

From: [REDACTED]
To: [REDACTED]
Subject: FW: Message From Superintendent Rundle On Israel and Hamas Conflict and War
Sent: Tue 10/10/2023 7:10:11 PM
[Guidance for Teaching Racially Sensitive History v 2.pdf](#)
[image001.png](#)
[image002.jpg](#)

From: [REDACTED]
Sent: Tuesday, October 10, 2023 12:09 PM
To: [REDACTED]
[REDACTED]
[REDACTED]
Cc: [REDACTED]
[REDACTED]
Subject: RE: Message From Superintendent Rundle On Israel and Hamas Conflict and War

Hello all,

Last year my team and I created a document for 6-12 ELA and Social Studies teachers and presented to school leaders. It was vetted by several groups including HR.
It is called "Teaching Racially Sensitive History." We have one for literature, too. I believe this document contains a wealth of resources that teachers can use to support challenging discussions that may arise. I believe this should be our district go-to for grades 6-12, as it can support may current and past historical issues that can emerge.

I am attaching the document as a reminder.

Best,

From: [REDACTED]
Sent: Tuesday, October 10, 2023 11:13 AM
To: [REDACTED]
[REDACTED]
[REDACTED]
Cc: [REDACTED]
Subject: RE: Message From Superintendent Rundle On Israel and Hamas Conflict and War

Good morning- I was meeting with school leaders from 9-11 and am now able to respond.

IA m looping in [REDACTED] and [REDACTED] to review the resources from Mercer Island and San Diego –

[REDACTED] and [REDACTED],

Please review the content below and coordinate with [REDACTED] – If appropriate please include resources in alignment with the other districts messaging.

Best,

From: [REDACTED]
Sent: Tuesday, October 10, 2023 11:06 AM
To: [REDACTED]
[REDACTED]
Cc: [REDACTED]
Subject: RE: Message From Superintendent Rundle On Israel and Hamas Conflict and War

Thank you, [REDACTED].

[REDACTED] and I are working on SEL resources now. We are hoping there will also be teaching resources about the historical context of this violence, perhaps from Social Studies? As well as a message about SPS's stance against Islamophobia and Antisemitism.

You may have already seen that the San Diego County Office of Education released a memo with a list of resources. It includes the following helpful pages.

- [Guide to Supporting Muslim Students](#)
- [Antisemitism Resources](#)

We'll be in touch by 1:00.

Best,

From: [REDACTED]
Sent: Tuesday, October 10, 2023 9:38 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Message From Superintendent Rundle On Israel and Hamas Conflict and War

Thank you for looping me in and special thanks for [REDACTED] for working to craft a message – I will keep an eye out for a draft and pass it along to [REDACTED] for review before 1.

Best,

From: [REDACTED]
Sent: Tuesday, October 10, 2023 9:29 AM
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: Message From Superintendent Rundle On Israel and Hamas Conflict and War

Hi [REDACTED],

I spoke with [REDACTED] this morning and she plans to pull something together for Pauline/communications. She will get a few eyes on what she develops (similar to the Mercer Island one with links), and will get it to you and me by 1:00 today, then you can take a look and share with anyone else you think needs to see it. Once it is approved, can you be sure it gets to [REDACTED] before the end of the day?

I will be in room 3700 for the PD steering committee meeting from noon-4, so [REDACTED] can send what she creates to both of us and anyone can text me if they need.

Thanks,

[REDACTED]
RCW 42.56.250(1)(d)

From: [REDACTED]
Sent: Tuesday, October 10, 2023 7:23 AM
To: [REDACTED]
Subject: Re: Message From Superintendent Rundle On Israel and Hamas Conflict and War

[REDACTED]
Happy to work on this today.

From: [REDACTED]
Sent: Tuesday, October 10, 2023 7:18:38 AM
To: [REDACTED]
[REDACTED]

Subject: Fw: Message From Superintendent Rundle On Israel and Hamas Conflict and War

Good morning, [REDACTED], [REDACTED], and [REDACTED].

This morning, our team has been asked to prepare a similar msg to the one below from Mercer Island.

