



# Equity 100 - Part 2

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Wednesday, May 19th, 2021  
PD Course ID# 4348



# Black Lives Matter Statement



The Edmonds School District believes that Black Lives Matter and that we need to work on becoming an anti racist institution.

[More](#) about our commitment

Black Lives Matter Month of Action [resolution # 20-03](#)

[Link](#) to Article about the Mural and Artists

# Land Acknowledgement

We are on the traditional homelands to the Coast Salish Tribes.

Tribes granted the use of the land to the US via the Point Elliott Treaty of 1855, while retaining their rights to the land.

- [Link](#) How and why to do Land Acknowledgement
- [Link](#) to map
- [Link](#) to article about Edmonds new initiative
- [Link](#) to article more than land acknowledgement





# Equity 100 - Part 2

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Wednesday, May 19th, 2021

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Edmonds School District • Diversity, Equity, and Outreach



# Introductions

## Equity and Student Success Team

- Dr. Victor Vergara, Executive Director of Equity and Student Success
- Sally Guzman, MNPL
- Marina Espinoza, M. Ed.
- Maria Garcia, MSW
- Karla Sanchez-Bravo, MSW
- Joseph Valenti

## Guest Presenters

- Alex Alexander, Edmonds Ele. Principal
- Kathleen Hodges, Madrona K-8 Principal
- Holly Zenz, Madrona K-8 Assistant Principal
- Stephanie Kay-Fredrickson, Martha Lake Principal
- Allison Larsen, EWHS Principal
- Mike Piper, Lynnwood HS Principal
- Greg Schellenberg, MTHS Principal
- JR Mitchell, Brier Ele. Teacher
- Latisha Williams, MTHS Student Support Advocate
- Jeff Stone, Social Studies & Ethnic Studies Lead
- Deborah Fournier, Hilltop Ele. Library Info. Specialist
- Joe Webster, Meadowdale Middle School Principal
- Emily Forman, MMS School Psychologist
- Danielle Sanders, Beverly Ele. Principal

# Outcomes- Day 2

- Understand and acknowledge our own biases and how they impact practice and actions
- Understanding microaggressions and their perpetuation of White Supremacy
- Learning to interrupt microaggressions and understanding the harm
- Engage in more equitable decision-making practices and behaviors



Pause (k)



1:32 / 12:23

Scroll for details



Using the chat:

**Type one word to describe  
how this video made you  
feel?**



# Norms



# Norms

***....from courageous conversations***

- Stay engaged
- Experience discomfort
- Speak your truth
- Expect and accept non-closure

# Zoom Norms

- Turn on your camera (professional judgment)
- Mute your microphone
- Use the chat if you have “nuts and bolts” questions
- Resist the use of side technology
- This is a new environment for all



# Amygdala Hijack

**Our amygdala is the part of the brain that controls emotions and (emotional) memory storage.**

- FIGHT, FLIGHT, FREEZE, or APPEASE
- Respond quickly to threats to self.
  - Physical
  - Culture norms
- Override our logical reaction to events.
- Long lasting



