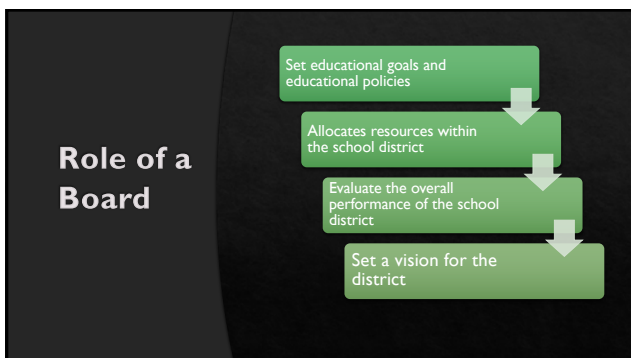


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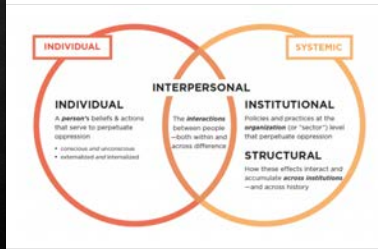


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3

What is Racism?










4

Where Racism hides in plain sight

- ◆ Policies & Practices
- ◆ Curriculum, Books and History
- ◆ Hiring
- ◆ School Boundaries
- ◆ Staff Bias
- ◆ Suspensions and Discipline
- ◆ Special Ed, Gifted and AP/Honors Selection
- ◆ Exclusion of Family and Community members in processes

5

Hiring and Promotions

-  Job Descriptions
-  Screening process (who makes it out of the pool?)
-  What is considered qualified?
-  Interview process
-  Teacher evaluation process
-  What is considered in the promotion process?
-  Whose experience matter?

6

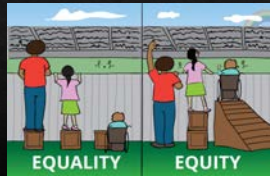
Police in Schools/School Resource Officers

- ◆ Is their role clearly defined?
- ◆ Who is responsible for supervising?
- ◆ How closely do they work with the SRO?
- ◆ Who determines SRO placement?
- ◆ What happens when there is a concern with an SRO?
- ◆ ~~SROs are allowed or responsible for discipline or allowed to use of force in schools~~ – BIG NO NO!
- ◆ Are students taken into custody if there is a fight in the school?
 - ◆ Is it treated as a violation of the student code of conduct?
 - ◆ OR a violation of the municipality's laws?
 - ◆ Zero tolerance policy are racist.

7

Policies & Practices

- ◆ Policies on Equity or Educational Equality typically talk about all students but rarely mentions racial inequities or racism directly.
- ◆ Spending and funding practices throughout the district need to be examined to ensure schools with larger diversity are not receiving less resources.
- ◆ Administrative Guidelines
- ◆ Restrictions should be examined carefully (who is being excluded?)
- ◆ SCHOOL BOUNDARIES



8

Special Education, Gifted & AP/Honors

Research shows more diverse schools are less likely to have Gifted and Talented programs and/or Advanced Placement courses.

Research shows that schools with Advanced Placement courses typically are less diverse than their student population.

Gifted and Talented programs have shown nationally to exclude students of color typically by using only one singular diagnostic measure (which were not developed using diverse samples).

More Black boys are in Special Education courses across the nation than any other group.

9

Curriculum – Culturally Relevant Pedagogy

- ◊ What is being assigned and read?
- ◊ What is being taught? Whose history?
- ◊ Does the curriculum include examples of the history and culture of the student population?
- ◊ State Standards and Strands
- ◊ Maximizing the state graduation seals program to create more culturally relevant learning options

10

Why Now?

National momentum.

It's the right thing to do.

Silence is complicit.

Our students have waited long enough.

11

Righting Wrongs!



"I can't believe what you say, because I see what you do."
— James Baldwin

12

U.S. Dept of Education Data & Other Research

- 16% of the nation's public school students are Black, but only 2% of students enrolled in gifted and talented programs.
- 75% of high schools with the highest percentage of Black & Latino students do not offer advanced math and science courses broadly.
- Black boys are about 3 times more likely (20%) and Black girls are 6 times more likely (12%) to receive an out-of-school suspension than their white counterparts (6%/2% respectively).
- Textbooks used in many schools across the country provide revisionists accounts of history to eliminate aggression from White people.

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What NOW? Act with IO!