Can you please send any SEL and educator resources your teams would recommend supporting conversations about the Israel and Hamas conflict?

best,

[REDACTED]

From: [REDACTED]
Sent: Monday, October 9, 2023 4:16 PM
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: Message From Superintendent Rundle On Israel and Hamas Conflict and War

[REDACTED],

I don't know if the Superintendent is exploring issuing a statement with the situation in Israel as they have with other acts of discrimination, brutality, violence, and war. I know it's a complex matter as we represent families of all political and religious backgrounds. My children live in the Mercer Island School District and the superintendent there issued the statement below, which I think addresses the sensitivity of the situation quite tactfully, while at the same time giving resources. As [RCW 42.56.235](#) in Seattle Public Schools, and a leader of a school with at least 30 Jewish families, I know that families are emotionally connected to this situation and that Jewish institutions all around the world are on extremely high alert at this time. On a related note, my [REDACTED] year old [REDACTED] [RCW 42.56.235](#) [REDACTED]
[REDACTED]
[REDACTED]

Sincerely,

Principal [REDACTED]

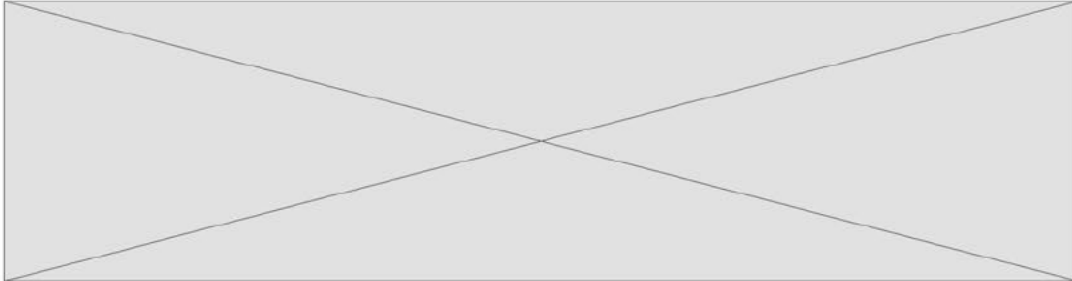
Loyal Heights Elementary School

206-252-6005

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

From: [REDACTED]
Sent: Monday, October 9, 2023 9:13:28 AM
To: [REDACTED]
Subject: Message From Superintendent Rundle On Israel and Hamas Conflict and War



Dear Mercer Island Staff, Students, and Families,

Our hearts are with our students, staff, and families impacted by the horrific events in Israel and Gaza that began over the weekend. This is a scary and emotional time, especially for our Mercer Island community who is so connected to this part of the world. We are focused on supporting our students studying in Israel this semester, reaching out to families directly affected, and connecting with community partners such as the Jewish Community Center. When students return to school tomorrow, our staff will be ready to assist them in any way they need us.

Mercer Island is home to families with cultural ties to Israel, Palestine, and the geopolitical region known as the Middle East. Violence is unfortunately not uncommon, but it has been unavoidable in such a politically, culturally, and religiously complex area of the world. While we may hold different or congruent opinions about the years of war and conflict, I worry that the escalation this weekend will spark a rise in Antisemitic and Islamophobic incidents in our own community. Our staff will be committed to safe and supportive learning environments and encourage anyone who is subject to or observes hate speech of any kind to report it to our staff members or administrators in the school district.

A focus for this year has been fostering a deep sense of belonging for students in our schools. Regardless of political, cultural, or religious ideology, every student should feel welcome to show up as their authentic self. We offer the following resources to our educators and parents to support students during this difficult time.

Teaching Resources

- Facing History and Ourselves – [Fostering Civil Discourse: How Do We Talk About Issues That Matter](#)
- Judy Pace – [Teaching Controversial Issues: A Framework for Reflective Practice](#)
- Street Law – [Classroom Deliberations](#)
- Constitutional Rights Foundation – [Conducting a Civil Conversation in the Classroom](#)

Social and Emotional Resources for the Classroom and Home

- [How to Talk to Kids About Violence, Crime, and War](#): Common Sense Media gathers tips and conversation starters to help you talk to kids of different ages about the toughest topics.
- [Talking to Your Kids About War](#): VeryWell Family explores ways families can speak with young people about war, including tips on sharing information and restricting media coverage.
- [How to Talk to Your Children About Conflict and War](#): UNICEF's guide offers eight tips to support and comfort your children.
- [Handle with Care: Supporting Young People During Crises](#): Learning for Justice offers recommendations and resources to help guide conversations with young people and to manage potential subsequent actions and reactions.
- [Resilience in a time of war: Tips for parents and teachers of elementary school children](#): This article from the American Psychological Association can help adults guide their young children beyond fear and to resilience.
- [Resilience in a time of war: Tips for parents and teachers of middle school children](#): The American Psychological Association provides tips and strategies for parents and teachers of middle school-aged children.

