

District-Wide Equity Training

Fall 2020

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Slide 1 (Introduction)

Good morning, my name is Jimi Sode and I am a coordinator within the Office of Equity and Diversity. It is an absolute pleasure to be with you all this morning. I work at the KAC/Kraft Administrative Building and my pronouns are He/Him/His. I have been with SPS for a little over a month now.

Slide 2 (Superintendent Video)

Before we get started with the training we wanted to play a video message from our Superintendent, Dr. Jungmann, on why this training is so important for us as individuals but more importantly critical to providing ALL our students a welcoming and equitable learning environment.

[Play Video]

Can everyone check to make sure that they have all the handouts for today? In front of you there should be a *Land Acknowledgement* (half-sheet), a *Guiding Principles* (half-sheet), and a *Focus Area V* (half-sheet). To go along with those half-sheets, you should also have a *Fall Training Note Sheet*, a *White Supremacy Pyramid Table*, an *Oppression Matrix* document, a *Terminology* sheet, and a *Social Identity Map*. If you are missing any of these documents please let us know.

I want to encourage you to use the note sheet during this presentation. We are going to ask you at various times during this training to write things down as reflections opportunities.

During the breakout sessions we are going to ask that you find new partners/groups each time. Please introduce yourself with your name and preferred pronouns.

But let's go ahead and dive into it!!

Slide 3 (Office Intro)

The Office of Equity and Diversity serves a lot of different roles within SPS. Primarily focused on providing opportunities and resources to diverse groups that create better educational outcomes reflective of their experiences. The Office of Equity and Diversity is located at the KAC building.

The staff is here to ensure that SPS is:

- facilitating learning opportunities for staff and leaders
- developing and deploying improved recruitment, collaboration and communication structures to diversify the workforce
- improving and expanding programming for under-resourced and underrepresented students
- reviewing and expanding the curriculum to reflect student identities and lived experiences, and cultural contributions
- deploying engagement and advocacy policy, practices and programs that support students and staff.

I want to stress that, even though the Office of Equity and Diversity is really leading the way with these initiatives. It is every staff member's job to ensure that SPS creates a welcoming, inclusive and equitable learning environment and place of work.

Slide 4 (Underrepresented & Under-resourced)

Terms underrepresented and under-resourced will be used periodically throughout this presentation. The Office of Equity and Diversity defines these terms as, but not limited to:

- Students of Color (racial and ethnic diversity, domestic and international)
- LGBTQ+ Students
- Students with Disabilities (i.e., physical, cognitive and developmental)
- English Language Learners
- Students who receive FREE and REDUCED Lunch
- Students who receive McKinney-Vento Services (i.e., homeless assistance act and services)
- Students from diverse religious groups and practices

When considering our students and staff who fall into these groups we cannot forget how intersectionality comes into play. Intersectionality describes the connected nature of various socialization categories as listed here and how those connections create overlapping and interdependent systems of discrimination.

Slide 5 (Goals)

Take a few seconds to read our Goals for today's training (30 seconds)

Underrepresented, under-resourced and marginalized students and staff within SPS are facing very difficult issues. We have a responsibility to aid these identified students and staff members in a positive manner.

During this training we want you to explore who you are and specifically how that shows up in your role at SPS. We will also dive into some more multifaceted subjects that will have come up in various different settings within the district. And to stress again, WE ALL have a responsibility to make SPS an inclusive and equitable environment for all stakeholders.

When we are working on material and providing input today, let's make sure we are keeping these goals at the front of our attention.

Slide 6 (Land Acknowledgement)

Please take another few seconds to read this statement (20 seconds)

One thing that Dr. Yvania Garcia-Pusateri, our Chief Equity and Diversity Officers, has implemented this past year is a Land Acknowledgement for the Office of Equity and Diversity. This is a formal statement that recognizes and respects Native and Indigenous Peoples as traditional stewards of this land and the enduring relationships between Native and Indigenous Peoples and their traditional territories.

Slide 7 (Guiding Principles)

During this training we need to have some courageous conversations. When we are having these conversations please hold on to these guiding principles.