**Trembling Hands**

**Nervousness**

**Butterflies**

**Weak Knees**

**Sweating**

**Heart Racing**

**Self Doubt**



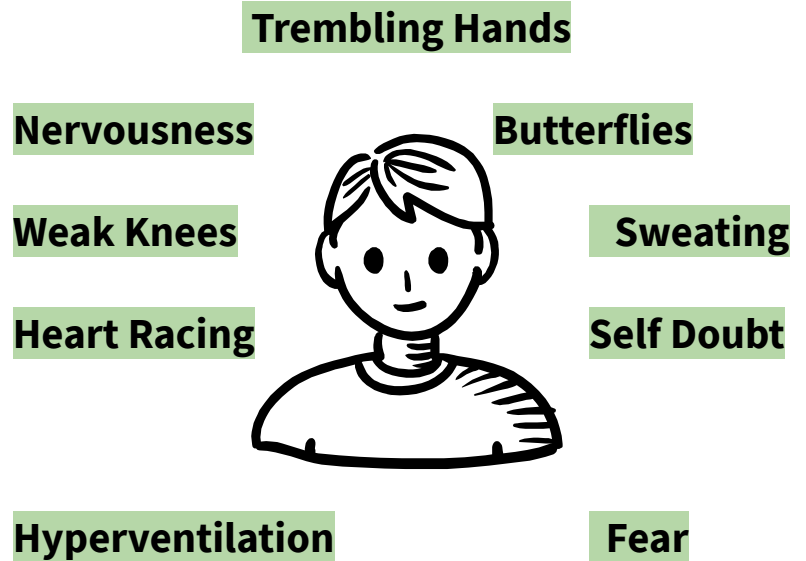
**Hyperventilation**

**Fear**

# Amygdala Hijack

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- FIGHT, FLIGHT, FREEZE, or APPEASE
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- Long lasting



# Hijack Preparedness:

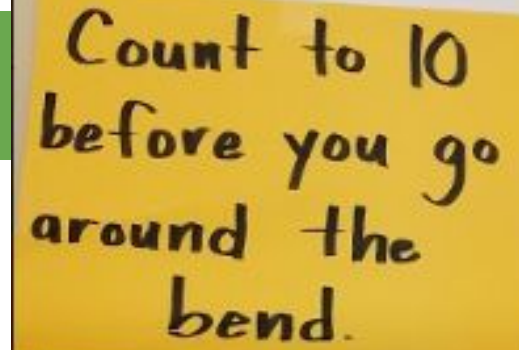
**S.O.D.A.**

**S:** STOP

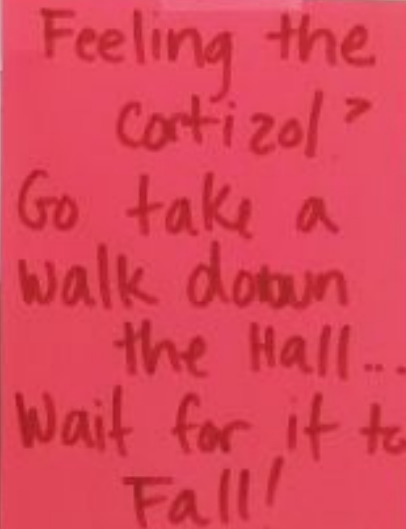
**O:** OBSERVE

**D:** DETACH

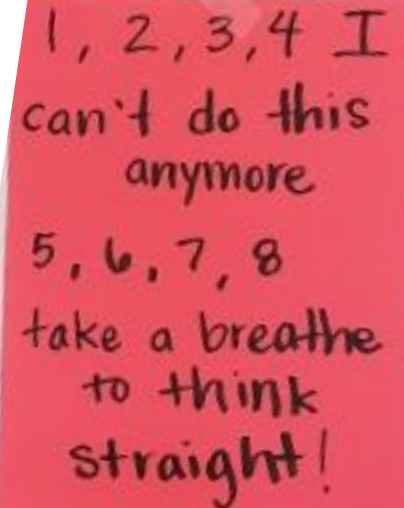
**A:** AWAKEN



Count to 10  
before you go  
around the  
bend.



Feeling the  
Cortizol?  
Go take a  
walk down  
the Hall...  
Wait for it to  
Fall!



1, 2, 3, 4 I  
can't do this  
anymore  
5, 6, 7, 8  
take a breathe  
to think  
straight!

# Breakout room protocols & guidelines

## People of Color - optional space

- Creating a safe place for all
  - Optional
  - Stay in main room to be reassigned

## Structure in breakout room:

- Select roles
  - Facilitator:
  - Time Keeper:
  - Who will go first
- **Need help?:**
  - Ask host to join the room
  - Move back into main room

## Questions:

- Prompts:
  - I'm thinking, circle back to me later please.
  - I need a minute to process what I heard, please move on to the next person.
- Facilitation Strategies:
  - Don't expect people of color to speak first
  - Ask people to honor the norms
  - Provide opportunities for clarity
    - "Tell me more..."