If your child needs extra help or attention, please do not hesitate to reach out to our schools or me directly. The more we know about how the world around our students is affecting them, the better we can partner with our families. We may be thousands of miles and a continent removed, but I know our community has family, friends, and loved ones right at the epicenter of the violence. We are hurting together.

In Solidarity,

Fred

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Guidance for Educators Teaching Racially Sensitive History

The *Guidance for Teachers Using Racially Sensitive Texts* provides instructional supports, strategies and tools for social studies teachers to support the intentional design of inclusive, safe, racially and socially just, classroom environments. Because Seattle Public Schools has made a commitment to ensuring educational and racial equity, this guide enables teachers to effectively plan for and address challenging historical topics and events affected by race, ethnicity, and culture. **This is the how not the what to support instruction.**

Before Teaching

Practices	Description	Strategies and Tools
 Consider your own identity	Most people belong to at least one dominant identity group. When your identity is dominant, it's easy to think of your experience as universal and to overlook or downplay the experiences of others. These kinds of biases are often unconscious. Thinking carefully about your own identity and the ways it has shaped your experience and influences your Assumptions.	-Consider your own identity -Fostering Civil Discourse -Exploring Your Personal Narrative -Start with yourself
 Know students' identities and histories	Students bring to class their diverse identities, histories, beliefs, and backgrounds. These different aspects to their identity often influence the way they interpret and react to the texts or resources used, just as our own identities influence the way we understand and choose the instructional material as well. Provide opportunities to learn about the ways they identify through language, culture, tradition, sexual orientation, and experiences.	-Teaching about Race and Racism -Talking Race and Ethnicity -How to Decenter yourself -Student Identity Connections Qs -Welcome to the Classroom -Exploring Identity
 Seek histories of marginalized peoples	History textbooks favor a euro-centric perspective of critical events chronicled in history. They rarely include the perspectives of marginalized people or those with less power, seeking those perspectives challenges the bias within textbooks and benefits both teachers and students in learning about and valuing a more complete version of historical events.	-Diverse Perspectives Qs -Preparing to be an Anti-Racist Instructor -Cover a Comprehensive Narrative
 Explore the impact of	Understanding the influence that racist and dehumanizing language has on those who are targeted is critical when teaching of historical documents with racial epithets. Unpacking the terms that appear in the text along with their historical background and intention, purpose and power allows students to develop a deeper understanding of triggering language and the reactions it provokes.	-Addressing Racist & Dehumanizing Language -Why It's Hard to Talk about the N-Word (video)

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dehumanizing language		-Words that don't belong to everyone (video) -Questions about Racial Slurs
 Prepare to teach hard history	Teaching about history centering on race, racism, privilege, and oppression, can present many challenges for teachers and students alike. Preparing for those challenges is crucial to ensuring a safe, comfortable, and academically productive learning environment. Many of the topics may be considered controversial and cause discomfort especially for students whose identities are reflected in the history. Teachers advanced planning and preparation of potential challenges can ensure a successful teaching and learning experience.	-Professional Protections -Teaching Hard History Key Concepts -Opening Routines
 Predict student responses	Planning ahead of time how you would handle common scenarios can help you to act in accordance with your values and deescalate situations calmly, should that situation arise. Prepare yourself for in class moments when sensitivities are stirred, and tensions get high.	-Handling Hot Moments -Preparing for Potentially Challenging Scenarios
 Evaluate your classroom culture	The quality of a classroom's or learning community's culture is ultimately determined by how students feel in their learning environment. If they feel safe, respected, valued, and supported by strong relationships, then it is likely the learning community is ready for dialogue about race and racism.	-Evaluating Your Classroom Culture -Center Relationships & Care in your Teaching -Build Relational Trust -Developing a Classroom Contract
 Connect with families	Curriculum decisions, reading assignments and field trips all offer opportunities to connect with your students' families and caregivers. Being transparent about racially sensitive content provides families an opportunity to work with their students on socially relevant or emotional issues that may emerge.	-Engage Families -Embrace Race: Collaborating with Families -5 Ways to Involve the Community in Your Classroom
 Practice talking about racism with colleagues	In preparation for discussing race and racism, we should practice having conversations with colleagues first before engaging in a more public and potentially challenging classroom discussion. While such conversations have the potential to produce frustration and strong emotions, if handled sensitively, they can help to connect colleagues as they explore lived	-Personal reflections about Race -Talking about Race at Work

Guidance for Educators Teaching Racially Sensitive History

	experiences and understand the historic and current context of race. Ultimately, they can provide the language and experience we need for successful classroom discussions.	
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[-Evaluate Your Comfort Level with Difficult Topics](#)