Stay Engaged in the discussion. I understand we may have busy schedules but during this training please try and stay locked into the conversations.

As I mentioned earlier, some of the things we will be covering today can be uncomfortable at times. Lean into that discomfort to learn and grow. Don't try to push it down. Begin to ask yourself why. Why does ___ make me feel this way?

I encourage you to share your personal experiences. Your truth comes from your identities. Where you grew up, your gender, etc.

We are going to cover privilege a little bit later but understand most of us have privileges, including myself. Acknowledge your privileges and hold yourself accountable.

These guiding principles will also help you in your own development as a teacher, leader or staff member. They will help you engage in critical dialogue when you return to your offices, site buildings, departments, families and communities.

Again, today's training will stir all kinds of emotions and thoughts - but it is important that during this time we commit to the success of our district and our students, which is why we must commit to these following principles.

Slide 8 (Overview of Training)

Here is what we're going to work on today. Take another second to read through some of the identified outcomes of this training (30 seconds).

A lot has already occurred this year with COVID-19 and racial injustice. The year has not yet ended and we are more than likely going to see more issues come to light with a divisive election upon us. SPS is not immune from these societal issues - they will appear in our classrooms and our work spaces.

The training this morning will dive into terminology that may be new to you. If there are words or terms that you are unfamiliar with, it is ok, we will get there.

Slide 9 (Our Collective Why)

As early as last school year SPS had a strategic plan that consisted of 4 focus areas. Following recommendations from the Equity and Diversity Advisory Council (EDAC), the Board of Education approved and adopted a fifth focus area. This Focus Area 5 demonstrates Springfield Public Schools' commitment to Equity and Diversity for students, staff, administration and the community.

The one thing that I want to stress is that this moves Equity and Diversity work from just being overarching statements or declarations to actual measurable and trackable items. Focus Area 5 has five strategies that are really going to drive our commitment to creating and sustaining an inclusive and welcoming learning environment for our students and staff.

The five strategies cover: diversity and equity learning opportunities, diversifying the workforce, programming and services for underrepresented and under-resourced students, improved curriculum that reflects student identities and lived experiences, as well as policy development that foster community engagement.

Take in mind the work of Focus Area 5 is not just on the shoulders of the Office of Equity and Diversity. Every single staff member within SPS is responsible for ensuring that we are creating a learning environment that supports equity and diversity.

Slide 10 (Focus Area 5)

[Screenshot of the Focus Area V website]

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Slide 11 (Opening Reflection)

We are going to dive into our opening reflection this morning. I do want to give everyone a warning up front – the video that we are going to show is a black screen with the final words of George Floyd subtitled for 8 minutes and 46 seconds.

This is the exact amount of time that now-former police officer Derek Chauvin had his knee on George Floyd's neck before he died. I am going to ask that we all take this moment to reflect quietly, and imagine what it would have been like for someone to have their knee on your neck for 8 minutes and 46 seconds.

[Play Video]

Slide 12 (Opening Reflection Activity)

I am going to now ask you to partner up with an individual not at your table. Once you have identified that partner please take the next 3 minutes to discuss how you felt watching the video. What thoughts were on your mind?

After the three minutes are up, we are going to come back as a group and I would like to hear from 2 individuals regarding their thoughts on the video.

[Partners will get 3 minutes to share their thoughts on the video]

Slide 13 (Nickelodeon Statement)

The statement in orange is a Declaration of Kid's Rights issued by Nickelodeon after Floyd's death in police custody. We felt Nickelodeon did an excellent job expressing their support of justice, equality and human rights. The declaration reads:

Because of this incident, organizations, nationally and globally took a very stark stand against injustice and an increased support for equality. Statements similar to Nickelodeon were released in support.

[Read Statement]

Slide 14 (Environmental Scan)

Our next activity is going to be an Environmental Scan. We are going to showcase pictures of major events that have impacted our country from March until now.

All that you will need to do is quietly reflect on the events within the images. Feel free to write down any thoughts and/or questions you may have.

Just as a warning, the slides will be changing every 3-4seconds.

