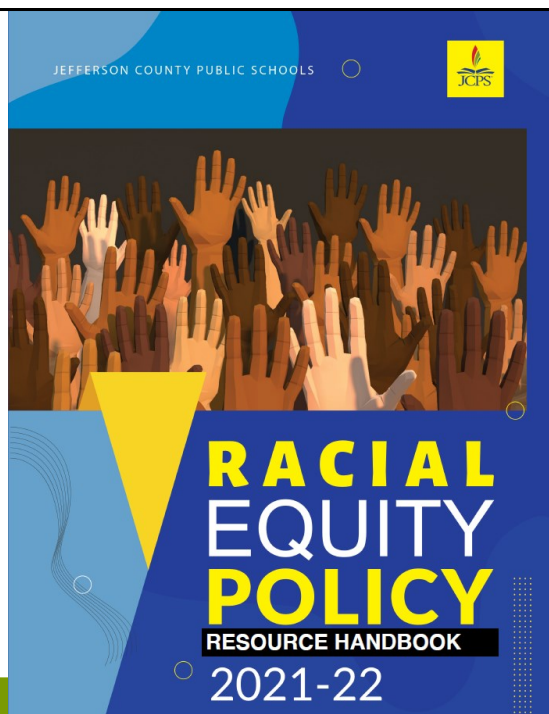
SYSTEM-WIDE RACIAL EDUCATIONAL EQUITY PLAN

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

Every school and Central Office Department and Division shall develop an annual Racial Equity Improvement Strategy to implement the strategies in the system-wide plan. School, Division, and Department strategies shall be aligned to the system-wide plan, and developed based on school, Division, or Department-level data. A school's strategy shall be incorporated into the school's

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Racial Equity Policy Resource Book



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Build Knowledge and Experience



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Build
Knowledge
and
Experience

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

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Areas for Learning

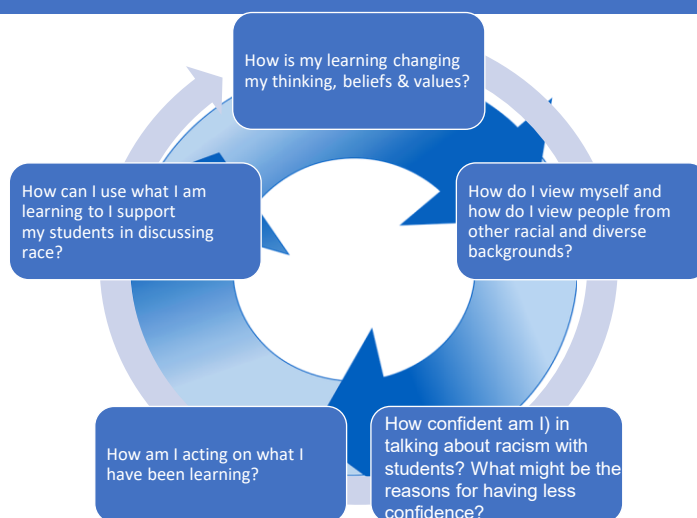
- History Of Systemic Racism In The U.S.
- Exploring Privilege
- Understanding Bias (And How We Make Decisions)
- Identity Development
- Intersectionality
- Cultural Awareness
- Social Justice



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Guidance for Moving Self-Reflection into Action



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Teaching for Equity Framework



Teacher Beliefs	Successful Lessons Look/Sound/Feel Like:
(1) The purpose of school is more than academics; our lessons offer the chance to integrate a focus on academics, social, emotional, cognitive, and identity development, and anti-racism to support learning, well-being, justice, and joy.	Lessons include explicit goals for: Content learning and language development Social and emotional learning Identity or mindset development
(2) College and Career Readiness standards are a foundation of equity for all students. Starting from standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.	Lessons align to the CCSS shifts in ELA and Math (as appropriate) and engage all students in grade-level content. ELA Shifts: Practice regularly with complex text and its academic language Ground reading, writing, and speaking in evidence from text, both literary and informational Build knowledge through content-rich nonfiction Math Shifts: Focus strongly where the standards focus Coherence: Think across grades and link to major topics within grades Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity
Teaching for Equity Framework	

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Teaching for Equity Framework