# Policy 3211 & 0600

## Our professional commitment

Most professional organizations have a position statement regarding supporting transgender students (NEA, principals, counselors, OT/PT, nurses, school psychologists, etc)

Regardless of our role, we have a professional commitment to support transgender students



Edmonds School District • Diversity, Equity, and Outreach

Link: <https://www.wevideo.com/view/2193238027>



# Section 4: Bias



# Classroom Scenario

- Please read the following scenario
  - Stop and Jot: Reflect on how you would respond

Stephanie is in your third period class. When she fully participates in lessons and activities, the class runs smoothly and all students remain engaged for the entire class period. Today, however, she is defiant, refusing to do her work and disrupting class with inappropriate language. She doesn't respond to verbal direction.





Which doll is ugly?

# Types of Biases

**Bias:** Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

**Explicit Bias:** Refers to the attitudes and beliefs we have about a person or group on a conscious level.

**Implicit Bias:** Refers to the unconscious attitudes and stereotypes that shape our responses to certain groups especially around race, class, and language.

**Group/Affinity Biases:** The way we sort people into groups that are either “like me” or “not like me,” creating an “us” vs. “them” dichotomy.

**NPR:**

**Teachers' Expectations Can  
Influence How Students  
Perform**

**[Link](#)**

# Example of Explicit vs. Implicit Bias

## Explicit bias

Expressed directly

Aware of bias / operates consciously

Example – Sign in the window of an apartment building – “we don’t rent to \_\_\_\_\_”

## Implicit bias

Expressed indirectly

Unaware of bias / operates sub-consciously

Example – a property manager doing more criminal background checks on African Americans than whites.

# Activity: Diversity Profile



## Training: Bias

Activity: Diversity Profile				
In my environment	Pronouns	Race	Ethnicity	Ability
I am				
My Co-workers are				
My supervisor is				
My elementary school was predominantly				
My teachers were mostly				
Most of my close friends are				

