

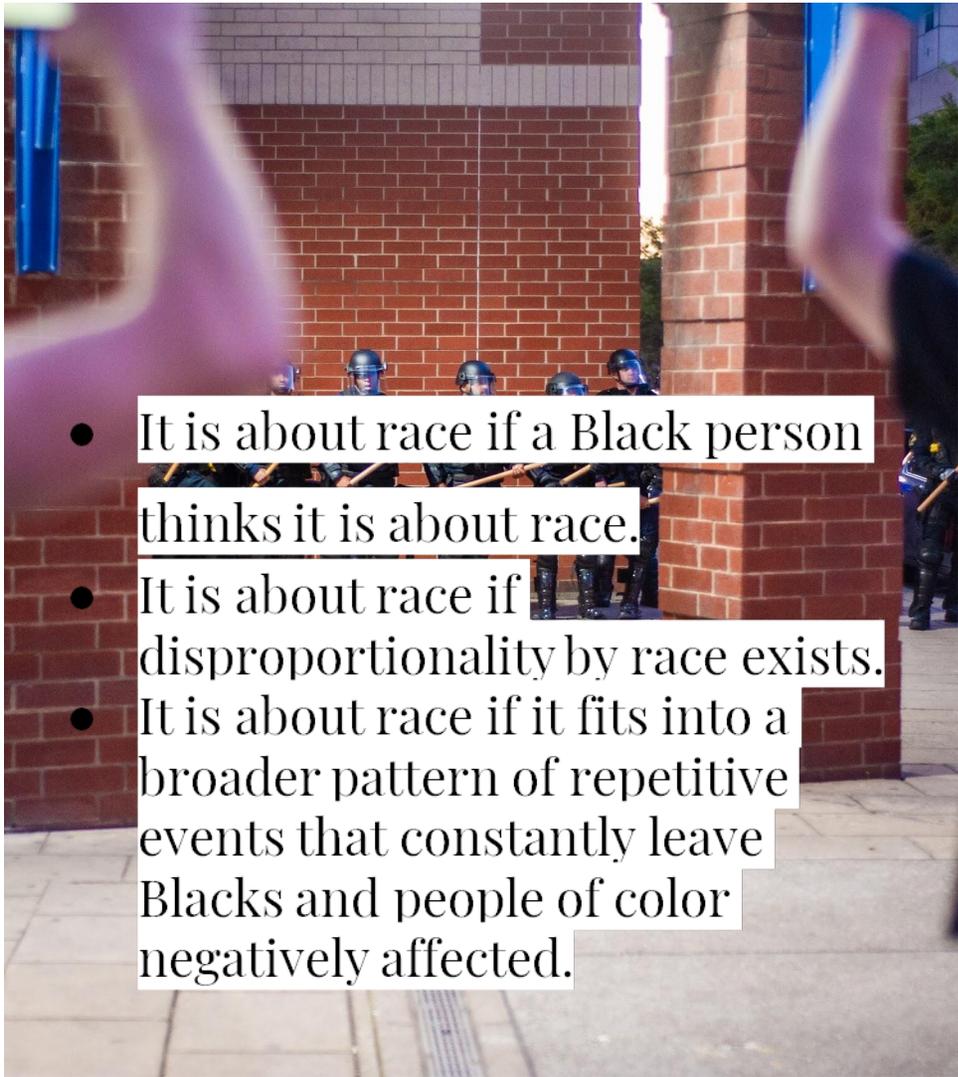


You Are
Going to
Have to Talk
About Race

Jefferson County Public
Schools—Diversity, Equity,
and Poverty

Level Set

Race is a creation designed to keep Black people (and people of color) serving versus thriving in any system in the United States.

- 
- It is about race if a Black person thinks it is about race.
 - It is about race if disproportionality by race exists.
 - It is about race if it fits into a broader pattern of repetitive events that constantly leave Blacks and people of color negatively affected.

