

**Lunch Break:
Please Return by
12:30**



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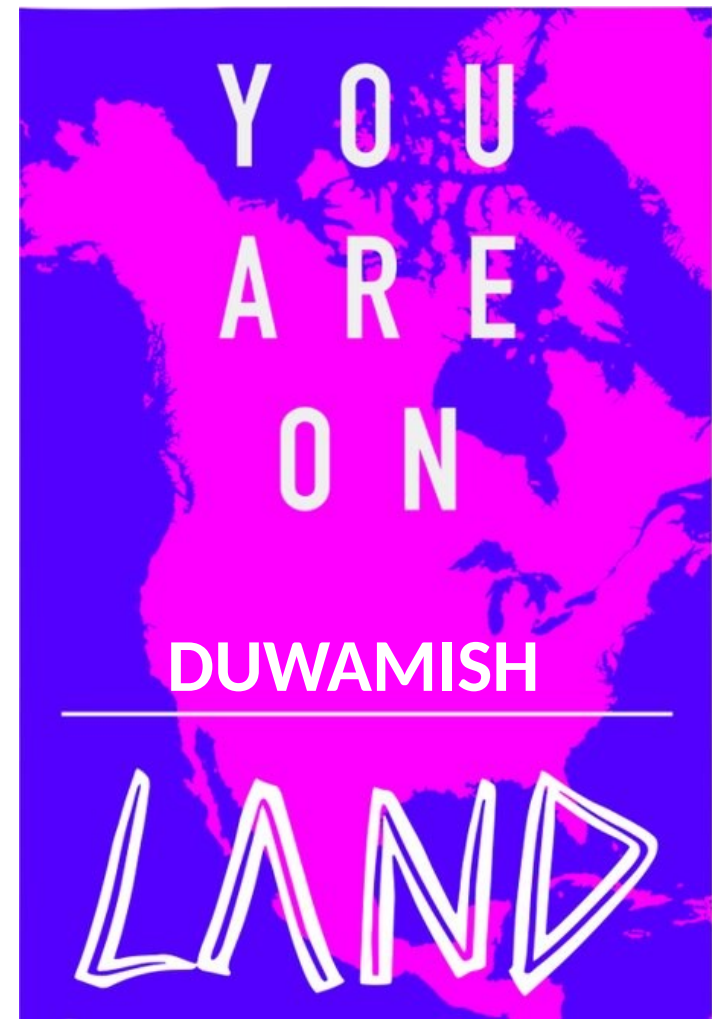
Dismantling the Racial Contract through Healing Informed Practices



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ʔusuxʷtxʷ čəł tiit ʔal tə dišə? čəł
ti ʔaciłtalbixʷ swatixʷtəd
ʔə tə dʒixʷ ʔaciłtalbixʷ

We would like to acknowledge
that we are on the ancestral lands
and traditional territories of the
Puget Sound Coast Salish People



“THERE HAVE ALWAYS BEEN INDIGENOUS PEOPLES IN THE SPACES WE CALL HOME, -
AND THERE ALWAYS WILL BE.”

-KANYON SAYERS-ROODS, A MUTSUN OHLONE ACTIVIST

We want to recognize that the United States was **built off the stolen labor of kidnapped African and enslaved Black people's work**, which created the profits that created our nation.

We also recognize the **Brown labor currently happening** in California and across this country. They are working under terrible air quality conditions, with wildfires burning over 1.2 million acres of land, in addition to the pandemic; to pick strawberries for your smoothies.



STOLEN LABOR ACKNOWLEDGMENTS

Creative Team...

- **Laura Lehni**- She/her pronouns, White, Partnership Committee Co-Chair, Ballard High School
- **Veronica Pugh** – She/her pronouns, African-American, Arbor Heights Elementary
- **Nichole Coates** – She/her pronouns, Black (half Black and half White), Department of Racial Equity Advancement (DREA)
- **Ray Morales** – He/Him, Mexican, Cleveland High School
- **Flordelrio Correa** – She/her, Chicana, Interagency Gray Wolves- My ancestors guide me.
- **Brandon Salter** – He/Him, White, Greenwood Elementary



Welcome! Before we begin...

Norms for computer use

- You need a writing utensil & paper
- Turn on your captions, if desired.
- You should have a Session 2 Guiding Document in your email. You will use this document throughout today's session.
- You should also have a small group "breakout room" link (this was shared by a leader at your building/department). You will be working with that group throughout this session.

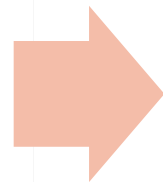


Our time together...