[Play Environmental Scan Video]

Slide 15 (Environmental Scan Activity)

For our next breakout session, we are going to send you into a room with a partner. We would like for you to take time discussing the environmental scan and the questions listed. Please save yourself time to answer at least 2 of the questions listed here.

- What did it feel like to see those images?
- Did you recognize all those events?
- Did you recognize all the individuals featured?
- How do these national events impact your work in the district?

We are going to give you and your partner about 5 minutes to discuss and then we will bring everyone back together for a group share.

[5 minutes discussing with partner]

I would like to hear from 2 individuals regarding their thoughts on the video.

[Have 2 people share with the larger group something they discussed with their partner]

Slide 16 (Systems of Oppression)

The first term we are going to tackle is “Systems of Oppression”.

This term calls attention to historical and organized patterns of mistreatment. Systems of oppression are woven into the very fabric of the United States and form the foundation of the American culture and its laws.

Ageism, Classism, Sexism are all systems of oppression.

These institutions within our society, including the education system, have contributed to the oppression of marginalized social groups, at the same very time elevating the dominant social groups.

Does anyone have an example of how sexism could manifest itself as a system of oppression within a school?

[Example: Math & Science courses with female representation and participation. Are there fewer females in these courses based on their level of performance? If an individual has the belief that women do not have the aptitude for these courses are they not being called on as much?]

Slide 17 (Oppression Matrix)

This chart is the Oppression Matrix. The types of oppression are listed in the rows. In the columns are the privileged social group for that oppression, as well as the border social group which often time is fluid and relative to various factors and the oppressed social group. The last column details the social identity the oppression is impacting.

When we look at Classism as an example; the privileged social group is the Upper Class, the border social group is the middle class and the oppressed group is the lower class. Classism impacts the “class” social identity.

Take a minute to review the matrix (30 seconds)

Does anyone want to share their initial thoughts and or reactions to the matrix?

[Have 2 people share their thoughts]

Slide 18 (Systemic Racism)

The next term we'll take a look at is “Systemic Racism”.

Systemic Racism is a system in which public policies, institutional practices, cultural representations, and other social norms that, while not practiced consciously, reinforce and perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time

Does anyone have an example of how systemic racism occurs in the educational system?

[Example: Disproportionate discipline in schools when it comes to race. Black or African American students have higher rates of discipline compared to their white counterparts.]

Slide 19 (Systemic Racism Video)

The video we are going to share takes a brief look at Systemic Racism and its connection to education.

[Play Video]

Would anyone like to share their initial thoughts following that video?

[Have 2 new people share their thoughts]

Slide 20 (White Supremacy)

“White Supremacy” is our next term.

Robin DiAngelo, Author of *White Fragility* a White Critical Studies Scholar, as well as a white woman, states that White Supremacy captures the all-encompassing centrality and assumed superiority of people defined and perceived as white. Many people, especially older white people, associate the term white supremacy with extreme and explicit hate groups. However, for sociologists, white supremacy is a highly descriptive term for the culture we live in; a culture which positions white people and all that is associated with them (whiteness) as ideal.

We do want to note that Robin DiAngelo is not the original creator of this work. Several scholars of color have been developing and theorizing on this subject matter for decades. Robin DiAngelo has recently brought this content to the mainstream but it's important to understand that she is not the only expert voice on this topic.

White Supremacy in education can manifest in curriculum. How are we teaching history? Who is part of the history/subjects matters we are teaching? But more importantly who is not represented in the subject matter.

Slide 21 (White Supremacy Video)

The next video we are going to watch takes a brief look at White Supremacy.

[Play Video]

An example of White Supremacy that can be found in education is if teachers or administrators have a fear that increasing the number of ELL or Black students in their school could lower test scores and increase discipline rates. If you are a leader, classroom teacher or staff who have these thoughts, then you are participating in the promotion of “white supremacy”.

This is a rhetorical question, but if you have these thoughts or agree, how does this then impact your work with students and or in the district?

Slide 22 (White Supremacy Matrix)

When having the conversation around White Supremacy we need to talk about both Overt White Supremacy and Covert White Supremacy.