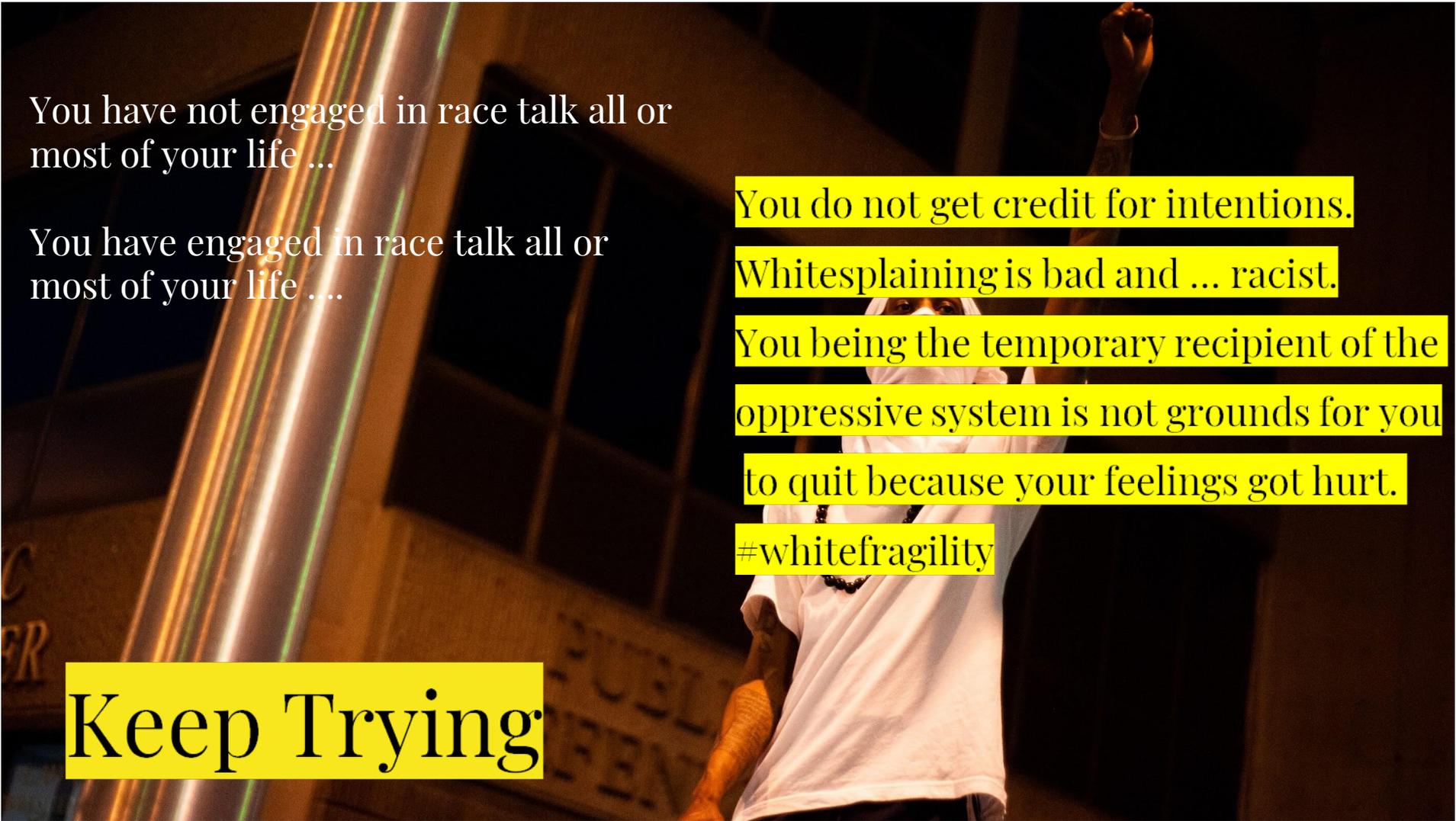
Acknowledge and Introspect

“We can get every person in America to feel nothing but love for people of color in their hearts, and if our systems aren’t acknowledged and changed, it will bring negligible benefit to the lives of people of color.” —
Ijeoma Oluo

- Admit that their feelings are justified.
- Go with the data—it is called Google.
- Welcome the conversation. Do not force Black folks to talk about it.
- Introspect instead of interject.
- It is not about you. (Try to omit “I” and “me” from the conversation.)
- Tone and mannerisms should not be policed.
- Leave all the other -isms out of it.



Do not dismiss the claim
because you cannot
relate or comprehend!



You have not engaged in race talk all or most of your life ...

You have engaged in race talk all or most of your life

You do not get credit for intentions.

Whitesplaining is bad and ... racist.

You being the temporary recipient of the oppressive system is not grounds for you to quit because your feelings got hurt.

#whitefragility

Keep Trying



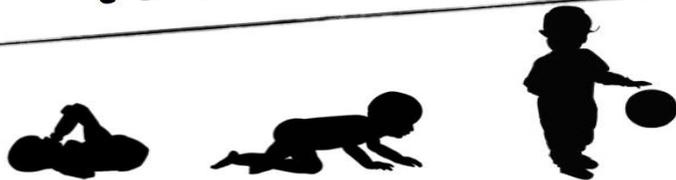
“If you are white, there is a good chance you may have been poor at some point in your life, you may have been sick, you may have been discriminated against for being fat or being disabled or conventionally unattractive, you may have been many things—but you have not been a person of color. So, when a person of color comes to you and says, ‘This is different for me because I’m not white,’ when you run the situation through your own experience, it often won’t compute. This is usually where the desire to dismiss claims of racial oppression come from—it just doesn’t make sense to you so it cannot be right.” —Ijeoma Oluo



- **Check your positionality and privilege.**
 - You are the teacher, administrator, adult—in many cases, that needs to be forfeited if you want to actually talk about race.
 - Deflate, decide, and dedicate
 - Deflate your position and elevate the students’.
 - Decide and dedicate to be fully present. (You may miss the next meeting, walk-through, referral, etc.)

