

Becoming an Anti-Racist

Lincoln Public Schools
March 2021

Equity Focus for 2020/21

**Raising our critical consciousness to reflect upon
our privilege and biases.**



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.

STAY ENGAGED

EXPERIENCE
DISCOMFORT

SPEAK YOUR
TRUTH

EXPECT AND
ACCEPT
NON-CLOSURE

May

Equity and Excellence



Facts about hijabs/islam/iraq

1. the red in a Iraq-y flag means

الله أكبر

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



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)





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

**HOW TO
BE AN
ANTIRACIST
IBRAM X.
KENDI**

**NATIONAL BOOK AWARD-WINNING
AUTHOR OF
STAMPED FROM THE BEGINNING**



ANTI-RACISM ^{IS THE}
COMMITMENT
TO FIGHT RACISM

WHEREVER YOU FIND IT INCLUDING
IN YOURSELF. —IJEOMA OLUO

Action Plans!

WHICH STEP ARE YOU ON?



I won't do it



I can't do it



I want to do it

How do I do it?



I'll try to do it



I can do it

I will do it



Yes! I did it



Resources

Lincoln Public Schools

Anti-racist

March 2021



https://drive.google.com/drive/folders/1xFdGZw2_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.