As the chart details the overt white supremacy, is widely viewed as socially unacceptable. Often when individuals hear white supremacy, their minds go directly to the words or phrases listed in this section. What we need to take note of though is that White Supremacy also refers to the things that many consider socially acceptable.

We want to stress that we are not calling you as an individual a white supremacist. That being said, certain actions or statements, many listed here, can support that structural system of white supremacy.

Saying you are “Colorblind”, supporting “Racist Mascots”, “Inequitable Healthcare”, and displaying the heritage of “BIPOC as Halloween Costumes” are all forms of White Supremacy. Just so everyone is aware BIPOC stands for Black, Indigenous, People of Color.

Slide 23 (Major Terminology Discussion)

We are going to have you partner up again to discuss one of the three terms we just went over (Oppression, Systemic Racism and White Supremacy). Think about how that term has taken place in our community. I will give you and your partner 4 minutes to discuss and then we will come back as a larger group to debrief.

[Partners will get 4 minutes to discuss their term]

[Have 2 people share with the larger group something they discussed with their partner]

Slide 24 (Identity Terminology)

Now we are going to cover some identity terminology. The one thing I want to stress is that terminology is always changing and evolving, especially with younger generations. Terminology can also be a matter of preference, but it's important that we stay up to date.

A good simple rule to follow is "Call an individual what they want to be called."

For the most part, younger generations prefer to be called Black rather than African American. Latinx is a more inclusive term, since Spanish is a gendered language, Latinx carves out space for people who do not subscribe or identify with traditional male and female binaries. It also works against the problematic gender roles associated. Latinx, also provides space for people in Latin America that don't speak Spanish (i.e., Brazil). Afro-Latinx provides space for Latinx people with African/Black lineage/identity. That being said there can be individuals within the Latinx umbrella that don't like to be referred to by that term. In that case remember: "Call an individual what they want to be called."

Use the term Alaskan Native, not Eskimos. Asian is an umbrella term, and not all Asian people are Chinese. Oriental is no longer an accepted term. South Asian is also an umbrella term for people from the nations of India, Afghanistan, Pakistan, Bangladesh, Nepal, Bhutan, Maldives and Sri Lanka. Indian, applies to those from India and those with heritage from India.

Slide 25 (Identity Terminology, Continued)

Desi refers to a person with origins from the Indian subcontinent, countries include Afghanistan, Bhutan, Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka.

Arab or Middle Eastern refers to countries included but not limited to Algeria, Egypt, Iraq, Jordan, Qatar, Saudi Arabia and Yemen.

A multiracial or biracial person is someone whose parents or ancestors are from different ethnic backgrounds.

Please use the term White. Caucasian is dated and it's not offensive to say white. Caucasian also serves as a way to distance the idea of whites from racial discussion.

Slide 26 (Current Social Terminology)

We are going to transition away from Identity Terminology and move into terminology centered around Social Issues.

Privilege is a set of unearned benefits given to people who fit into a specific social group. The groups could include race, gender, sexual orientation, religion, ability, socioeconomic status.

Xenophobia is the fear of strangers. This a broad term that can be applied to any fear of someone or group that is different than the collective us. A current example of this would be, right now Asians collectively are being verbally and sometimes physically assaulted for the global pandemic even though this vehemently untrue.

Lynching is an extrajudicial killing by a group. Often used for informal public executions. Lynching is now considered a form of domestic terrorism and it has been used as a way of inciting fear.

Slide 27 (Current Social Terminology, Continued)

Continuing on, **intersectionality** is a framework for understanding how aspects of a person's social identities combine to create unique modes of discrimination and privilege.

Homophobia is a fear, hatred, discomfort with, or mistrust of people who are lesbian, gay or bisexual etc.

Transphobia is a fear, hatred, discomfort with, or mistrust of people who are transgender, genderqueer, or don't follow traditional gender norm.

Nationalism centers on a country's culture, language, and often race. Promotes the nation at the expense of others. People often confuse Patriotism with Nationalism. These terms are not the same. Patriotism is a support of your country. Again, nationalism promotes that nation at the expense of others.