A 7- and 17-year-old CAN
talk about race. If allowed,
it could lead to a better
climate and culture.

They're not too young to talk about race!



0 1 2 3 4 5 6+

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children. Here are some good places to seek *information* and *training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embraceace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvaevc.org

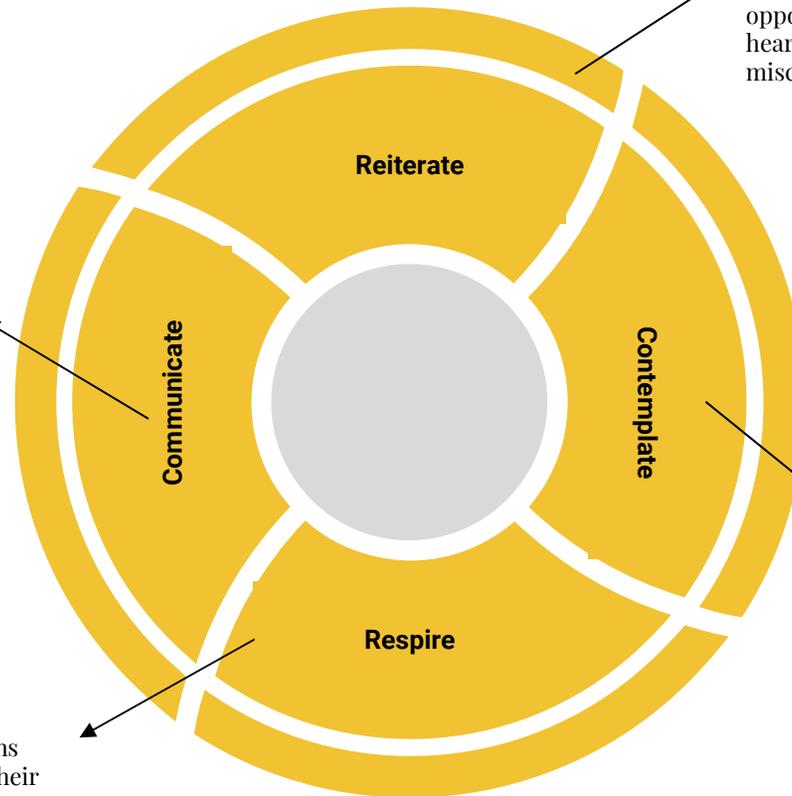
Ways to Engage

Reiterate what you heard. This step enables students to reflect on what they have heard as opposed to what they think they may have heard. Repeating what they have heard limits miscommunication and misinformation.

Communicate with compassion and thoughtfulness. Students should do their best to speak as they want to be spoken to, assuming good intentions and seeking understanding. Explain that when they disagree with something someone has said, they should focus on challenging the statement rather than the person who said it.

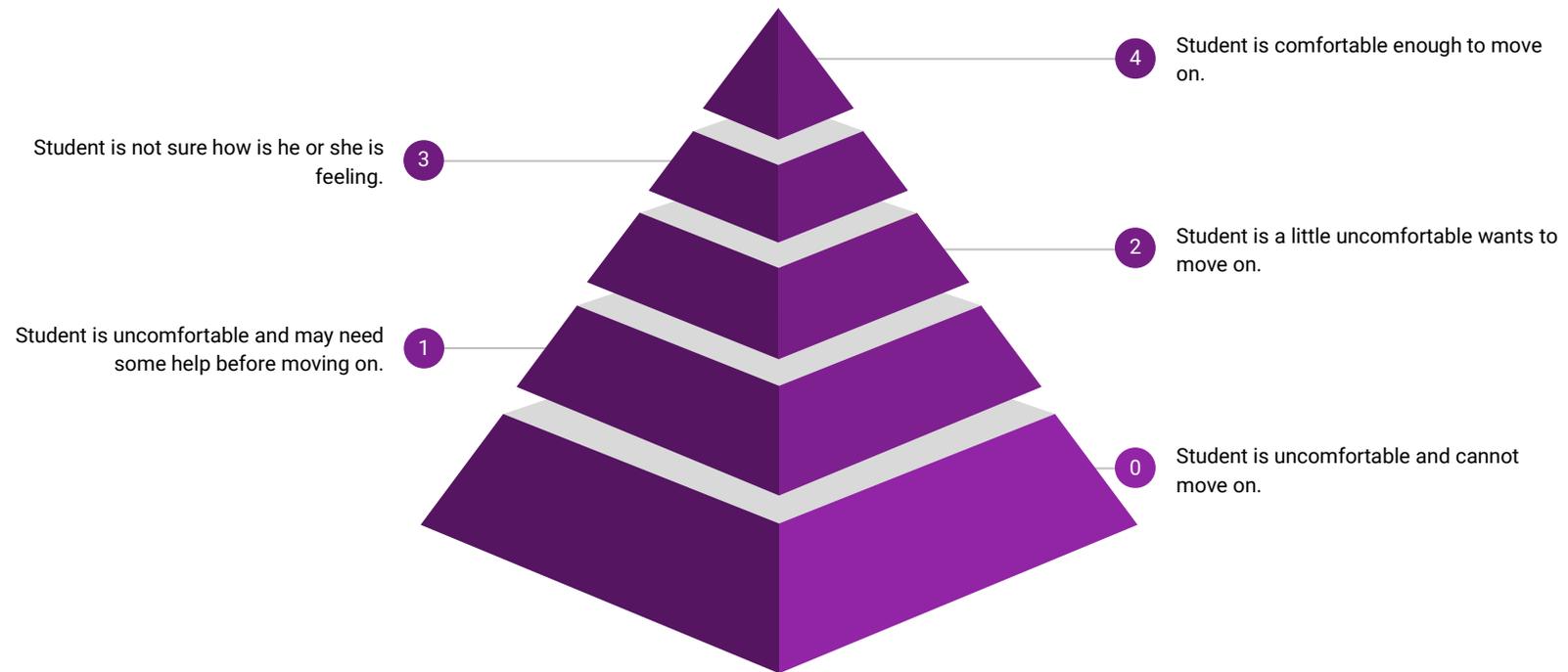
Contemplate. Count to ten before responding. Students can think about their responses and use the time to compose what they want to say. Taking time to think about their responses helps move students away from immediate emotional responses that can potentially derail the conversation.