Teacher Beliefs	Successful Lessons Look/Sound/Feel Like:
(3) Students' cultures and identities are valuable; lessons offer the chance to affirm and include students' cultures as scaffolds for learning and to broaden students' perspectives by learning about other cultures.	Lessons include opportunities to: Build from students' funds of knowledge Engage with authentic representations that affirm students' identities (mirrors) Learn about and from diverse cultures or perspectives (windows) Bridge new learning to familiar experiences, including connecting vocabulary to native languages, when appropriate
(4) Every student deserves both access to grade-level learning and the scaffolds to succeed with it, including scaffolds and extra-linguistic supports for students who are neurodiverse or emergent multilinguals.	Lessons include grade-level content alongside scaffolds and extra-linguistic supports
(5) Students deserve learning that matters to them and is in service of their goals. Lessons have the power to invite students to make choices during learning, to have voice, and to see the relevance of learning to their lives, communities, and the world.	Lessons offers students opportunities to: Read, write, speak, listen, engage, create, and/or collaborate using meaningful and relevant content Articulate and reflect on their goals, including how lessons support or hinder their progress Exercise their power through voice and choice Develop critical consciousness by challenging oppressive narratives or examining and creating counter-narratives Apply learning to real contexts, including their goals, lives, communities, and world
Teaching for Equity Framework	

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Teaching for Equity Framework



We believe...	Start Here: Foundational Practices	Dig Deeper: Additional Practices
(1) The purpose of school is more than academics ; our lessons offer the chance to integrate a focus on academics, social, emotional, cognitive, and identity development, and anti-racism to support learning, well-being, justice, and joy .	<ul style="list-style-type: none"> Integrate academic standards alongside supports for identity, social and emotional, cognitive, and language development. Emphasize the beauty, joy, and power in your content area. Encourage students to build a love of learning and to see the power of problem-solving and expression in addition to mastering standards. 	<ul style="list-style-type: none"> ELA: Offer rich and meaningful texts and tasks to support students in seeing the beauty of literacy and in building knowledge of the world. Math: Rehumanize mathematics by acknowledging the dehumanizing experiences many people have had in mathematics and by emphasizing how math can serve as windows to the world.
(2) College and Career Readiness standards are a foundation of equity for all students. Starting from standards-aligned materials helps to ensure students have the opportunity to engage with grade-level content.	<ul style="list-style-type: none"> Use instructional materials that align to the expectations of the standards. Adopt or advocate for the adoption of a standards-aligned curriculum, when possible. Ensure instruction is aligned to the expectations of College and Career Readiness standards. Center instruction on the high priority content when students are not yet at grade-level, and focus on scaffolding prerequisite learning in the context of grade-level instruction versus solely providing remediation below grade level. 	<ul style="list-style-type: none"> ELA: Prioritize practice with a balance of complex texts, both informational and fiction, to support students in building knowledge. ELA: Offer text-dependent questions grounded in evidence from the text. ELA: Teach K-2 foundational literacy skills so all students can successfully unlock the code of written language, reading and writing with increasing independence. ELA: Attend to the speaking and listening standards alongside content standards. Math: Ensure instruction focuses on grade-level content. Math: Attend to the Standards for Mathematical Practice alongside content standards.
	<ul style="list-style-type: none"> Talk and listen to students and families. Use a funds of knowledge inventory to gather knowledge about students' lives, experiences, culture, skills. 	<ul style="list-style-type: none"> ELA: Examine the balance of texts across the curriculum, ensuring materials offer both mirrors and windows. ELA: Disrupt texts by including a diverse set

Teaching for Equity Framework

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BEHAVIOR DATA ANALYSIS PROTOCOL:

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

Zone/Level Root Cause Analysis

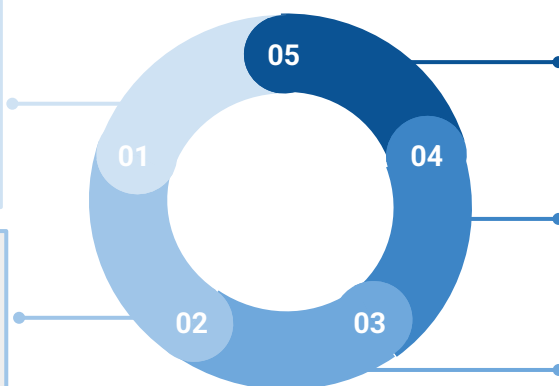
Purpose: Bird's Eye View of Data - Prioritize Urgency & Need

Provide Zone/Level leaders perspective on which schools lead their areas in group differences and rates of referrals and removals, create targeted considerations around causes and opportunities for targeted support and improvement, and prioritize needs.

School-Based Root Cause Analysis

Purpose: Review of School-wide Data, Make Informed Assumptions, Look for Opportunities to Improve

Provide schools accurate data on group differences and rates of referrals and removals, analyze systemic practices, systems, biases, or attitudes that could be contributing to these differences, and identify opportunities for shifts in practice that can reduce disparate behavior outcomes for students.



Semester/EOY Review & Adjustments to SRP

Purpose: Observe Trend Data - Is Data improving? Are Actions Producing Positive Shifts?