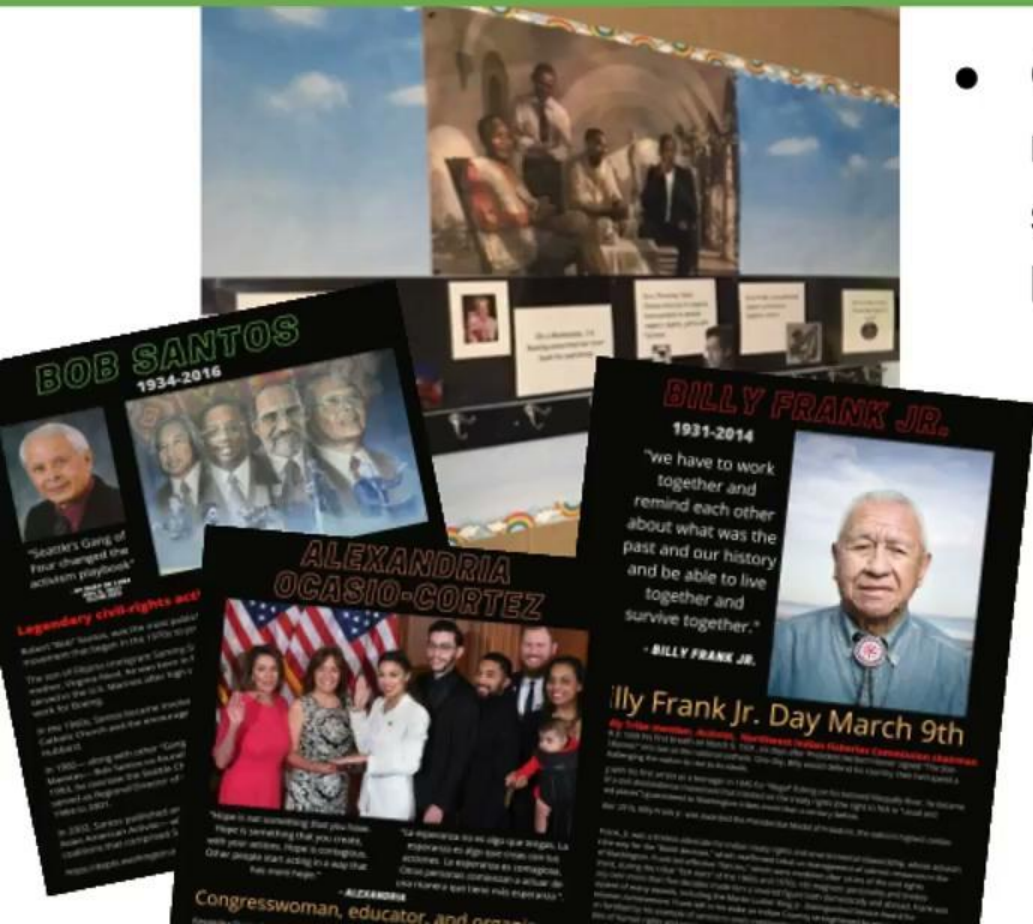




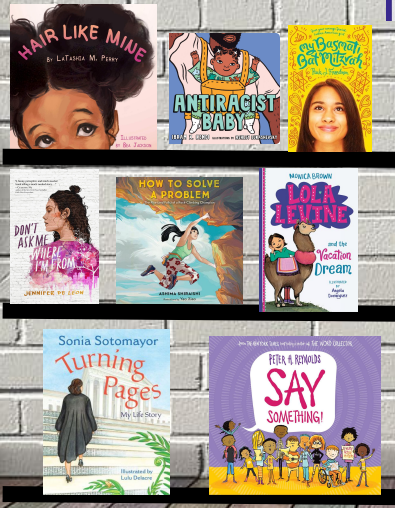
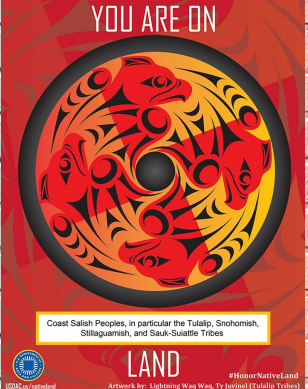
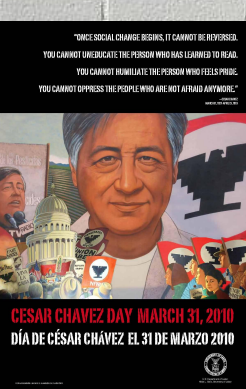
# Breakout Room Debrief

- Discuss these questions: (15 min discussion)
  - **What are your takeaways from this video?**
  - **How does implicit racial bias contribute to institutional racism?**

# Classroom ideas:



- Connect new content to culturally relevant examples and heroes from students' community and everyday lives
  - Look at your classroom space. Who is on the walls:
  - Diverse
  - Non Stereotypical
  - Asset based
  - Consider contemporary images, not just part of the past



Bienvenidos, I am Mrs. Sally, My pronouns are she/her

# Black History

- Every day not just February
- Contemporary figures (Inventors, music, etc.)
- Prior to slavery - African history
- Prior to colonized “Americas” “Europe”

# Mirrors and Windows

## 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: [ccbc.education.wisc.edu/books/pcstats.asp](https://ccbc.education.wisc.edu/books/pcstats.asp)