Respire. Take a breath to check in with yourself. Suggesting that students take a few breaths before responding may help them settle their thoughts and emotions during difficult conversations.

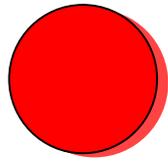


Best used for grades six through twelve

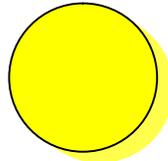
Ways to Gauge Classroom and School Comfort and/or Individual Comfort While Discussing Race



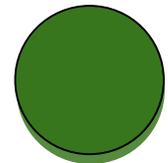
Teachers can use this diagram to discern the level of comfort. (They could use their hands, point to it on their desk, text it on the smartboard, or text it to you.)



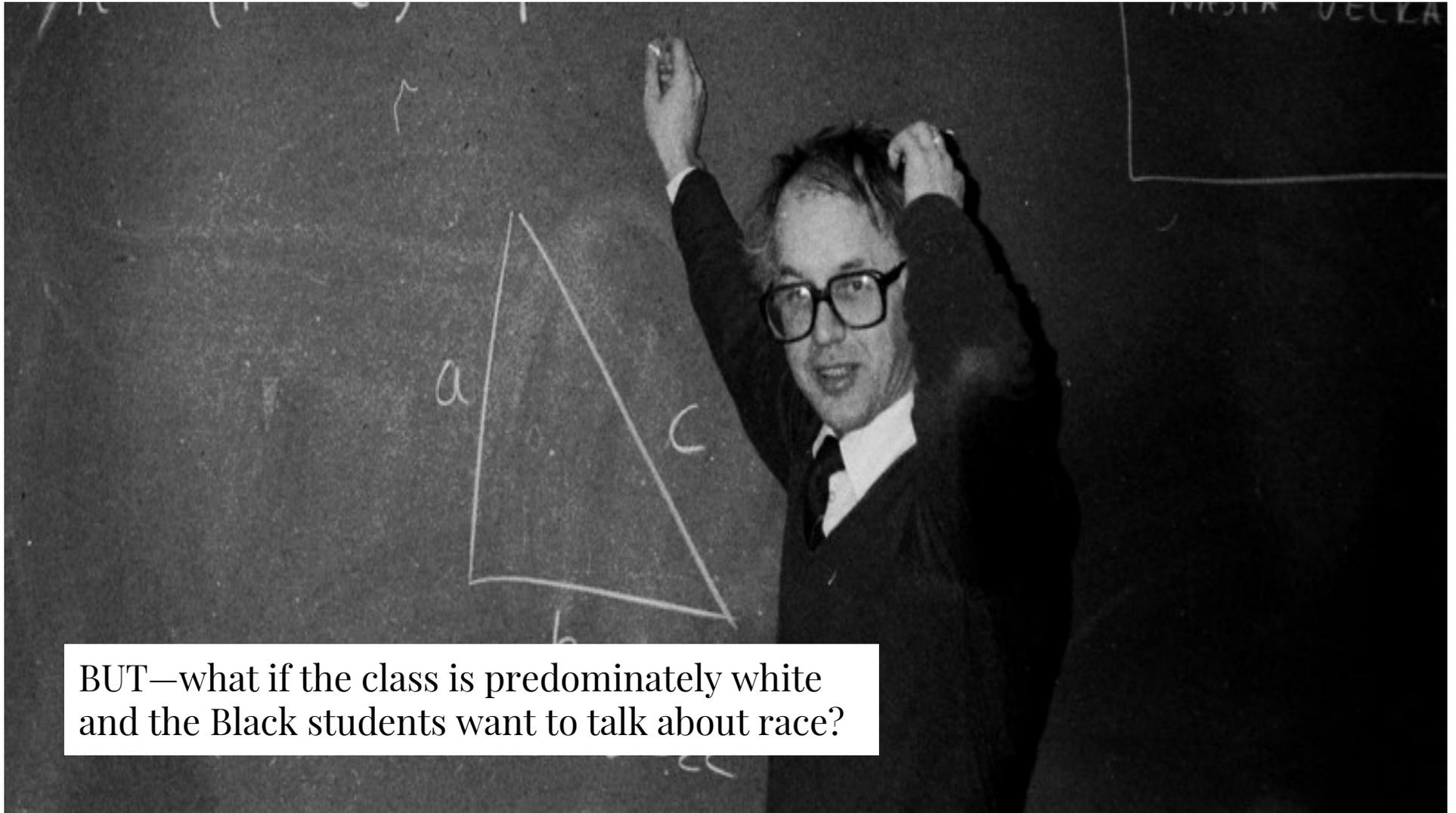
STOP! I cannot go on!