Use monthly data reviews and semester data profiles to gauge effectiveness of identified actions in your SRP. Are the monthly actions aligned with semester actions and goals for improvement? Do you need to make adjustments to your plan? What support might we need?

Monthly Data Review

Purpose: Review Student & Building Level Data - Calibrate with Prior Data & Actions to Ensure Alignment

Name and claim specific students and behaviors contributing to various ratios and rates in your schools, identify potential causes and solutions to systemic variables, create unique plans for students, and identify principal and AP actions needed to incite immediate change over the next month.

School Suspension Reduction Plan (SRP)

Purpose: Identify Crucial School-Based Differences & Design an Action Plan

Isolate specific risk ratios and rates to prioritize in their school's SRPs and identify specific principal and AP actions that directly support/influence data selected for improvement.

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Behavior Data School Profiles

Special Education and Non-Special Education Comparison

Referrals Ratios	SSP3 Ratios	INSR Ratios
ECE : NON-ECE	ECE : NON-ECE	ECE : NON-ECE
School: 14.6, Bus: 6.3	School: 5, Bus: ***	School: 17.3, Bus: ***

Special Education

ECE Referrals Rate per 100	Referrals Race Ratio by ECE	ECE SSP3 Rate per 100	SSP3 Race Ratio by ECE	ECE INSR Rate per 100	INSR Race Ratio by ECE
All Students	Black : White	All Students	Black : White	All Students	Black : White
School: 60, Bus: 23	School: ***, Bus: 1.4	School: 7, Bus: 1	School: ***, Bus: ***	School: 40, Bus: 0	School: ***, Bus: ***

Non-Special Education

Referrals Race Ratio by Non-ECE
Black : White
School: 3.1, Bus: 3.2

SSP3 Race Ratio by Non-ECE
Black : White
School: 2, Bus: ***

INSR Race Ratio by Non-ECE
Black : White
School: 4.6, Bus: ***

Race

Referrals Rate per 100	Referrals Race Ratio	Referrals Race Ratio
All Students	Black : White	Hispanic : White
School: 12, Bus: 6	School: 15.6, Bus: 2	School: ***, Bus: ***
SSP3 Rate per 100	SSP3 Race Ratio	SSP3 Race Ratio
All Students	Black : White	Hispanic : White
School: 2, Bus: 0	School: 5.3, Bus: ***	School: ***, Bus: ***
INSR Rate per 100	INSR Race Ratio	INSR Race Ratio
All Students	Black : White	Hispanic : White
School: 8, Bus: 0	School: 23.8, Bus: ***	School: ***, Bus: ***

Note: If there is an *** in a box, this means there was not enough data to calculate a number

Data Guidance:

- 1) Examine ratios greater than 2. Ratios greater than 2 indicate certain groups of students are experiencing disproportionality.
- 2) "Rates per 100" is a metric that controls for different student enrollments across schools. If the rate is over 100, on average students in that group are receiving more than 1 referral.
- 3) The first number in each box indicates incidents occurring within the school, the second number indicates incidents that occur on the bus. Compare these two numbers to see if bus incidents vs. other discipline incidents are substantially different.

Reflection Questions:

1. Have behavior policies been examined using the REAP?
2. What can we do to help students improve their behavior choices?
3. What de-escalation strategies are in place?
4. For students who are suspended, what re-entry supports are in place for academics and behavior?

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JCPS Training Resources



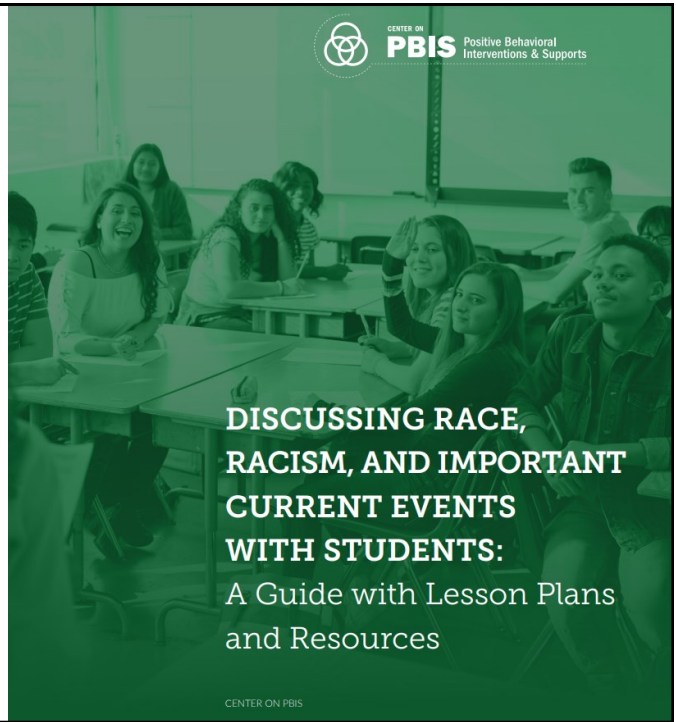
JCPS Culture and Climate Disproportionality Training Menu:

All trainings include a fidelity measure or look-for tool to support efficacy.