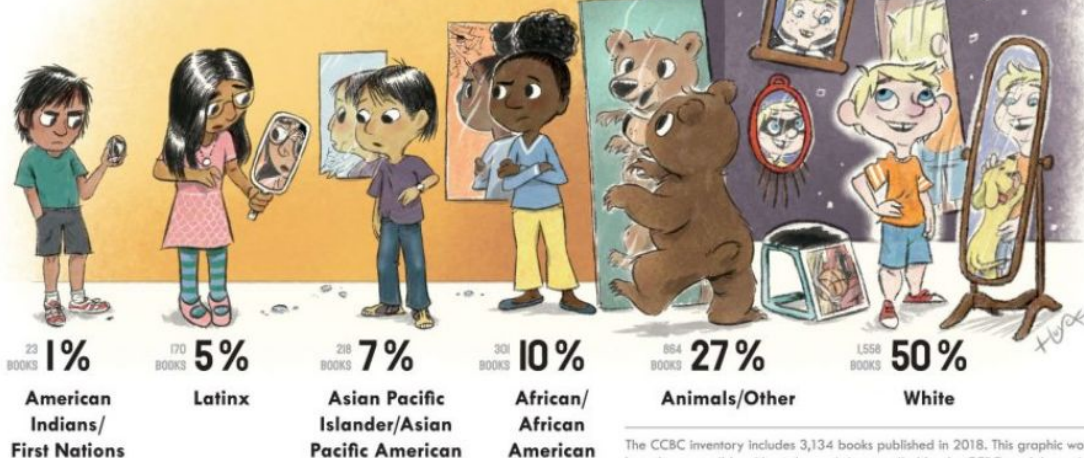


Illustration by David Huyck, in consultation with Sarah Park Dahlen  
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

Rainbow Book List contained 237 books in 2016 - only 12% were elementary titles

Citation: <https://pdfs.semanticscholar.org/4997/9b416001faf0e15461894d04c20ebeb8a9b.pdf>

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. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

# Classroom ideas:



- Look at books you are reading and using in the classroom:

- Diverse main characters
- Asset based

**Authored by people of color & diverse individuals**

# Classroom ideas:



- Connect new content to culturally relevant examples and heroes from students' community and everyday lives
  - Look at your classroom space. Who is on the walls:
  - Diverse
  - Non Stereotypical
  - Asset based
  - Consider contemporary images, not just part of the past

# Classroom ideas:



- Building positive self identity
  - Opportunity through imagining possible selves (Who can I imagine being)

Allow opportunity to share culture and identity



# Recognize Important events - [link](#)

**Holocaust Remembrance Day:** January - [Link](#)

**Lunar New year:** January/February - [Link](#)

**Japanese Incarceration Day of**

**Remembrance:** February - [Link](#)

**National Freedom Day:** February - [Link](#)

**International Women's Day** - March - [Link](#)

**Billy Frank Jr. Day:** March - [Link](#)

**Holi:** March - [Link](#)

**Cesar Chavez Day:** March - [Link](#)

**Equal Pay Day:** March - [Link](#)

**Deaf History Month:** March/April - [Link](#)

**Autism Awareness Month:** April - [Link](#)

**Day of Silence:** April - [Link](#)

**El dia del Niño:** April - [Link](#)

**Ramadan:** Spring - [Link](#)

**MMIW2G Day:** May - [Link](#)

**2SLGBTQIA + Pride month:** June - [Link](#)

**Juneteenth:** June - [Link](#)

**Eid Milad un-Nabi:** October - [Link](#)

**National Coming Out Day:** October - [Link](#)

**Diwali/Deepvali:** October/November - [Link](#)

**Transgender Day of Remembrance:**

November - [Link](#)

**Transgender Awareness week:** Novemeber

- [Link](#)

**Native American Heritage Day:** November -

[Link](#)

# Family Engagement:

- Families are our students' first teachers
- Find time to connect with them
- They can be a valuable resource in both knowing your student and in this work!