Not sure if I am willing to go on!



Let's do this!



BUT—what if the class is predominately white and the Black students want to talk about race?

A black and white photograph showing a man lying on his back on the ground in front of several wooden buildings. A wooden post is stuck in the ground near him. The man is wearing a light-colored shirt and dark pants. The buildings in the background are made of horizontal wooden planks. The overall scene suggests a state of distress or suffering.

Shift the
historical focus
of power from
the privileged to
the persecuted!

TALK ABOUT RACE

When students and Black staff see incidents like Amy Cooper, could they see the referral that was written as a similar episode?



“The experience of white communities with police are real, and the experiences of communities of color with police are real—but they are far from the same. And while it is important to recognize these different viewpoints, we must remember this: if you do trust and value your police force, and you also believe in justice and equality for people of color, you will not see lack of trust on behalf of communities of color as simply a difference of opinion People of color are not asking white people to believe their experiences so that they will fear the police as much as people of color do. They are asking because they want white people to join them in demanding their right to be able to trust the police like white people do.”

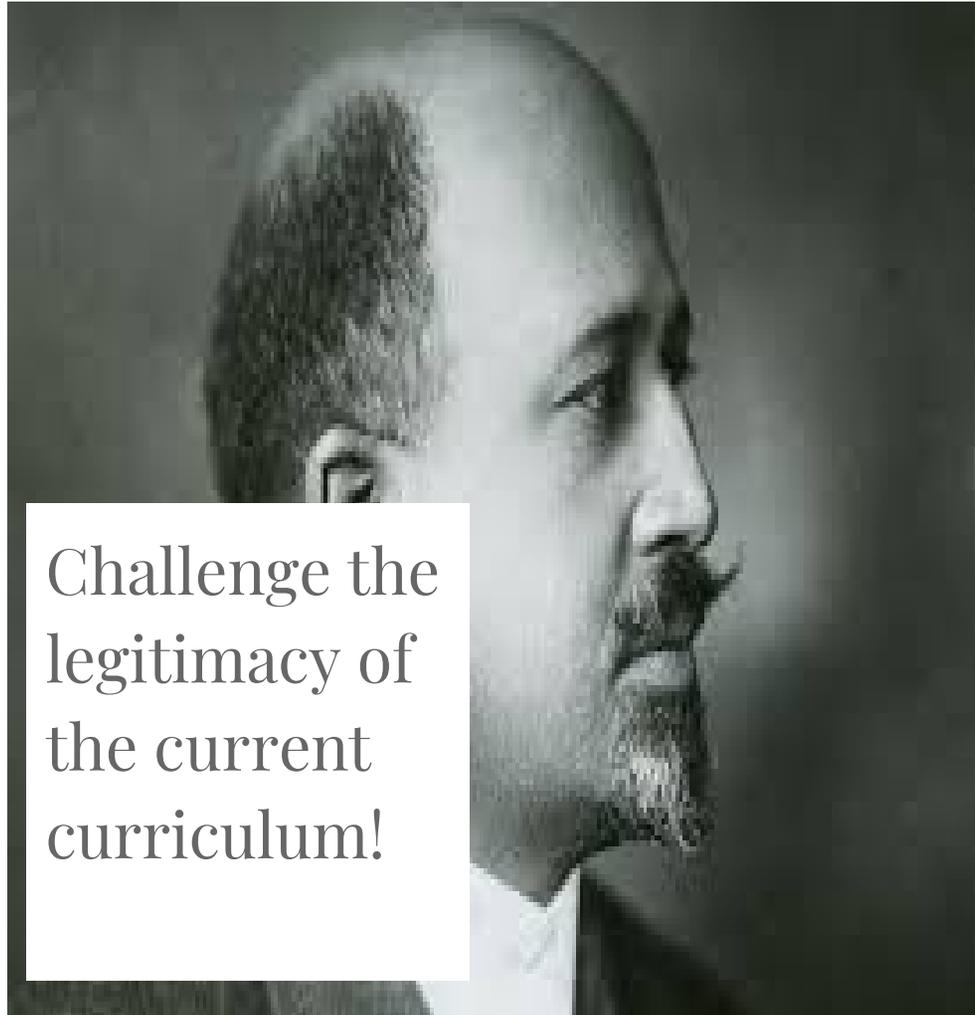
THE REMIX:

“The experience of white **STUDENTS** with **STAFF** are real, and the experiences of **BLACK** communities with **STAFF** are real—but they are far from the same. And while it is important to recognize these different viewpoints, we must remember this: if you do trust and value your **STAFF**, and you also believe in **REAL RACIAL EQUITY**, you will not see lack of trust on behalf of **BLACK STUDENTS AND FAMILIES** as simply a difference of opinion **BLACK PEOPLE** are not asking white people to believe their experiences so that they **DISTRUST THE SCHOOL SYSTEM** as much as some **BLACK PEOPLE DO**. They are asking because they want white **STAFF** to join them in demanding their right to be able to trust the **SCHOOL SYSTEM** like white people do.”

No deficit approaches that put the majority of the burden on the Black child

- Exceptionalizing the one Black kid who is doing well
- Defaulting to mental health needs while ignoring adult (systemic) mentality that causes the mental health needs
- Blaming it all on poverty



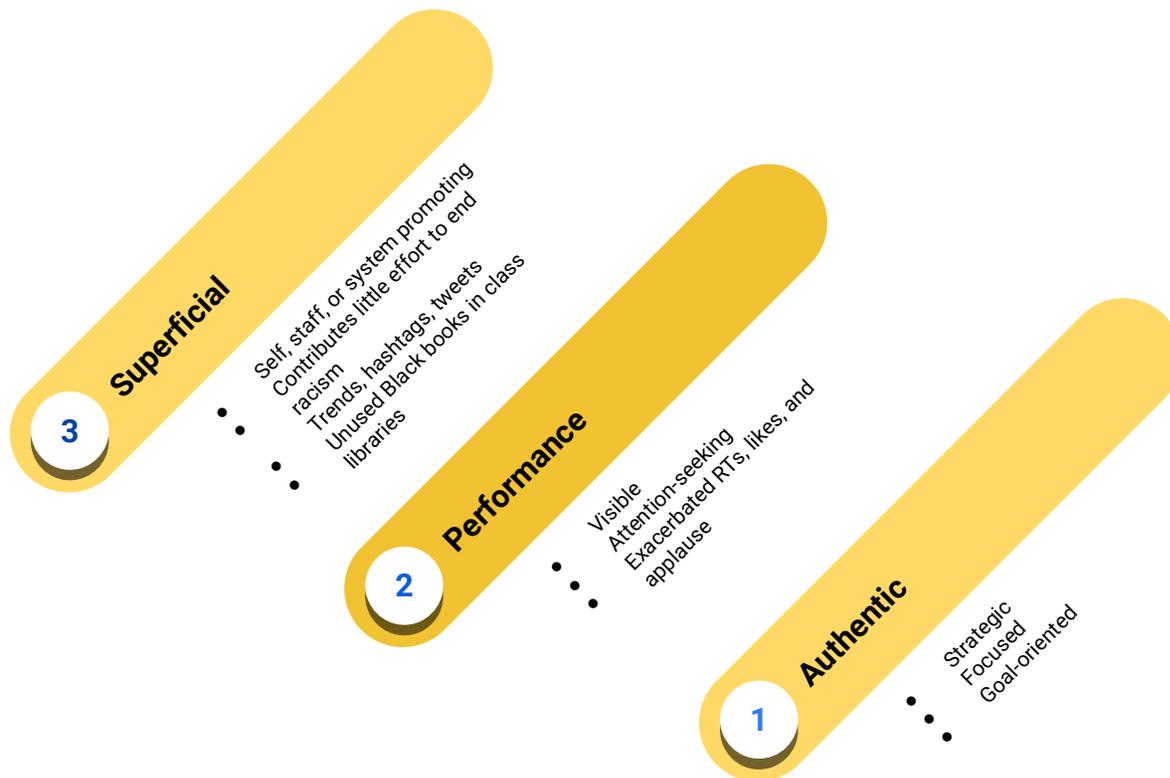


Challenge the legitimacy of the current curriculum!