Slide 28 (Social Identity Map)

We would like to spend a few minutes having you explore your identities. We may not be able to complete the activity, but we feel it's important to start the process. The identities you bring to work can play a role with how you educate and the relationships you build with students, parents, and colleagues.

Start by filling in the blank spaces around the circle filling in various identities. For clarification I will explain several of the categories. Sexual orientation is who you're attracted to. Sex is what you're biologically assigned at birth (female - male - other). Gender is how you like to identify on the spectrum of masculine to feminine. Someone's gender can be expressed by the clothes they wear, hairstyle, makeup, etc. Ethnicity is knowing where your ancestors derive from (i.e. France - French). Race is how you identify racially from a social construct (i.e. White, Black, LatinX, etc.)

Take 4 minutes to fill in the spaces and answer two of the five questions.

[If you have time, give them two minutes to share with a partner about their experience doing the activity, not just what they wrote. Have one or two people share to the entire group their reflections about the questions they responded to.]

Slide 29 (4 Corners)

Our next activity is going to be an interactive game centered around Identity, Beliefs and Values.

[Click on Kahoot Link & Log In]

Username: SPS_EquityDiversity

Password: Equity&DiversitySPS

I would like for you to log in to our Kahoot game. Please use an anonymous identifier and answer the questions with the choice that you feel most comfortable with.

[Start the Kahoot Game]

[Pause on the result screen after every answer to allow individuals to see results]

Slide 30 (4 Corners – Reflection)

Thank you all for participating in that activity. We have a few reflection questions for everyone to consider. Would anyone like to share their response to any of the questions?

-Would any like to share how this activity made them feel?

-What were some of your thoughts when going through this activity?

-Were there any trends that you noticed?

[Have 1 person answer any question]

Slide 31 (Anti-Racism – Definition & Video)

We want to spend some time at the end of the training tackling the idea of Anti-Racism.

Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.

The most important thing to reiterate here is that we will actively oppose racism by advocating for change. There is a proactive element in place to no longer remain silent or inactive.

The video I am going to share with you quickly details why educators need anti-racist training.

[Play Video]

Slide 32 (Anti-Racism)

The next 6 slides we are going to look at what Anti-Racism should be in the education setting. We are going to give you time on each slide to think and write up any notes about the statement presented.

To be an Anti-Racist, is to fight against systemic racism.

[Hold on slide for 20-30 seconds]

Slide 33 (Anti-Racism – Educator)

Educators must be willing to be uncomfortable in their struggle for black students and other underrepresented and under-resourced students.

[Hold on slide for 20-30 seconds]

Slide 34 (Anti-Racism – Teacher)

Teachers must seek input from black stakeholders.

[Hold on slide for 20-30 seconds]

Slide 35 (Anti-Racism – Principal)

Principals must clearly and consistently communicate the anti-racist vision for their school.

[Hold on slide for 20-30 seconds]

Slide 36 (Anti-Racism – District Level Administrator)

District-level Administrators must make expectations for educators clear.

[Hold on slide for 20-30 seconds]

Slide 37 (Anti-Racism – Board Member)

School Board Members must enact policies that hold us all accountable to our black families.

[Hold on slide for 20-30 seconds]

Slide 38 (Anti-Racist / Solo Write)

We are going to take the next 5 minutes to do a solo write based on the statements for Anti-Racism in education. During this time please answer these questions:

- How does this statement impact your role at SPS?
- What steps will you take to become an Anti-Racist?
- What tools/support will you need to be Anti-Racist?

Slide 39 (Anti-Racist / Group Share)

Before we close out today, I would like to hear from 2 individuals regarding their solo write up. Would anyone like to share their answer to any of the questions listed below:

[Have 2 new people share their thoughts]

Slide 40 (Closing)

Thank you for your participation in today's training - we appreciate your openness and vulnerability with our session.

There is still plenty of work to be done in our district and we hope that you will be part of the change that leads to the support and affirmation of all students and staff at SPS.

A formal survey of today's training will be sent out shortly. We appreciate all your feedback.