

OBJECTIVES

REVIEW

Review the four agreements for engaging in meaningful dialogue about systemic inequities.

HIGHLIGHT

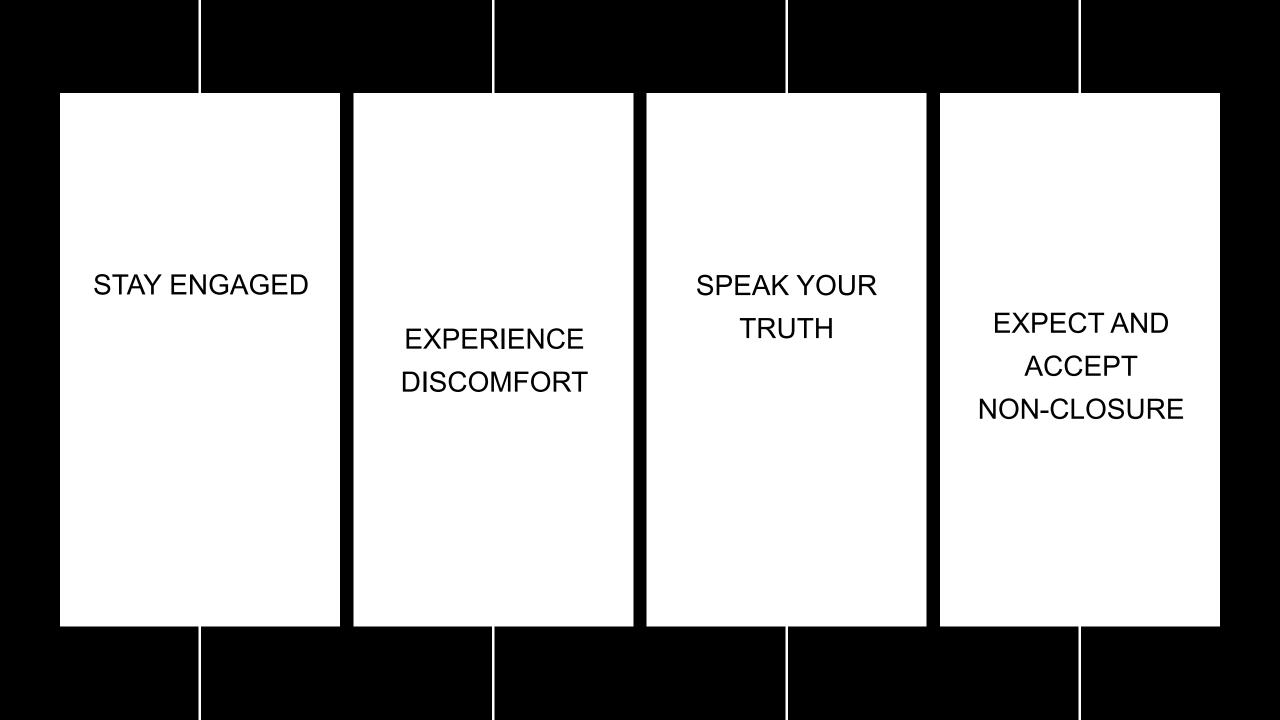
Highlight equity and excellence in our district.

DISCUSS

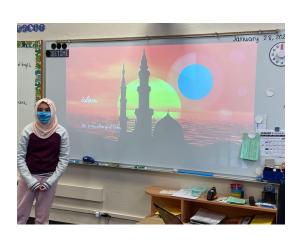
Discuss the actions we have taken and actions we will take to increase equitable practices in our teaching.

EXAMINE

Examine the three zones of becoming an anti-racist.



Equity and Excellence





Facts about hijabs/islam/iraq



Discussion

- How have you used the modules to increase your cultural awareness?
- What actions have you taken to impact equity in your classroom with your students?
- Be prepared to share responses in chat after returning to the large group.

Breakout Rooms



Anti-racism can be defined as conscious and deliberate efforts to challenge the impact and perpetuation of institutional White racial power, presence, and privilege.

Singleton (2015)

"Antiracist" refers to people who are actively seeking not only to raise their consciousness about race and racism, but also to take action when they see racial power inequities in everyday life.