Remember to:

- Developmental vs. Services oriented
- Leverage district translation/interpretation resources

# Padlet activity

## Classroom Ideas by Grade Level

Made with a wish on a star

Elementary(K-3)



Intermediate(4-6)



Middle(7-8)



High School (9-12)

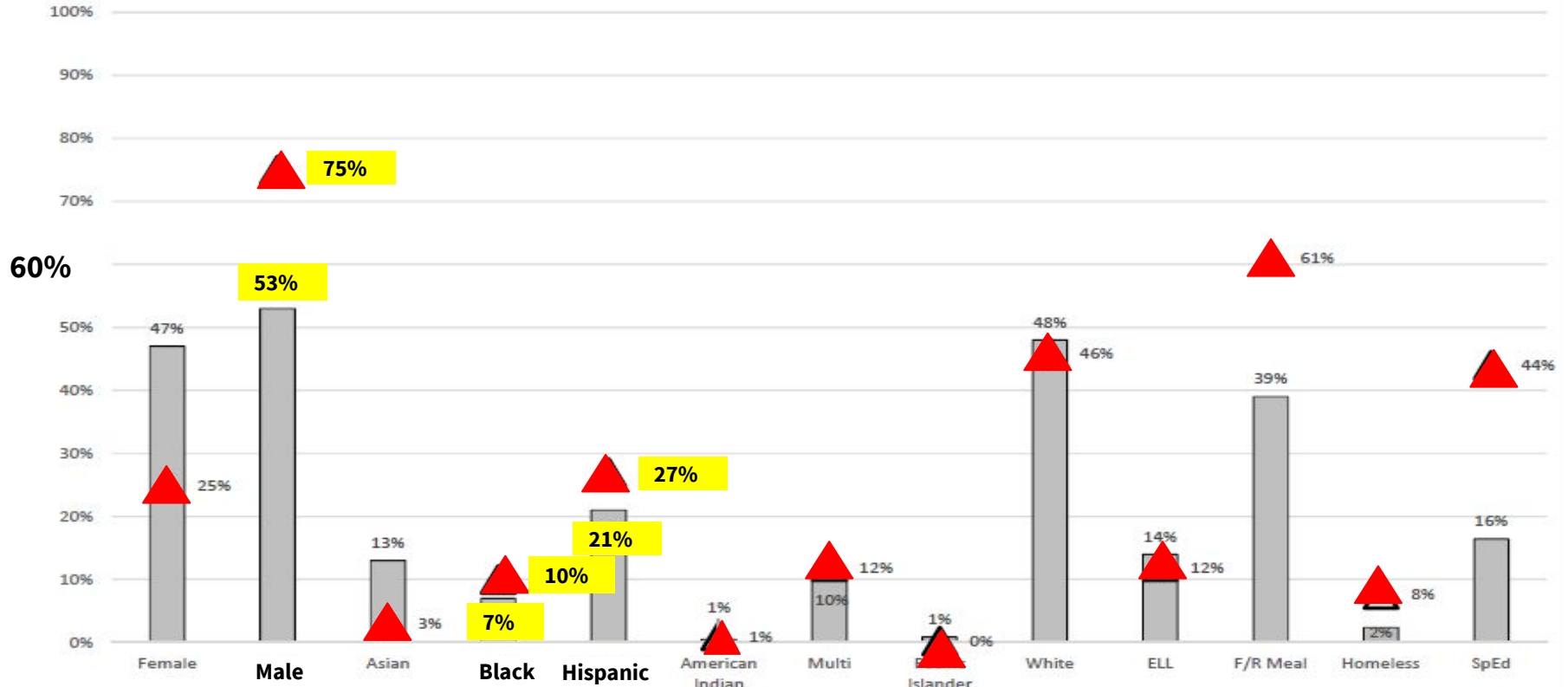


[LINK to activity](#)

**Break**  
**(15 min)**

# Out of School Suspensions and Expulsions by Demographics

As of May 1, 2018



 Population

 Percentage of Out of School suspensions or expulsions

# Classroom Scenario

Stephanie is in your third period class. When she fully participates in lessons and activities, the class runs smoothly and all students remain engaged for the entire class period. Today, however, she is defiant, refusing to do her work and disrupting class with inappropriate language. She doesn't respond to verbal direction.