[-Talking about Race in My Mostly White Classroom?](#)

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Guidance for Educators Teaching Racially Sensitive History

During the Unit


Interrogate institutional and structural systems

Practices	Description	Strategies and Tools
 Amplify marginalized voices	Texts that invite interest, opinions and discussions about race, racism and racial violence will also lend themselves the desire to communicate understandings about power, bias, marginality, oppression, and entitlement. Students should be given space to identify, interrogate and critique or challenge social injustice through reading, writing, speaking and listening. Use primary source documents to decenter whiteness.	<ul style="list-style-type: none"> -Include Diverse Perspectives -Text-Response Prompts -Identity Resource Screening Tool -Challenge the Text Sample Questions
 Navigate complex/conflicting histories	Teaching social studies through an equity lens becomes complex because presenting historical events from multiple perspectives and viewpoints can produce conflicting narratives, particularly when marginalized voices are not included in history books. Students should learn to keep an open mind and seek to better understand the various factors that shaped different perspectives of the same event. The intent is not to draw conclusions but to view an historical event from multiple perspectives and to not rely on the single narrative.	<ul style="list-style-type: none"> -Cover a Comprehensive Narrative -Multiperspectivity: What Is It, and Why Use It? -Reading Against the Grain
 Validate all sources	It is important to teach students that historical documents are not objective because they are written with a specific point of view or purpose. An historian's perspective will influence the document and create bias. History is an interpretation of events and therefore it is important to contextualize sources by understanding the author, time period, and intent. A source must be researched and evaluated.	<ul style="list-style-type: none"> -Reviewing Resources Tip Sheet -The 6 C's of Primary Source Analysis -Historical Thinking Chart
 Emphasize inquiry-based instruction	In order to center instruction on culturally responsive principles, teaching history through an inquiry lens supports a student-centered approach as it honors student perspectives and identities. Inquiry encourages student curiosity and openness to explore a topic when students know there is not a current single answer. Inquiry also supports diverse learners who are able to use their funds of knowledge in shaping their responses to broader historical questions.	<ul style="list-style-type: none"> -C3 Framework: Inquiry Design Model -Inquiry Design Unit Template -What Is an "Inquiry Lesson"? -Liberatory Ed connection to Inquiry

Guidance for Educators Teaching Racially Sensitive History







 <p>Prepare class to talk about race and racism</p>	<p>Having the tools to address critical conversations that erupt in class is necessary to ensure the discussion is productive and student safety is preserved. There are a number of strategies that teachers can use before, during and after a discussing a sensitive or controversial topic.</p>	<ul style="list-style-type: none"> -Facilitating Critical Conversations -Prepare to Discuss Race -Race Talk -How to Talk About & Teach About Race
 <p>Center lived and historical experiences</p>	<p>In classroom discussion about race and racism, centering the voices of those within the racial or ethnic group is critical to advancing racial and social justice. By lifting-up the lived experience and expertise of people of color, their resistance, resilience, and intelligence can be honored and recognized as a step toward racial understanding and justice.</p>	<ul style="list-style-type: none"> -Honoring Student Experience -Engaging People with Lived Experiences -Identity Resource Screening Tool (IRST)
 <p>Examine power, equity, and oppression</p>	<p>Teaching history provides numerous opportunities to learn about power, equity, privilege, social justice, and oppression in the world. Enabling students to learn about historical and institutional practices that have shaped the world empowers them to critique injustice and better understand the realities and experiences of historically marginalized people in the moment. Understanding racial power dynamics helps students understand the beliefs and perspectives of marginalized communities.</p>	<ul style="list-style-type: none"> -Recognize Oppression -Power and Oppression Qs -The Four "I's" of Oppression -See the System
 <p>Address racist remarks</p>	<p>When a student's language or comments are potentially hurtful to a person or a group of people, addressing the matter before it escalates is essential for the safety of all and the community of learners in the room. Ignoring the situation will leave other students feeling unprotected and victimized and condones the behavior and sentiments expressed.</p>	<ul style="list-style-type: none"> -Prepare Yourself -In the Moment Basic Strategies -Critical Practices for Anti-Racist Ed
 <p>Set guidelines for constructive discourse</p>	<p>Training students how to have productive conversations examining race is critical. "In many conversations today—not just about race—people hold their own opinions so strongly that they aren't really listening to the other side. We have to teach students to listen, to think, and then respond,"</p>	<ul style="list-style-type: none"> -Student Guidelines for Anti-Racist Discussion -Fostering Civil Discourse -Values-Based Classroom - Management Techniques