Acknowledgement	Active Supervision	Teacher Clarity	Opportunities to Respond (OTRs)
Attention Signals	Room Arrangement	Crafting Learning Intentions	OTRs, Part A
Behavior Specific Praise	Moving, Scanning, and Interacting	Crafting Success Criteria	OTRs, Part B
Affective Statements	Approp. Responses to Re-engage Students	Classroom Expectations	Classroom Discussion
		Routines and Procedures	Cooperative Learning Overview
Instructional Techniques	Feedback	Goal Setting	
Instructional Grouping	Framing Questions to Elicit Powerful Feedback	Student Conferences: Sharing and Action Planning	
Instructional Time	Questioning Techniques to Improve the Quality of Feedback	Student Reflection	
Reciprocal Teaching, Part A	Feedback as Result of Engagement	Progress Monitoring	
Reciprocal Teaching, Part B	Positive vs. Corrective vs. Negative Feedback		
	Strategies to Increase Positive Feedback		

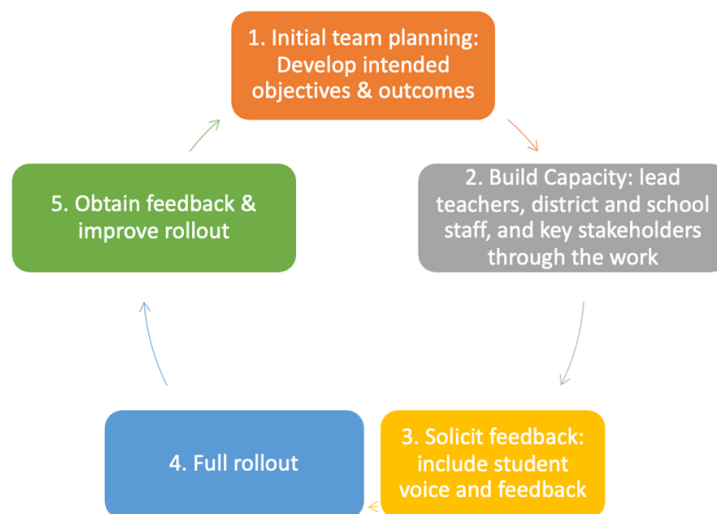
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Create an Installation Plan



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Create an Installation Plan



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Developing Shared Processes and a Shared Understanding

- **Develop purpose and expected outcomes**
 - Include the voice of all stakeholders (e.g., teachers, students, families) when developing goals
 - Ensure shared expectations
- **Provide common language and definitions of key terms**
 - Establish background knowledge
 - Develop a document of key terms
- **Examine**
 - Consider the historical context of race within the community (district and community)
 - Consider current or recent race-related events that students may have experienced or been affected by
- **Establish community agreements for engaging in challenging conversations**
 - Review, revise and develop norms for conversations among and between staff and students
 - consider developing a lesson plan to ensure consistency and congruity
- **Plan to provide emotional and instructional support for staff**
 - Identify emotional or safety needs for staff (for example, conversations will likely become uncomfortable, but should occur within a *safe* environment)
 - Develop plans for supporting varying levels of need at the adult and student levels
 - provide additional resources and opportunities for staff to practice, talk through, and process content before delivering it to students

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Rollout Process

Pilot	Affinity Groups	Additional Resources	Support Structures
<ul style="list-style-type: none"> Initial implementation with small groups Revise and adapt based on feedback Increasingly larger groups 	<ul style="list-style-type: none"> In addition to whole groups- consider the unique needs/supports of individuals with shared characteristics (i.e., race) A <i>safe</i> space to process, openly communicate and discuss challenges and struggles Goals led by members 	<ul style="list-style-type: none"> Provide lesson plans and additional resources to support rollout Obtain feedback from students and other stakeholders about needed resources or supports throughout implementation 	<ul style="list-style-type: none"> Develop school/district- wide schedule for rollout for professional development and for classroom implementation Identify organizational support structures Establish times for implementers to get support and practice/get feedback

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Establish an iterative process for ongoing support, revisions, and additions based on feedback and community needs

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



District - 11 Member Committee

- 1 Teacher
- 1 Principal
- 1 Classified Employee
- 2 Parents
- 2 Students
- 2 Community Representatives