Time	Topic and Team
12:30-1:00	Grounding in Terms and Ideas – Racial Stress and Healing Centered Engagement <i>Lead: Nichole</i>
Transition Break 2 min	
1:05-2:15	Core Values: Adult and Student Connections <i>Leads: Flordelrio and Veronica</i>
10-minute Break	
2:25-3:30	Intersectionality: Adult and Student <i>Leads: Ray, Laura, Brandon</i>



Adult



Student



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Up Next...

Introducing Racial Stress and Healing Centered Engagement (25 min)



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Lead:

- **Nichole Coates** – She/her pronouns, Black (half Black and half White), Department of Racial Equity Advancement (DREA)



Racial Contracts through the eyes of students of color...

Grab your pen and paper. As you are listening to the student poetry, reflect on the following...

<i>How do you hear the racial contract/ racism showing up in our schools in the student stories?</i>	<i>What antidotes & alternatives to racial contracts/ racism do you hear in the student stories? What would school look like?</i>
<i>How does the racial contract/ racism impact students academically and social-emotionally?</i>	<i>How do these changes positively impact students academically and social-emotionally?</i>
<i>When you reflect on the student stories, how does it make you feel? How do you relate? How do you not relate?</i>	



Feelings as Data for Anti-Racist Work

“My anger is a response to racist attitudes and to the actions and presumptions that arise out of those attitudes. If your dealings with other women reflect those attitudes, then my anger and your attendant fears *are spotlights that can be used for growth* in the same way I have used learning to express anger for my growth. *But for corrective surgery, not guilt.*”

The Uses of Anger, by Audre Lorde

Brave New Voices



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Brave New Voices



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From self to systems:

Reflecting on the poetry, think of as many roles, across our schools, across our district, across our community, that play a part in what these students are describing.

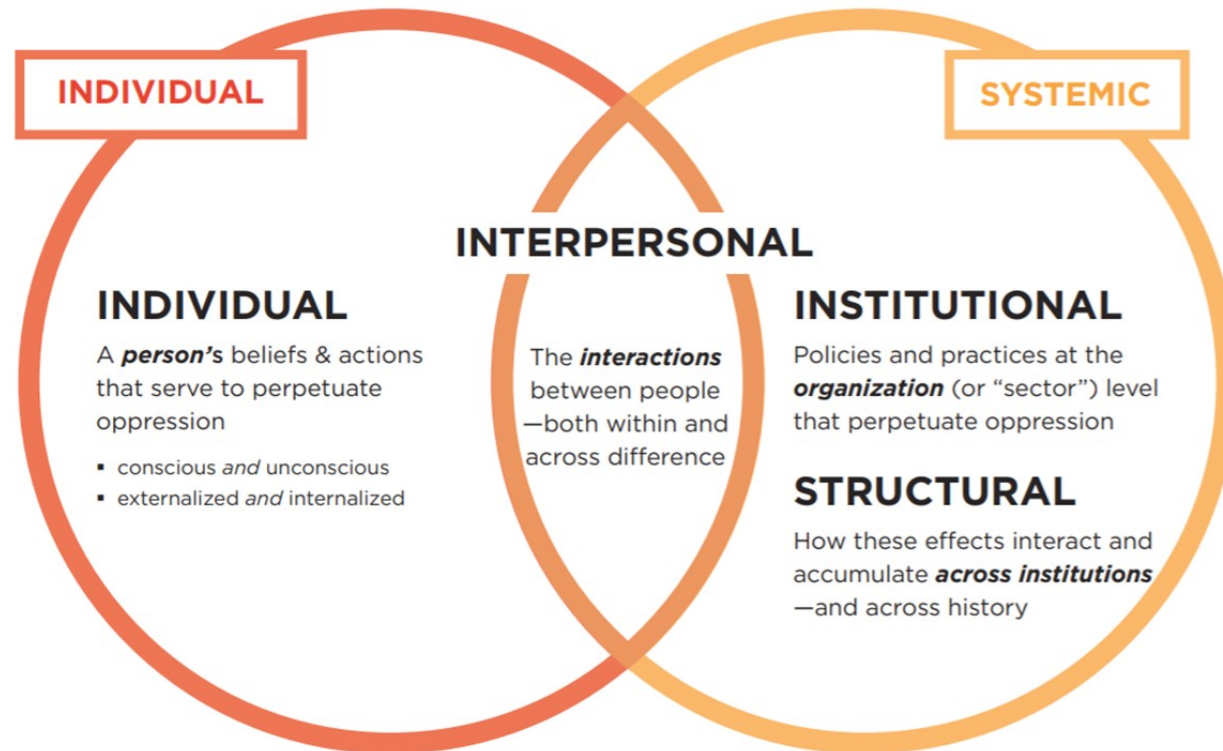


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From self to systems:



THE LENS OF SYSTEMIC OPPRESSION



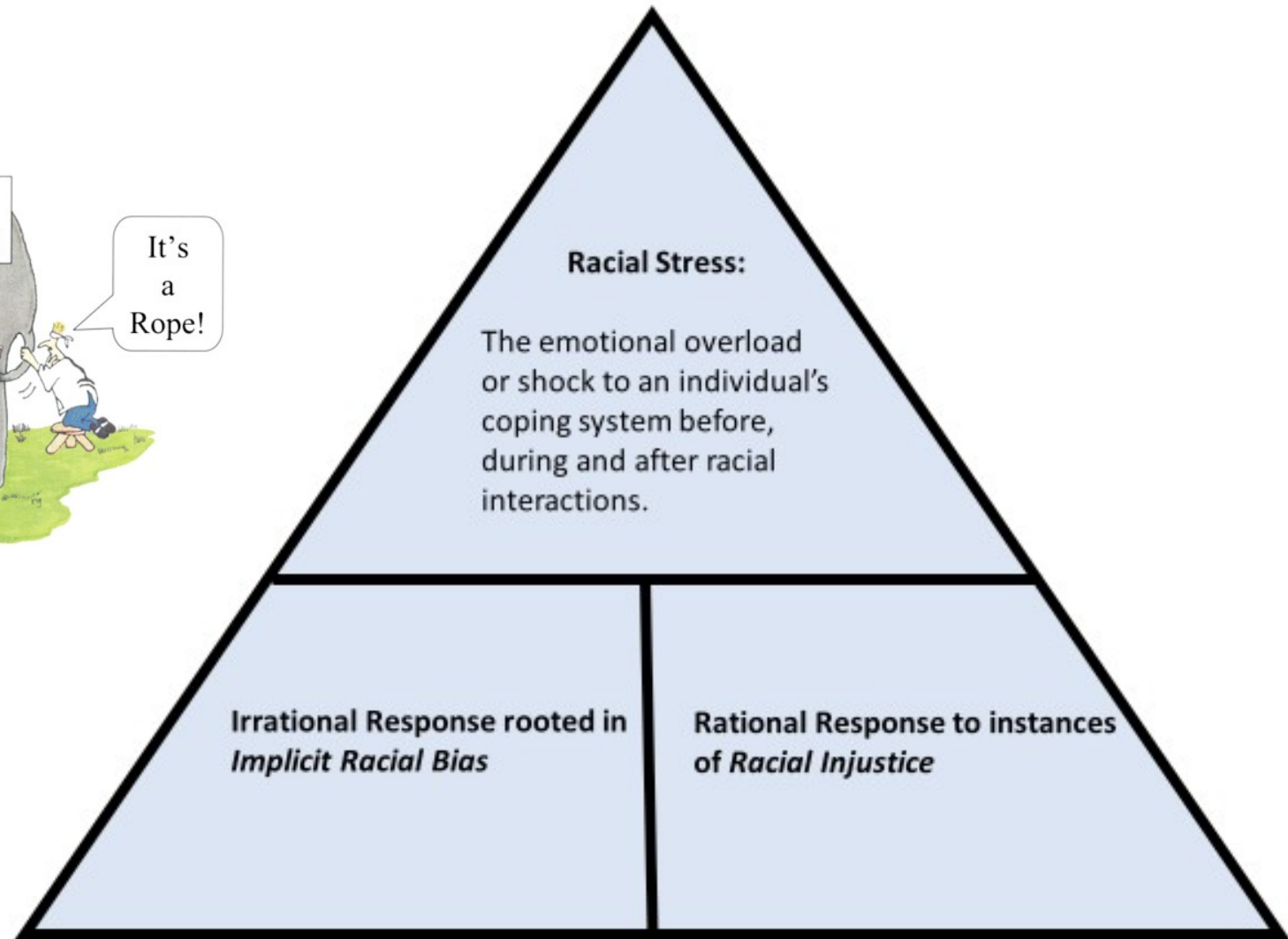
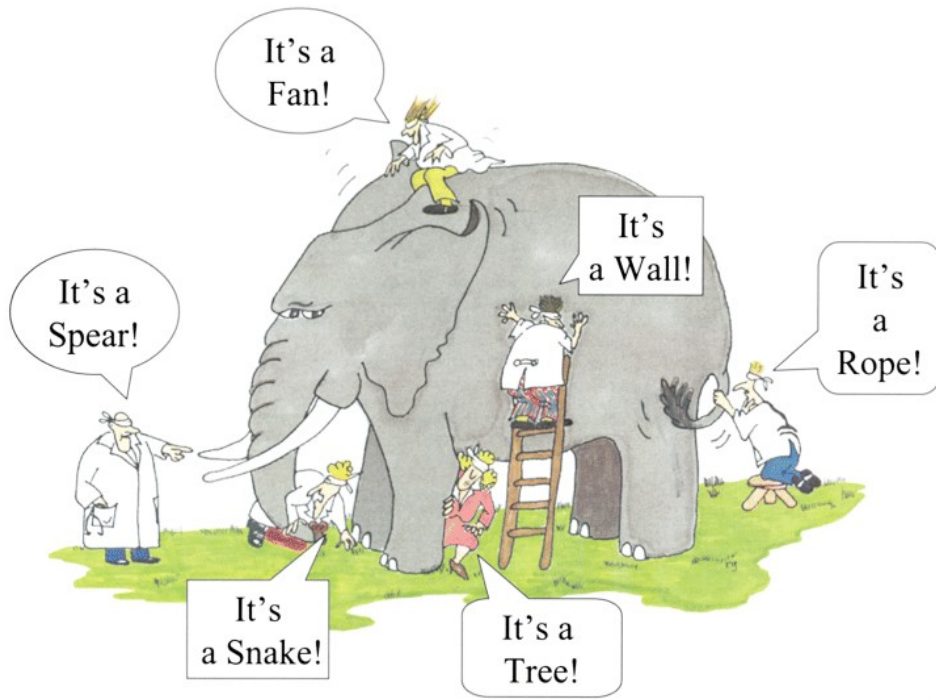
From self to systems:

What opportunities do we have to grow, both individually and collectively, in order to dismantle racial contracts and support students of color in our school?



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Concept: Racial Stress – The Elephant in the Room





“Learning to see and resolve racial stress and conflict in relationships involves the explicit teaching and practice of racial literacy skills in how not to get ‘played’ by the larger stressful game of racial inferiority.”

Howard Stevenson, *Promoting Racial Literacy*



Social Emotional Equity with Deena Simmons

“Social-emotional learning (SEL) skills can help us build communities that foster courageous conversations across difference so that our students can confront injustice, hate, and inequity. SEL refers to the life skills that support people in experiencing, managing, and expressing emotions, making sound decisions, and fostering interpersonal relationships... These competencies seamlessly lend themselves to preventing violence and to building a more peaceful world”

“...when SEL is taught to students—particularly students of color—without any context, it can become inherently problematic. ‘What’s the point of teaching children about conflict resolution skills,’ [Simmons] says, “if we’re not talking about the conflicts that exist because of racism or white supremacy? Without that nuance, she says SEL risks turning into ‘white supremacy with a hug.’”

“If we do not equip our young people to confront inequity, they will grow up to be adults who are unable to identify racism, bias, & their complicity in oppressive structures.”

Dena Simmons



“You can never take yourself out of the equation. You must commit to the journey. This means that we each much do the ‘inside-out’ work required: developing the right mindset, engaging in self-reflection, checking our implicit biases, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions with students.”

Zaretta Hammond, *Culturally Responsive Teaching and the Brain*



“As you begin your own inside-out work in this area, your lizard-brain will start to freak out. It’s afraid that you will have to talk about sensitive issues such as race, racism, classism, sexism, or any kind of ‘-ism.” It is afraid that this conversation will make you vulnerable and open to some type of emotional or physical attack. But this fear is not real. It is just your amygdala’s ploy to get you to stay in your comfort zone.”

Zaretta Hammond, *Culturally Responsive Teaching and the Brain*



CONVERSATION NORMS: ADULTS



BALANCING POWER

- We need to be mindful about power and privilege in racial relationships.
- Whiteness, the centrality of whiteness and the possession of white skin are assigned considerable power and privilege in our society.
- **The group that has the greatest power or privilege ultimately has the greatest responsibility to a relationship.**
- **Reflection and self-interrogation are critical.**
- **Self In Relationship to Other (SIRO)**
 - If you experience marginalization, part of your responsibility is to take care of yourself, practice self-empathy and centering the importance of your feelings.