## Breakout Room - Classroom Scenario Revisited

- In your small group re-read the scenario (1 min)
- Reflect on how you would shift your practice (4 min)
- Discuss these questions: (10 min discussion)
  - **What are some biases that staff may have about this student?**
  - **Share how your practice may have shifted from the first time you read the scenario?**

# Section 5: Microaggressions

*Statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.*



# Three Types of Microaggressions

- *microassaults*
- *microinsults*
- *microinvalidations*



## Microaggressions worksheet

	Microassaults	Microinsults	Microinvalidations
<b>Definition</b>	<i>(Often conscious)</i> An explicit racial derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.	<i>(Often unconscious)</i> Characterized by communications that convey rudeness and insensitivity and demean a person's racial heritage or identity. Represent subtle snubs, frequently unknown to the perpetrator, but clearly convey a hidden insulting message to the recipient	<i>(Often unconscious)</i> Verbal comments or behaviors that exclude, negate, or nullify the psychological thoughts, feelings or experiential reality of a person
<b>Examples</b>			
<b>Impacts</b>			

# Microaggressions



Poll

# Reflecting on History from part one

- Race as a social construct
- Institutionalized racism
- Creation of terms to dehumanize and marginalize
- Creation of borders, citizenship and other forms to classify and othering
- Creation of “white” race and its superiority to others
- The systemization of all of these process without ever addressing the dehumanization that was embedded into our society we still have today

# Reflecting on vocabulary

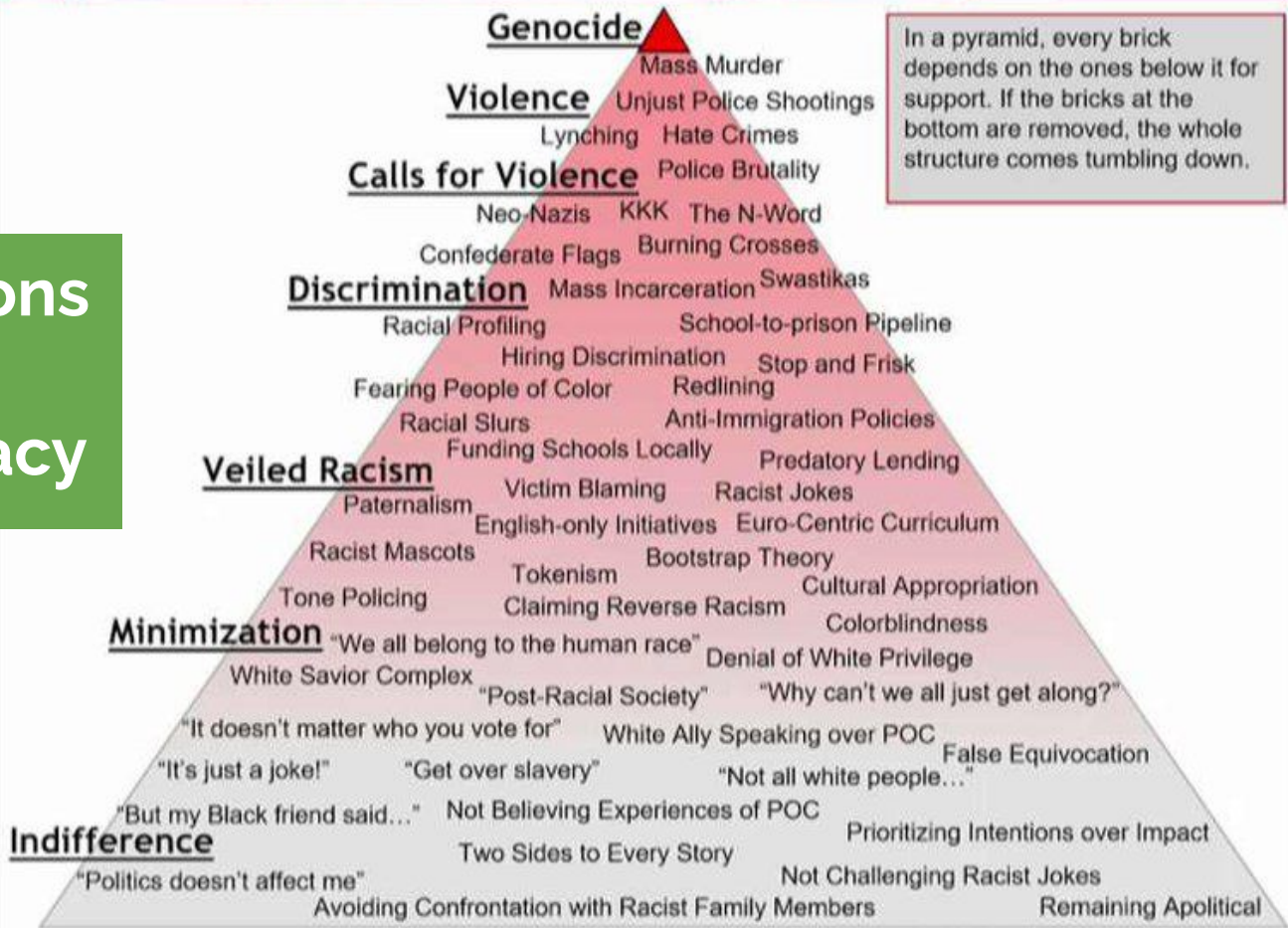
- **White Supremacy** = the belief that white people and white ways of being are the norm/superior, thus anything different is of lesser value, broke, and inferior.
- **Discrimination** = The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.
- **Institutional Racism** = The systemic distribution of resources, power, and opportunity in our society to the benefit of people who are white and the exclusion of people of color.