Appointed by appropriate unions
and boards

3 year term

School Committee

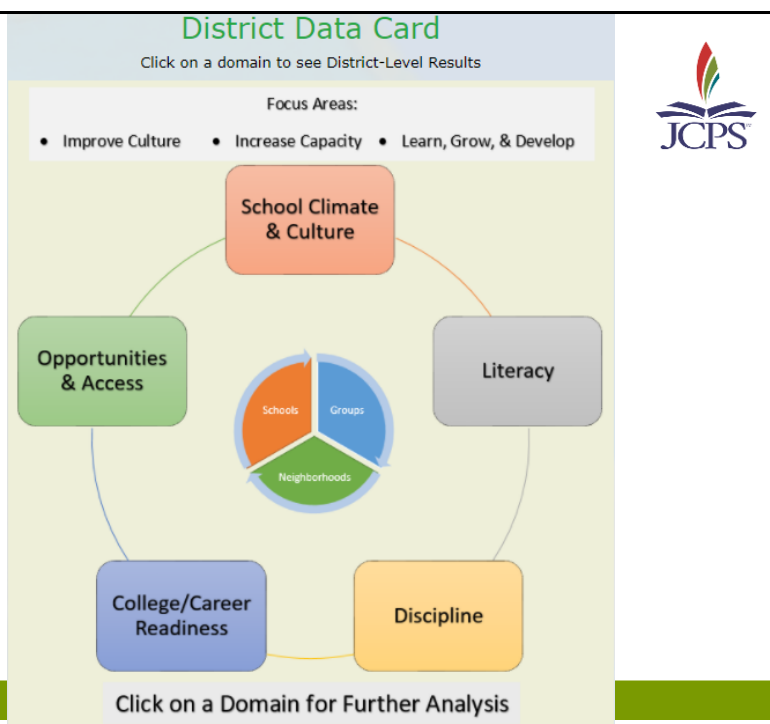
- Principal/designee
- Teacher representatives
- Classified staff representatives
- Student representatives
- Parent/community
representatives

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JCPS Envision Equity Scorecard



[Original Equity Scorecard](#)



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JCPS Envision Equity Scorecard

School Data Cards

Select a school below to see school data cards, or click on one of the domains to the right to see

Search:

School Level	School
Alternative	Bellewood
Elementary	Ackerly
Elementary	Alex R. Kennedy Elementary
Elementary	Atkinson Academy
Elementary	Auburndale Elementary
Elementary	Audubon Traditional Elementary
Elementary	Bates Elementary
Elementary	Binet School
Elementary	Blake Elementary
Elementary	Bloom Elementary
Elementary	Blue Lick Elementary
Elementary	Bowen Elementary
Elementary	Brandeis Elementary
Elementary	Breckinridge-Franklin Elementary
Elementary	Byrd Elementary
Elementary	Cane Taylor Elementary

Envision Equity
A community commitment to ensuring education for all students

[Discipline](#) [Literacy/Math](#) [Opportunities & Access](#) [School Climate & Culture](#) [College/Career Readiness](#)

Suspensions (SSP)

DATA DICTIONARY

Black								White							
Free/Reduced Lunch				Paid Lunch				Free/Reduced Lunch				Paid Lunch			
Unique Students	Total SSPd	Total SSP	Rate	Unique Students	Total SSPd	Total SSP	Rate	Unique Students	Total SSPd	Total SSP	Rate	Unique Students	Total SSPd	Total SSP	Rate
Atkinson Academy Results								Atkinson Academy Results							
9	17	179	5.0					1	1	129	0.8	1	1	15	6.7
7	9	177	4.0					1	2	111	0.9				
All Elementary School Results								All Elementary School Results							
720	1255	13309	5.4	97	178	3359	2.9	155	243	10238	1.5	68	122	18376	0.4
604	1031	13634	4.4	56	78	2982	1.9	109	162	10144	1.1	55	81	17933	0.3
177	222	13333	1.3	14	16	2829	0.5	20	26	9870	0.2	18	22	17512	0.1
3	3	274	1.1												

Data Source: Infinite Campus

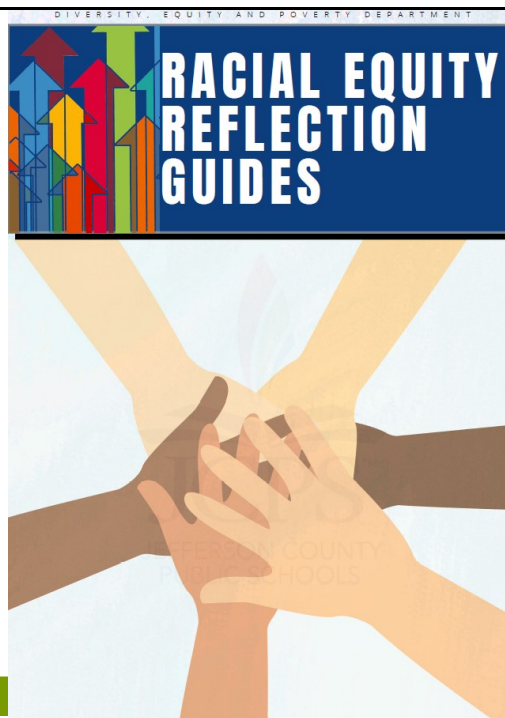
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Racial Equity Reflection Guide

