

EQUITY MEETING #1

8-18-21

**None of us alone can
save the nation or the
world. But each of us can
make a positive
difference if we commit
ourselves to do so.**

|

Cornel West



Did you do any equity focused PD/reading/learning/listening this summer that you would like to share about?

- Main takeaways
- Mindshift changes
- Something you're still thinking about...

KAMUSTA

你好
Nǐ hǎo

HOLA

こんにちは
KON'NICHIWA

MERHABA

AKKAM

HELLO!

XIN CHÀO

नमस्ते
NAMASTĒ

Привет
PRIVET

سلام
SALAM

CZEŚĆ

안녕하세요

ANNYEONGHASEYO

BONJOUR

Languages at Slavens

Japanese

2.4%

Vietnamese

4.9%

Russian

7.3%

Korean

4.9%

Oromo

9.8%

Spanish

17.1%

**Not Labeled but
Included in Graph:**

Tagalog

French

Nepali

Polish

Arabic

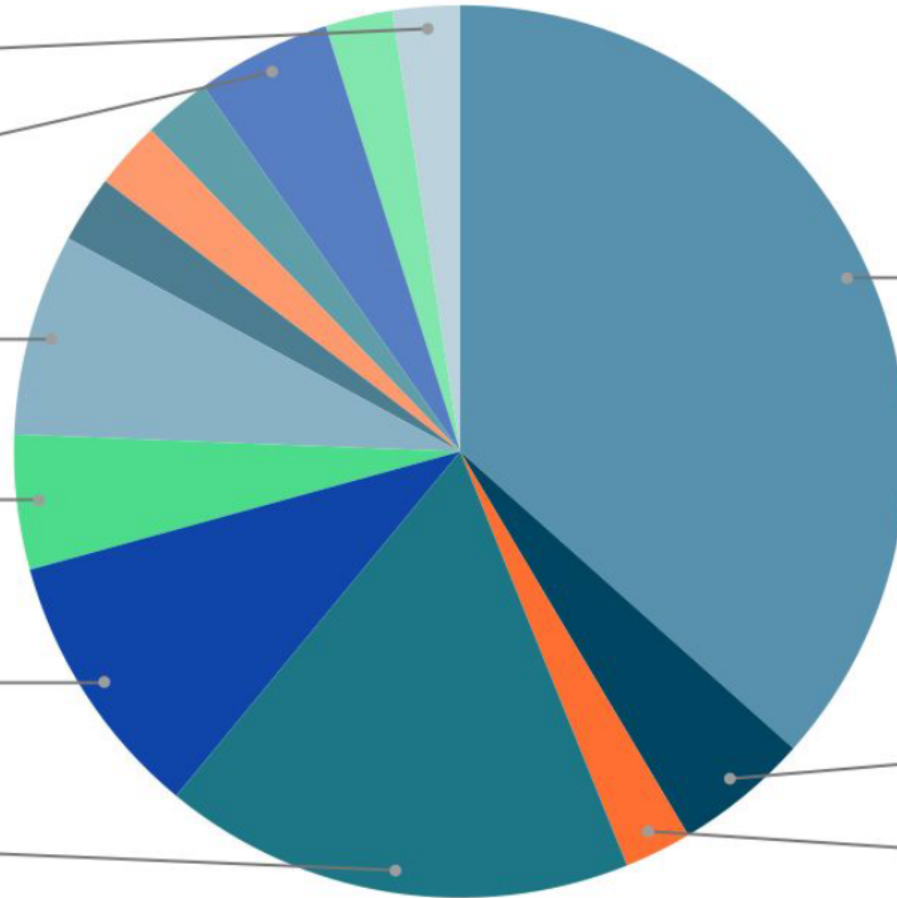
36.6%

Turkish

4.9%

French

2.4%





LET'S TAKE A LOOK AT SOME
OF OUR DEMOGRAPHICS...