Singh (2019)



I identify how I may unknowingly benefit from Racism.

I recognize racism is a present & current problem. I promote & advocate for policies & leaders that are Anti-Racist.

I deny racism is a problem.

I seek out questions that make me uncomfortable. I sit with my discomfort.

I avoid hard questions.

I understand my own privilege in ignoring racism. I speak out when I see Racism in action.

Becoming Anti-Racist

Fear Zone

Learning Zone

Growth Zone

I strive to be comfortable.

I educate myself about race & structural racism. I educate my peers how Racism harms our profession.

I talk to others who look & think like me.

I am vulnerable about my own biases & knowledge gaps. I don't let mistakes

deter me from being better.

I listen to others who think & look differently than me.

I yield positions of power to those otherwise marginalized.

I surround myself with others who think & look differently than me.

Discussion

- What is your immediate takeaway to the "Becoming Anti-Racist" circle?
- What are the implications for leading, teaching, and learning in our building based on the comments we frequently hear in our community?

Breakout Rooms

Being an Anti-racist is a Journey, not a Checklist:

- 1) Understand the definition of a "racist".
- 2) Stop saying "I'm not racist."
- 3) Identify racial inequities and disparities.
- 4) Confront the racist ideas you've held or continue to hold.
- 5) Understand how your anti-racism needs to be intersectional.
- 6) Champion anti-racist ideas and policies.

The Lincoln Board of Education is committed to educational equity for students, staff, and patrons of the Lincoln Public Schools. Educational equity means all Lincoln Public Schools students have meaningful access to the educational resources they need to achieve at a high level at the right moment, at the right level, and with the right intensity. Educational equity means high expectations for learning and student achievement for all students. Educational equity allows students to discover and explore their passions and make meaningful connections within the context of their postsecondary interests and aspirations. Equity requires that these opportunities are provided and outcomes exist for all students regardless of their socio-economic status, race, national origin, ethnic background, culture, religion, sex, pregnancy, childbirth or related medical condition, sexual orientation, gender, transgender, age, disability, mental, physical or linguistic ability or other protected status.

LPS DEFINITION OF EQUITY

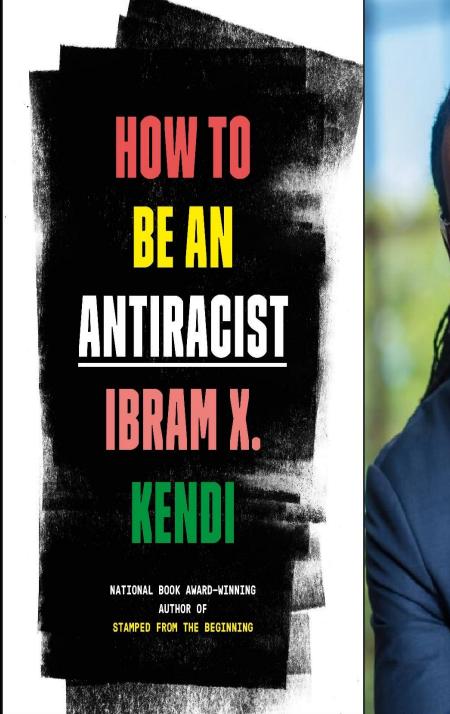
LPS Focus for Equitable Practices

- Meaningful access to educational resources
 - High expectations for learning
- Allow scholars to discover and explore their passion
 - Opportunities are provided

FOUR AREAS

"Racial inequalities are pervasive and persistent in every sector of society," ... "If a person does nothing in the face of racial inequities that are pervasive, if they don't challenge them, what are they doing?"

Dr. Ibram X. Kendi









Resources

Lincoln Public Schools

Anti-racist March 2021



https://drive.google.com/drive/folders/1 xFdGZw2 r428A4TNgn7l2K7X0aFdasw0

Resources

March 2021

Midwest and Plains Equity Center



@GreatLakesEAC



Facebook - greatlakesequity



greatlakesequity.org

References

Singleton, G.E. & Linton, C. (2006). Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. Thousand Oaks, CA: Corwin Press.