Reflection Questions for:

- Principal
- Assistant Principals
- Counselors
- Teachers



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

[The ARE Tool](#)

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[The ARE Tool Guidebook](#)



What is it?

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

Who uses it?

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

When is it used?

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

The Six Components

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

How does this tool add to racial equity?

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

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Implement and Monitor Progress



CENTER ON
PBIS

Positive Behavioral
Interventions & Supports

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

CENTER ON PBIS

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LEVERAGE SCHOOL-WIDE EXPECTATIONS

- Teach and model expectations- allow room for flexibility

RECOGNIZE RACIAL JUSTICE ADVOCACY AND ALLYSHIP IN YOUR CLASSROOM

- Incorporate advocacy into acknowledgement systems promoting positive and prosocial behaviors

ACCEPT AND PROCEED THROUGH INITIAL DISCOMFORT

- Create safe environments where individuals can be comfortable being uncomfortable
- Model behaviors for students and other stakeholders
- Acknowledge the process

BE A FACILITATOR

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

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Key Considerations

Do's

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

Avoid

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

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Monitor Outcomes

- Reflect
 - On lessons and their delivery
 - What went well? What could be improved? What's next?
- Consider
 - How will everyone know if the lessons have an impact
 - Differential outcome expectations based on group membership
 - How to measure outcomes
- Resources for measuring progress
 - School climate surveys
 - Student
 - Personnel
 - Family
 - Student engagement (e.g., student advisory groups)
 - School-wide data (*disaggregate)

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Extend the work

Include students as facilitators

Expand the planning team

Expand the work

Extend the conversation to other social justice topics

Consider ways to further integrate the work in the community and schools

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Racial Equity Profile



Every school in JCPS has a Racial Equity Profile.

Equity Monitoring Progress Tool

+

Racial Equity Plan

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EQUITY MONITORING PROGRESS TOOL

[EMPT Guidebook](#)

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What is it?

A tool to ensure that all schools are pursuing the Racial Equity Pillar and Racial Equity Policy.

Who uses it? When is it used?

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

The Six Domains

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

How does this tool add to racial equity?

Utilization of this tool ensures that all schools are actively pursuing the Racial Equity Policy, which the Domains align to, through regular use of the [ARE Tool](#) and the [REAP](#).

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Racial Equity Plan



Domain 1 Diversity in Curriculum, Instruction, & Assessment	Goals	Next Steps	Resources Required
Domain 2: Professional Development	Goals	Next Steps	Resources Required
Domain 3: School Culture and Climate	Goals	Next Steps	Resources Required
Domain 4: Programmatic Access	Goals	Next Steps	Resources Required
Domain 5: Staffing and Classroom Diversity	Goals	Next Steps	Resources Required
Domain 6: Reflections of Equitable Practices	Goals	Next Steps	Resources Required

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School Example of Racial Equity Plan



Domain 1 Diversity in Curriculum, Instruction, & Assessment	Goals	Next Steps	Resources Required
	By spring 2022, all teachers will consistently utilize equitable and inclusive instructional resources. Success will be evident and monitored by documentation of the ARE tool in PLCs agendas, diverse texts and inclusive engagement strategies in lesson plans, and walkthrough data.	<ul style="list-style-type: none"> • ARE tool noted on PLC agenda • Lesson plans reflect diverse texts and inclusive strategies • Walkthrough data to reflect culturally responsive teaching strategies in place <p>Lesson plan feedback is provided to support inclusive texts. Walkthrough tool includes engagement strategies and Culturally Responsive Teaching (ILT book study on Zaretta Hammond's Culturally Responsive Teaching and the Brain.</p>	ARE tool, diverse texts (provided hard copies and digitally), Kagan training (August 2021), walkthrough tool
Domain 4: Program- matic Access	Goals	Next Steps	Resources Required
	<p>By May of 2022, 100% of assessments created by PLCs will have been reviewed using the ARE Tool to ensure there are no biases towards any subgroups.</p> <p>Suggestion: By May 2022, identification of and services provided for Gifted and Talented students in historically underrepresented groups (such as Black, Brown, twice-exceptional students, and students from low SES backgrounds) will increase to include at least 10 percent of our current population.</p>	<p>During the 2021-2022 school year, grade level ARE Reps will utilize the ARE Tool during development of assessments in PLCs to ensure equitable access.</p> <p>Suggestion:</p> <ol style="list-style-type: none"> 1. Needs assessment of identification and services 2. On-going professional learning for teachers on GT student behaviors in underrepresented groups, as well as service options for in-class support 3. Inclusive identification measures that cast a wide net in primary 4. Personalized learning and differentiation 5. SEL support and mentoring opportunities for GT in intermediate 	

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RACIAL EQUITY ANALYSIS PROTOCOL

[REAP](#)
[REAP Template](#)

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What is it?