01

Declare Racism is a Public Health Crisis, national emergency, emergency/crisis in your district.

02

Condemnation Statements without direct explicit actions is not enough.

03

Evaluate and/or change areas where racism hides.

04

Be willing to have the hard conversation.

14

What NOW? Act with IO!

Propose	Propose an equity policy and specifically address racism and racial inequities.
Hire	Hire a Chief Diversity Officer focused on equity and inclusion.
Set	Set equity goals in the Superintendent and Treasurer's yearly goals.
Develop	Develop an equity and diversity committee for your Board.
Analyze	Analyze data on hiring and suspensions disaggregated by race and curriculum policies to include culturally relevant material requirements.
Require	Require all suppliers and vendors meet state MBE goals (15% minimum)

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Debunking Myths/Push Back

- State Standards does not make room for adding culturally relevant materials (THE BIGGEST MYTH).
- We don't have many problems here.
- Our hiring practices are fair and just.
- We already do implicit bias training, so we do not need to do anything else.
 - This is more than adding more PD – this about looking at the system
- REQUEST THE DATA – see it in plain sight, (Disaggregated)
 - Who applied – Who was offered interview – Who was hired disaggregated by race.
 - Student discipline – who was suspended – what were they suspended for – who was arrested in the school/what was the offense





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Debunking Myths

- REQUEST THE DATA – USE THE DATA to prove you need to move forward.
- Look at your district's suspension data by race. The data will likely show great disparities.
- Ask about hiring trends by race. The data will likely show great disparities.
- Review who you award contracts to and who owns them (are they local, are they diverse in ownership or in employees)
- Ask for data on building to building level spending.
- Look at where special programs are located – are the more career related programs in less diverse schools v.s. trade/technical training more prominent in schools with more students of color.
- Hire a consultant to do a climate assessment – this data could be helpful in determining need and next steps.

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Ohio State Standards and Strands to use

- 
K-8 Social Studies 2019 Strands, Topics & Themes (Civic Participation and Skills, Economic Decision Making, Historical Thinking, Rules and Laws, People working Together, Communities Past and Present).
- 
High School Social Studies Themes: American History, Government, Contemporary World Issues (Global Connections, Civil and Human Rights, Civic Participation & Skills).
- 
Language Arts K-8 Standards 2017 (Ask key details of a text or book (does not specify which text), describe connections between two events or ideas in a text, determining themes).
- 
Language Arts High School 2017 (Analyze how two or more texts similar themes build knowledge, evaluate author's differing perspectives on the same historical event or issue).

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Biggest Obstacle

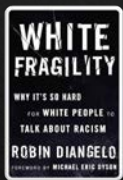


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Resources To Use

- ◆ DOWNLOAD DATA YOURSELF: <https://reportcard.education.ohio.gov/download>
- ◆ <http://kirwaninstitute.osu.edu/wp-content/uploads/2014/05/kc-data-report.pdf>
- ◆ <https://www.ces.ed.gov/guicent/2015/02/ing-school-growth-expectations?appSession=66b12a379201c4v76kDv6C-R-09-83-4v89s1-67-07-7400-P80Z1310194FOx7-B7E79xO8D9-796NO1V982175P7W77F4V05N0028A31CG55R17W9WIK8HMAP33FO>
- ◆ <https://www.cdf.ohio.gov/wp-content/uploads/sites/6/2018/07/school-discipline-policies-issue-brief-MAY2017.pdf>
- ◆ RACISM IS PUBLIC HEALTH CRISIS RESOLUTION: <https://utoronto.ca/comm/guicent/2015/02/ing-school-growth-expectations?appSession=66b12a379201c4v76kDv6C-R-09-83-4v89s1-67-07-7400-P80Z1310194FOx7-B7E79xO8D9-796NO1V982175P7W77F4V05N0028A31CG55R17W9WIK8HMAP33FO>
- ◆ https://hbr.org/2020/06/confronting-racism-at-work-a-reading-list?referral=037598em_vc=rr_from_page_bottom

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White Fragility: Why it's so hard for white people to talk about racism

(Dr. Robin DiAngelo, 2018)



Biased: Uncovering The hidden pre-judices that shape our lives

(Dr. Jennifer Eberhardt, 2020)

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**EDUCATOR.
RACE & CULTURE EXPERT.
SCHOOL BOARD LEADER.
SCHOLAR - ACTIVIST.**

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