Slavens' Student of Color Population Breakdown

(163 Identifying Students of Color)

Pacific Islander (1 Student)

0.6%

Asian (24 Students)

14.7%

Multiple Races (55 Students)

33.7%

Hispanic (57 Students)

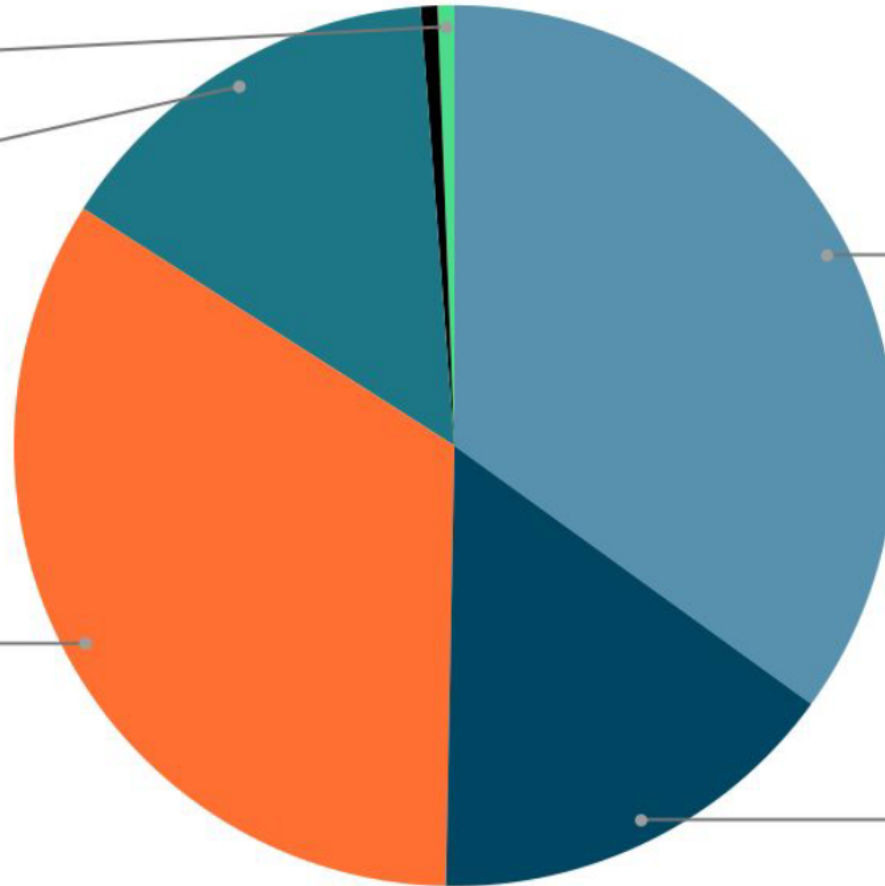
35.0%

Black (25 Students)

15.3%

Not Labeled:

Native American Indian/Native Alaskan
(1 Student)



Slavens' Students Receiving Staffed Special Education & Social/Emotional Support Services (2020-2021)

| Students on IEPS | Students on 504s | Students Receiving Tier 2 Social/Emotional Supports | Students with Safety Evaluations (suicide risk, self injury, or threats) | Students Receiving Consultative Social/Emotional Support/ Mental Health Concerns |
|------------------|------------------|---|--|--|
| 44 | 43 | 27 | 14 | 140 |

Defining Important Terms: **White Supremacy**

Does not refer to individual white people and their individual intentions/actions - but to an overarching political, economic, and social system of domination.

-a ***structure***, not an event.

- “Unnamed system that has made the modern world what it is today.”
~Robin D’Angelo

**OVERT
WHITE SUPREMACY
(Socially Unacceptable)**

Lynching

Hate Crimes

Swastikas

KKK

Burning
Crosses

The N-Word

Racial Slurs

Racist Jokes

Neo-Nazis

"Make America Great
Again"

Hiring Discrimination

Police
murdering POC

School-to-Prison
Pipeline

Confederate
Flags

Discriminatory Lending

Racial Profiling

**COVERT
WHITE SUPREMACY
(Socially Acceptable)**

Not Believing
Experiences of POC

Mass Incarceration

Paternalism

Virtuous Victim
Narrative

Police Brutality

Anti-Immigration
Policies/Practices

Assuming that Good
Intentions are Enough

Denial of White
Privilege

Euro-centric Curriculum

Housing
Discrimination

Fearing People of Color

Self-appointed
White Ally

Denial of
Racism

English-only Initiatives

Believing we are
"Post-Racial"

"Don't blame me, I
never owned slaves"

Celebration of
Columbus Day

Expecting POC to
Teach White People

"But what about me?"

"But we're just one
human family"

Bootstrap Theory

Blaming the Victim

Tokenism

Racist Mascots

Cultural Appropriation

Colorblindness

Claiming Reverse
Racism

Not Challenging
Racist Jokes

White Savior Complex

"It is just a joke!"

LET'S LISTEN...