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

Who uses it?

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

When is it used?

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

The Eight Questions

To view the REAP in its entirety, please, visit: https://bit.ly/JCPS_REAP.

How does this tool add to racial equity?

Utilization of the REAP leads to more equitable decision making for policies, practices, and procedures. Especially because if any established practices prove to marginalize any student group, school leadership is expected to amend or end the practice.

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Racial Equity Analysis Protocol (REAP)



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

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

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

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

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

[Best Practice Guidelines for REAP](#)

[Racial Equity Analysis Protocol Video](#)

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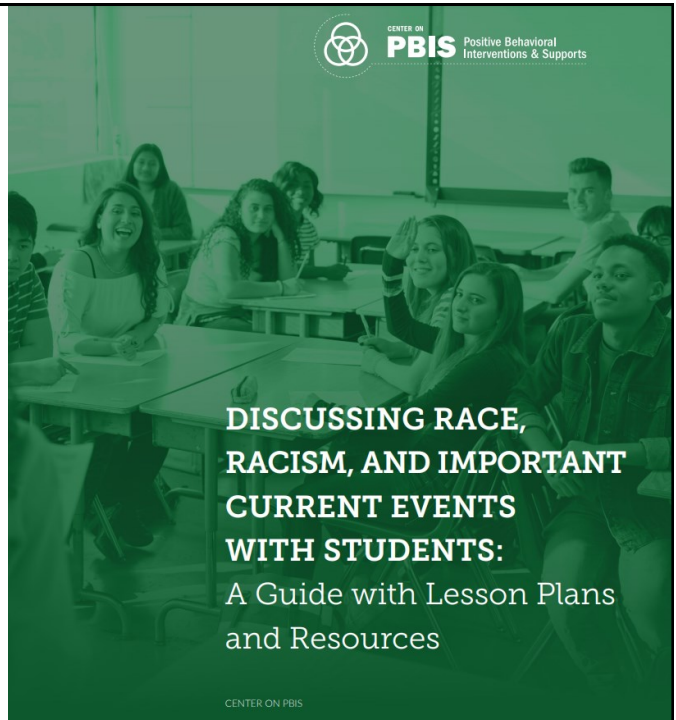
How Can Classroom Educators Utilize the REAP?



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

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Resources and References



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Appendix

Resources to start where you are:

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

Appendix A: Classroom Statement on Race and Racism Lesson Plan (Primary Students)	32
Appendix B: Classroom Statement on Race and Racism Lesson Plan (Intermediate to Secondary Students)	33
Appendix C: Preparing for Difficult Classroom Conversations Lesson Plan (for School Faculty and Staff)	34
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Additional Resources for Building Knowledge

Appendix H: Additional Resources for Building Knowledge and Experience

Below is a list of additional materials for filling wells of knowledge on key topics, but there are many other options that exist outside of this guide.

History of Systemic Racism in the U.S.

WATCH

- [American Denial](#)⁹⁶ (PBS documentary)
- [Race: The Power of an Illusion](#)⁹⁷ (PBS documentary series)
- [Segregated by Design](#)⁹⁸ (segment from documentary based on *The Color of Law*)

READ

- [The 1619 Project](#)⁹⁹ (New York Times article series by Nikole Hannah-Jones)
- *Caste: The Origins of our Discontents* (book by Isabel Wilkerson)
- *The Color of Law: A Forgotten History of How Our Government Segregated America* (book by Richard Rothstein)
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (book by Michelle Alexander)
- [Resources to Understand Racism in America](#)¹⁰⁰ (article from Smithsonian)
- *Schooling for Critical Consciousness: Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice* (book by Scott Seider and Daren Graves)
- *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* (book by Heather McGhee)
- *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race* (book by Beverly Daniel Tatum)

LISTEN

- [About Race](#)¹⁰¹ (podcast by Reni Eddo-Lodge)
- [A 'Forgotten History' Of How The U.S. Government Segregated America](#)¹⁰² (episode of NPR's Fresh Air featuring Richard Rothstein)

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Building a Unit: Secondary Example

EXAMPLE: INTERMEDIATE (5TH-8TH) TO SECONDARY (9TH-12TH) UNIT ON DISCUSSING RACISM AND SOCIAL JUSTICE

Lesson 1: Statement of Concern. Share a statement of concern for students (see example in [Appendix C](#)).