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		-Discussion Preparation Worksheet & Guidelines
 Check-in periodically with students	Design systems and routines so that you can check-in with students, and in turn they can check-in with you so that it is a natural process when they need support. Some teachers also do a check-out, asking students to share insights, questions, or feelings about that day's work.	-Two Strategies to Check-in with Students -Building a Better Check-in -Managing Strong Emotions Let's talk p.36

Guidance for Educators Teaching Racially Sensitive History

After the Unit

Practices	Description	Strategies and Tools
 Ask for feedback	Students may not want to critique classmates or feel comfortable telling you they did not enjoy parts of the lesson. You can use anonymous feedback to change the format of the conversation.	-Solicit Anonymous Feedback -Closing Routines
 Interrogate institutional and structural systems	After exploring social and political issues about race and racism, students need to leave the classroom with concrete ways to respond to injustice. Knowledge of systems and structures that enable racism and oppression to continue is a start. But students can also consider how they can take personal responsibility or action against racial and social injustice, human violence, or oppression in order to improve the conditions for themselves or others.	-Racial Justice in Education:-- A Resource Guide -Justice and Action Outcomes -Different Types of Informed Action
 Include histories of resistance and resilience	Histories of marginalized peoples often focus on stories of oppression, enslavement, capture and victimization. Social studies instruction must offer oppositional stories and counter narratives that provide a more comprehensive view of resilience, resistance, liberation. Focusing on groups and individuals who challenged oppressive systems and fought for social justice illustrate the power, strength, and determination of peoples often viewed as powerless.	-Teach Resistance & Educate to Empower -Existence Is Resistance -Resistance 101 lesson outline -Resistance 101 interview sheets
 Challenge injustices & take informed action	After studying racially sensitive history, students need opportunities to utilize their knowledge and skills to address injustice, racism, oppression, and the like. Many students seek to make an impact to change the world in which they live. Students can act by reflecting, researching, writing, and problem solving.	-What is Informed Action? -Taking Action Framework -Do Something Performance Task Examples (in ELA & K-5 SS) -C3 Framework
  Support emotional injury	Critical conversations about identity and injustice often hit close to home, and they can provoke a range of responses from students. After the unit or discussion is finished, some students may need additional support.	-Response to Strong Emotion-- link does not work, MM does not have access -Getting Started Using Restorative Inquiry -Psychological First Aid -Processing Strategies

Guidance for Educators Teaching Racially Sensitive History

		-Attend to Healing
 Connect students to school supports	You may also connect your student with school supports available at each school: i.e., the school counselor, social-worker or school leaders. If the student would like to file a discrimination concern, they can do so with the SPS Office of Civil Rights.	Office of Student Civil Rights
 Reflect on your Growth	Having a growth mindset can help us move beyond the silence and fear and teach us how to our forward progress. Teachers can use tools to evaluate themselves in order to learn about areas of growth. They can reevaluate after spending time exploring tools and strategies to grow their understanding about race, bias, privilege and oppression.	Growth Mindset: Cultural Competency -Race Matters Self-Assessment -UNCONSCIOUS BIAS An Educator's Self-Assessment

Interrogate institutional and structural systems

[-When Challenged or Receiving Negative Feedback](#)

Guidance for Educators Teaching Racially Sensitive History

Source List



[The Anti-Racist Discussion Pedagogy](#), by Dr. [Selfa Chew](#), Dr. [Akil Houston](#), and Dr. [Alisa Cooper](#)

[Creating an ABAR Environment](#), First Book

[Critical Practices for Anti-bias Education: Family and Community Engagement](#), Learning for Justice

[Empowering Educators: A Guidebook on Race and Racism](#), First Book

[Fostering Civil Discourse: How Do We Talk about Issues that Matter](#), Facing History, Facing Ourselves

Guidance for Educators Teaching Racially Sensitive History

[Let's Talk: Facilitating Critical Conversations with Students](#), Learning for Justice
[Psychological First Aid for Supporting Black Students](#), Los Angeles Unified School District
[Race Talk: Engaging Young People in Conversations about Race and Racism](#), Anti-Defamation League
[Racial Justice in Education: A Resource Guide](#), National Education Association
[Resources for Teaching about Race and Racism](#), New York Times
[Speak Up at School: How to Respond to Everyday Prejudice, Bias and Stereotypes](#), Learning for Justice
[Social Justice Standards: The Learning for Justice Anti-Bias Framework](#), Learning for Justice
[UNCONSCIOUS BIAS An Educator's Self-Assessment](#), First Book

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