Create lessons and curriculum that tell the honest and whole story.

A culturally inclusive teacher, lesson, and culture:

- Evoke a discussion about race.
- Increase sense of belonging.
- Decrease “misbehavior.”
- Improve achievement.
- Recruit more Black students to be teachers.
- Enlighten white minds.



Performative Racial Equity Leadership

Adapted from the term *performative activism*, performative racial equity leadership is referring to leading in a neutral position and not setting clear expectations on your stance for racial equity. It is often seen in efforts, or lack thereof, to address inequities from a place that is absent of true belief and effort.

- #scapegoatism
- #claimconfusion
- #findcomfort
- #delay

Authentic Conversation Strategies

- Decenter your lived experiences as the benchmark for correctness.
- Establish group norms (that aren't for your comfort or nestled in privilege).
- Recognize your bias and work to root it out.
- Ask students for solutions and ask them to detail why and how.
- Recognize and research the causes of racism.

AVOID:

- Diverting from the topic of race.
- Defensive responses for every statement.
- Silencing history.
- Using coded language (“PROTEST” vs. “RIOTS”).

Authentic Administrative Strategies

- Use the following tools, and make them fibrous parts of your leadership:
 - Affirming Race Equity Tool
 - Equity Monitoring Progress Tool
 - Racial Equity Analysis Protocol
 - Attend professional development sessions that focus on racial equity and anti-racism.

Compliance
and neutrality
are racist.

Authentic Classroom Strategies

- Give content for the discussion.
 - Current events are ok to use.
- Get comfortable using words like *Whiteness*, *white supremacy*, *Black*, *racist*, *racism*, and *oppression*.
- Do not police tone.
- Create spaces and places and different ways for students to air their grievances and beliefs.
 - Journal, art, discussion, etc.
- Recognize your (white) privilege and power, and relinquish it.

Ignoring
sentiments and
facts is racist.



DIVERSITY, EQUITY, AND POVERTY DEPARTMENT

AFRICAN AMERICAN FEMALE EMPOWERMENT

PROFESSIONAL DEVELOPMENT COHORT

Participants will learn how to empower African American female students in the classroom; will be provided with strategies, tools, and will gain knowledge of current issues that affect African American females.

Dates: Sept. 18, 2020; Oct. 16, 2020; Nov. 19, 2020; Dec. 18, 2020; Jan. 14, 2021; Feb. 19, 2021; Mar. 12, 2021; Nov. 16, 2021

Time: 4:30-6 p.m. | **Location:** TBA

For more information, please contact,



DIVERSITY, EQUITY, AND POVERTY DEPARTMENT

RACE & RELATIONSHIPS

Microaggressions in the Classroom (Cohort)

Participants will learn about microaggressions, what they are, types of microaggressions, and how to recognize them. Participants will also understand how to combat them and its impact on students of color.

Dates: September 14 2020; October 12, 2020; November 16, 2020 December 14 2020; January 11, 2021; February 8 2021; March 15, 2021; April 19, 2021

Time: 4:30-6 p.m. | **Location:** TBA



For more information, please contact,
kadia.turner@jefferson.kyschools.us or
monica.lakhwani@jefferson.kyschools.us



JEFFERSON COUNTY PUBLIC SCHOOLS

DIVERSITY, EQUITY, AND POVERTY DEPARTMENT

USING LITERACY TO HONOR STUDENT'S SENSE OF BELONGING

PROFESSIONAL DEVELOPMENT COHORT

This session will address modifying Eurocentric curriculum with conversation to specifically include planning literacy instruction to help students build a sense of belonging. This is discussed through learning about how to have an anti-bias education/curriculum.

DATES:

August 19, 2020; September 16, 2020; October 14, 2020; November 18, 2020; December 16, 2020; January 20, 2021; February 17, 2021

TIME & LOCATION:

4:30-6 p.m. | C. B. Young Jr. Service Center, 3001 Crittenden Drive

For more information, please contact, lamanda.moore@jefferson.kyschools.us or monica.lakhwani@jefferson.kyschools.us.



THE ANTI-RACIST CLASSROOM

A Cohort for MS & HS ELA

Through this year-long cohort, classroom educators will be introduced to central tenants of critical race theory as they apply in JCPS and be given the necessary support to explore and execute the necessary dispositions and shifts to enact anti-biased and anti-racist curriculum and pedagogy in the MS/HS ELA classroom.