Lesson 2: Difficult Conversations. Teach a lesson on ground rules and communication skills for discussing challenging or controversial topics (see example in [Appendix D](#)).

Lesson 3: An Initial Conversation on Race. Hold a discussion on students' experiences regarding race and racism, either in general or in response to a specific event (see examples in [Appendices E](#) and [F](#)).

Lesson 4: Vocabulary. Teach equity-specific terms (e.g., bias, equity, systemic racism; see [Appendix A](#)) just as you would any other vocabulary words. Teach through asking for examples from literature and current events and using social studies or historical events to illustrate the concepts. Have students incorporate the terms in written projects (King et al., 2018; Stevenson, 2014).

Lesson 5: Being a Critical Consumer. Have students share and identify examples of stereotypes of various groups

in books and media examples. Discuss how what we see in various forms of media can influence our thinking.

Lesson 6: Cultural Frames. Lead the class through developing a cultural frame by sharing one's own example and guiding students through it. See [Appendix E](#) for a few sample lessons.

Lesson 7: Interrupting Acts of Bias. Discuss everyday situations when students may witness acts of racial discrimination or unfairness, either with real-life examples or through literature. Have students consider (privately) whether or how they have responded to acts of racial bias in the past, and how they could intervene effectively (e.g., "That's not fair," "We need to treat each other with respect"). Decide on and practice a response to fluency through modeling and roleplay.

Lesson 8: Take Action. In addition to noticing and interrupting acts of bias, lead the class through identifying how students can advocate for more equitable systems in school, the community, and with their friends and family. Brainstorm and select from a list of actions students could take over the course of the school year. For example, students could write letters or run fundraisers for specific charities.

Planning Worksheet

- Identify a Scope & Sequence
- Develop Lesson Topic & Summary
- Create Objectives
- Schedule for the Lesson(s)/Unit
- Create Readiness
- Suggestions for Setting Class Up for the Lesson (expectations, community agreements, coming to a consensus, format for the lessons, etc.)

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DEP TRINITY OF SUPPORTS

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HOW DO WE COMMIT TO RACIAL EDUCATIONAL EQUITY IN OUR SCHOOLS?

Begin again, and continue using the ARE Tool, EMPT, and REAP to advance racial equity.



Enacting REPs

Discuss your SMART Goals with your Racial Equity Committee to establish a year-long plan to address all aspects of your school-level Racial Equity Plans.

The ARE Tool

Leads to more equitable practices through instruction, curriculum, and pedagogy.

The REAP

Leads to more equitable decision making for policies, practices, and procedures.

Racial Equity Plans

Use feedback received on the EMPT to set SMART Goals as part of the school-level Racial Equity Plans.

The EMPT

Highlight all the progress made in all aspects of racial equity as they align to the Racial Equity Policy.

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What is racism?

Racism is the use of power to perpetuate discriminatory beliefs, behaviors, practices, and institutionalized bias, based upon an ideology that one racial or ethnic group is superior to another. Racism could include, but is not limited to racist slurs, insults, and degrading remarks or actions.

What is the JCPS policy toward racism?

Remember, the JCPS District does not tolerate harassment/discrimination for any reason. [Jefferson County Board of Education Policy Manual](#).

How do I report it?

Reporting is available by phone and online 24 hours a day.

For more information regarding the Racism Hotline, please, view an informational video [here](#).



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JCPS Video Resources



[Virtual - Trauma](#)

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

[Conversations About Race with Adults](#)

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

[Conversations about Race with Students](#)

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

[Affect](#)

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

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JCPS Video Resources



[Racial Justice Ally](#)

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

[Brick and Mortar/Virtual - Racial Trauma](#)

[Virtual - Racial Trauma](#)

These videos target specific strategies for dealing with and understanding racial trauma. The videos show specific examples of how racial trauma can manifest and be managed in the classroom.


[Self-Regulation/De-Escalation](#)


[De-escalation](#)

[Self-Regulation](#)

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


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VIRTUAL LEARNING

CR CONVERSATIONS ON RACE







VIRTUAL LEARNING

RC RACIAL CONVERSATIONS



Questions

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Please Complete this Session's Evaluation

Session #B2 - Discussing Race, Racism, & Current Events Regarding Race with Students & Staff

1. In the Event Platform/App:

- In "Files" tab,
- In "Evaluations" in the navigation menu
- In "Chat"

OR

2. QR Code



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

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



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