**Chat and large group**

# Pyramid of White Supremacy

In a pyramid, every brick depends on the ones below it for support. If the bricks at the bottom are removed, the whole structure comes tumbling down.

Microaggressions  
and  
white Supremacy



Adapted from Ellen Tuzzolo and Safehouse Progressive Alliance for Nonviolence's diagram

**Section 6:**

**Hate Speech teach in-lesson**

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# What is hate speech?

Any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor. - [Reference United Nations](#)

## When is it okay to use pejorative or discriminatory speech?

**Never.** If a resource contains hate speech, like the n-word, do not say it aloud. And, you need to teach students why you are not saying that word.

See [here](#) for an example of how a teacher addresses the n-word in their ELA classroom.

# Video - Interrupting Hate speech

## Opening Question



How comfortable are you with addressing Hate speech?



# Breakout Room Debrief

- Discuss these questions: (15 min discussion)
  - ***What are some takeaways about the impact on students?***
  - ***How comfortable are you now with interrupting hate speech?***

# Closing



# Engage in Equity

- #1. Talk about issues of diversity, microaggressions, bias, racism, and social justice at home, at work, & in your community.
- #2. Model equity versus equality behaviors.
- #3. Clarify misconceptions about race, bias, & equity.
- #4. Create safe and affirming environments.

# Thank you!

## Quick survey

PD Course ID# 4348

More resources here:

<https://padlet.com/guzmanreyess/q3czbvals0kc55nn>

# Resources and next steps

- [Anti-Bias Teaching for Change](#): Resource for families and staff that provides professional development opportunities and online resources for the purpose of establishing an equitable and multicultural society.
- [Project Implicit](#): Non-Profit that highlights hidden biases and allows users to take a Implicit Association Test that helps to measure attitudes and beliefs that people may be unwilling or unable to report (approx. 10-15 minutes to complete)
- [Learning for Justice](#): Resource center providing free lesson plans, teaching strategies and classroom activities, with an emphasis on using a social justice and anti-bias approach.
- [TeacherVision](#): Teaching resource with access to numerous strategies on how to communicate with a diverse classroom, and new ways of empowering those historically underserved and represented populations.
- [Diversity Resource](#): Iceberg Activity (Identity) for use in the classroom, it highlights hidden biases and allows users to take an Implicit Association Test that helps to measure attitudes and beliefs that people may be unwilling or unable to report.