4 WAYS TO START DISMANTLING WHITE SUPREMACY IN THE CLASSROOM...

▶ **Speak up**

- Read diverse books, address issues when they arise, call out inequality, start and engage in conversations

▶ **Move**

- Don't be stagnant - keep growing, keep learning, and use your privileges and position to make a move

▶ **Challenge**

- Keep questioning the systems, curriculum, and protocols. Start with your classroom - what can you update, change, add, adjust.

... and most importantly...

“

IMAGINE...

a classroom (school) where every student feels seen, represented, celebrated, loved, important, and equal.

“

Let's Move!”



IMAGINE EVERY CHILD SEEING THEMSELVES ON OUR BOOKSHELVES AND LEARNING ABOUT ONE ANOTHER THERE...

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: cbc.education.wisc.edu/books/pcstats.asp

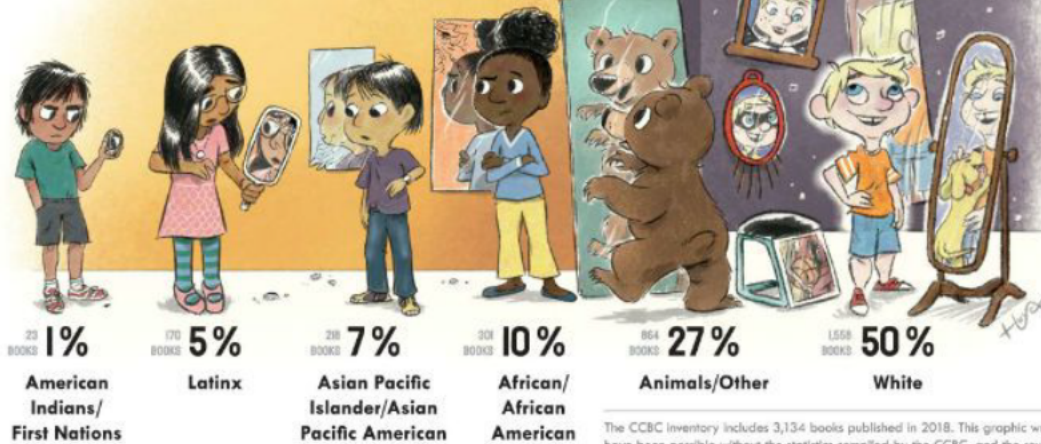


Illustration by David Huyck, in consultation with Sarah Park Dahlen
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Harring, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

LET'S UPDATE OUR BOOKSHELVES!



PICK A CRAYON...



We are all different shades of brown...

| | | |
|--------------------|--|---------------------|
| deepest almond | | medium almond |
| extra deep golden | | medium deep rose |
| extra deep rose | | light medium almond |
| extra deep almond | | light medium rose |
| very deep almond | | light almond |
| deep golden | | light rose |
| medium deep golden | | light medium golden |
| deep almond | | very light almond |
| very deep rose | | light golden |
| deep rose | | very light rose |
| medium deep almond | | very light golden |
| medium golden | | extra light almond |

IMAGINE ALL THE COLORS WE ARE...



**IMAGINE EACH FAMILY AND STUDENT FEELING LIKE YOU
REALLY KNOW THEM, FROM WEEK ONE.**

Family Cultural Survey

(For all Slavens families to complete)



K-2 Get to know you ?'s

3-5 Get to know you ?'s

6-8 Get to know you ?'s

<https://docs.google.com/document/d/1tb1jbrTORnzbVc3GkLXKAYm5TB2QY58OMtRp7G8SdfQ/edit>

https://docs.google.com/document/d/1a240E1Njm-QJUz-tWFkc9uMS-99zO_jWUcUH6IrXXrA/edit?usp=sharing

https://docs.google.com/document/d/1MaJMmLYwFALuZ8EHLncl35qZLZaOPMR6yEeN_EJay5I/edit?usp=sharing

TAKEAWAYS/NEXT STEPS FROM TODAY'S MEETING:

1. Demographics of our school:

- 25% of our students are designated SOC
- Large population of multiple races/white passing students

You Can Do:

- examine your list in IC
- use Family Cultural Inventory

2. Classroom Literature:

- all students & families should be represented in every classroom (inclusive of race, LGBTQA+, ableism, SES, etc.)

You Can Do:

- Examine your library
- Get new, diverse books! (PTA, FOSS, classroom funds, etc.)

3. Get to know your students culturally and individually.

You Need To Do:

- Family Cultural Inventory for all families

You Can Do:

- Individualized student surveys - think about the questions you are asking and what would be most beneficial to know.

IMAGINE

(AND DON'T STOP UNTIL IT'S
REALITY)