Dates Session Titles

July 27	An Introduction to CRT in the MS/HS ELA Classroom
Sept 9	Content Integration for Racial Equity
Oct 14	Knowledge Construction for Racial Equity
Nov 11	Eliminating Prejudice in the Classroom
Jan 13	Ensuring Equitable Pedagogy
Feb 10	Empowering Classroom Culture
March 10	Creating Assessments to Affirm Racial Equity
April 14	Affirming Racial Equity in ELA



#AREYouJCPS

Department of Diversity, Equity, and Poverty

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DEP Resource Teacher for HS
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Diversity, Equity, and Poverty Resource Links

- Racial Equity Analysis Protocol Template

<https://www.jefferson.kyschools.us/sites/default/files/Racial%20Equity%20Analysis%20Protocol%20Template.pdf>

- Equity Scorecard

<https://assessment.jefferson.kyschools.us/DMC/ee/eeHome>

- Affirming Racial Equity Tool

<https://www.jefferson.kyschools.us/sites/default/files/AffirmingRacialEquityTool.pdf>

- Professional Development

<https://jefferson.kyschools.us/node/1350>

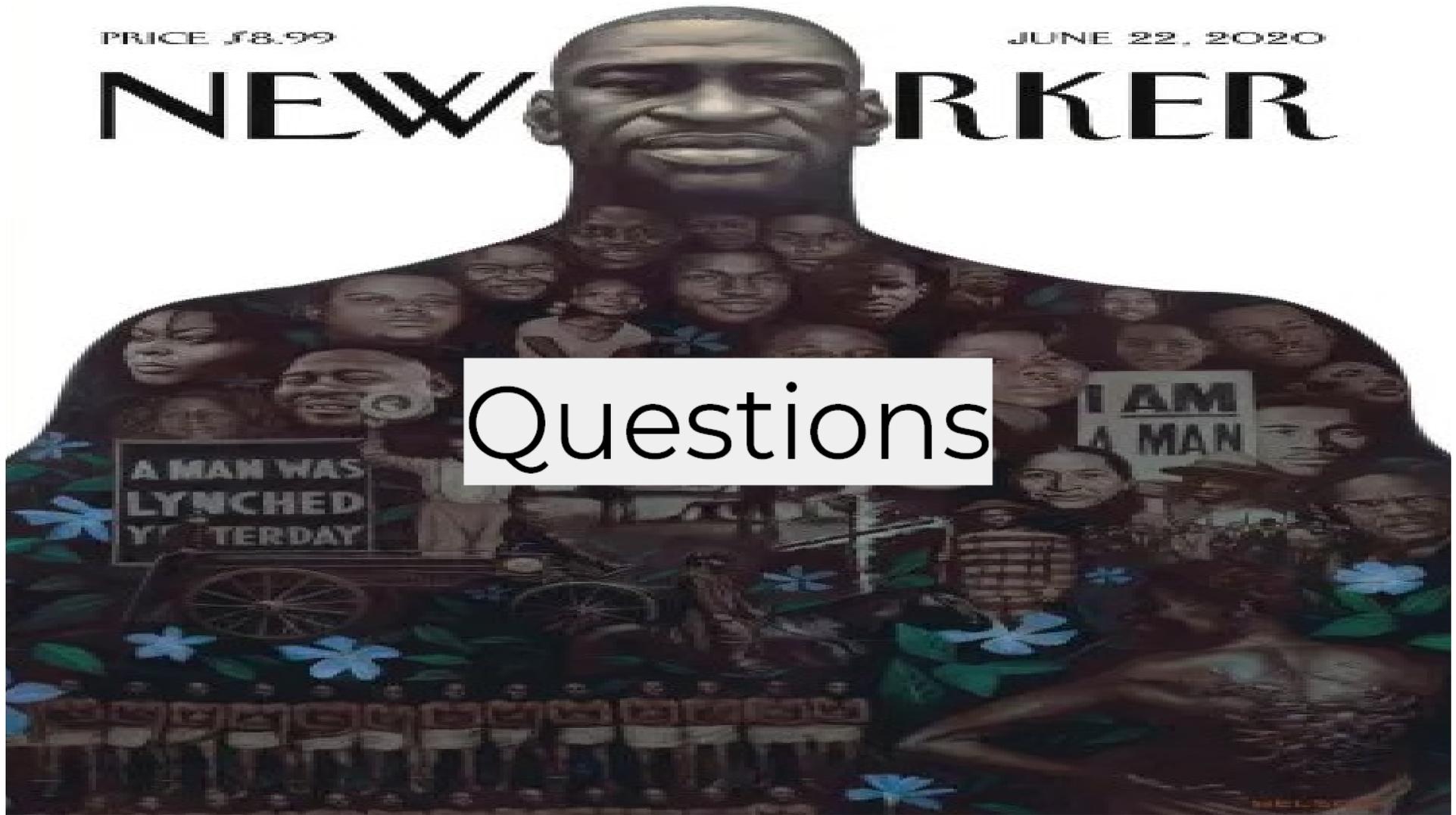
- Diversity Book Lists

https://www.jefferson.kyschools.us/sites/default/files/MulticulturalBookList_DiversityEquityPoverty.pdf

PRICE \$8.99

JUNE 22, 2020

NEW YORKER



Questions