Race Inside and Outside the Therapy Room, Dr. Kenneth Hardy

CONVERSATION NORMS: TALKING ABOUT STUDENTS



Transition Break: Stretch the Tech Away!

- Please stand up and stretch your body!
- Stretches from the Amazing Marawa.
- Voice Over by Ronke Adékoluejọ
- Take a bio break!
- We'll be back in 2 min!!



Core Values 1:05-2:15

- Identify your core values
- Acknowledge the barriers that are standing in the way of practicing them
- Get to know you audience of enemies, allies, and accomplices
- Stretch or sabotage your weaknesses regarding racial stress
- Begin to bankrupt your privilege
- Plan ways to use core values bring social justice into the classroom by implementing your core values into your classroom community for the sake of Racial Justice



Lead by: Veronica Pugh & Flordelrio Correa

Leads:

- **Veronica Pugh** – She/her pronouns, African-American, Arbor Heights Elementary
- **Flordelrio Correa** – She/her, Chicana, Interagency Gray Wolves-My ancestors guide me.



Why are we doing this work?

- If I am not willing to talk about myself, my students are not going to be willing to talk about themselves.
- Thinking about our students who don't trust the system/school/educators.
- "One's self is one's community and one's community is one's self."
- Core values are influenced by social environments (racial contracts), economic, and culture exposure.

Core Values

value: relative worth, utility, or importance

value: something (such as a principle or quality)
intrinsically valuable or desirable

Core values are the foundation of who you are and how you identify your authentic self.



List of core values

Accountability Achievement Adventurousness Altruism Being the best Belonging Calmness Challenge Cheerfulness Clear-mindedness Community Compassion Competitiveness Consistency Cooperation Creativity Efficiency	Enjoyment Enthusiasm Excitement Expertise Exploration Expressiveness Family-oriented Flexibility Fun Growth Happiness Hard Work Health Helping Society Independence Intelligence Leadership	Making a difference Mastery Self-actualization Serenity Service Simplicity Speed Spontaneity Stability Strength Structure Success Support Teamwork Uniqueness Usefulness Vitality
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Think about your values...

- Are there some from the list that resonate with you? Why or why not?
- Think about your cultural and spiritual influences.
- Does that strengthen or weaken those values?
- Now think about your values at work.
 - Does that change things for you? Why?
- Think about your values socially.
 - Are those the same or different than the ones previously expressed.



Think about your values...

- **List three values that are most important to you personally.**
 - Don't share them yet. (You'll have a chance later.)
 - It's okay if you have one that's not on the list provided.
- **Journal**
 - What role does your culture play in those values?
 - How have your experiences in school informed these values?



Know Your Audience



Enemies: Individuals who don't want to see you succeed. The ones who say they will support you but would not go out of their way to help you. Sometimes it is your inner saboteur brought upon by insecurities tied to trauma and spiritual pain.

Allies: Individuals there for the season, NOT the reason. In other words, they have their own agenda.

Accomplices (co-conspirators): Partner in abolition! These are individuals willing to bankrupt their own privilege to see you shine and win!



Shirley Lytle

Stretch or Sabotage?



- The "Stretch" connects with those who encourage and empower. We confront sabotage from a place of wisdom.
- Know your strengths and confront your weaknesses.
- Create boundaries for Enemies and Allies
- Collaborate with accomplice- elders and youth
- Self-reflection- the ability to identify your position: stretch or sabotage?

Drama Triangle

Persecutor

"It's all your fault!"

"Why would you make me do this?"

Will deny the use of Blaming tactics. Feel justified to warrant self-protection. Will criticize the enabling Rescuer. Believes the world is not safe. For survival, hide emotions behind indignant wrath and uncaring detachment. Protect themselves by using authoritarian, controlling, and punitive methods. Do not provide guidance, assistance, or solutions to the problem. Good at finding fault in others.

Victim

"I'm helpless; I'm hopeless..."

"Must be nice...if only..."

Helpless and hopeless. At times a martyr, unrealistic expectations or expectations not met. Person then stuffs thoughts, feelings, needs, and wants about the problem. Builds resentment and eventually retaliate. Will deny responsibility. Deny possessing the power to change. Will not take a stand.

Rescuer

"I'm just trying to help you."

"Look at how hard I've tried..."

Feel they are helpers, and caretakers. Need someone to rescue (victim) in order to feel vital and important. Apply short term repair options. Feel harried, tired, and often have physical complaints. Get their value from what they do for others. Smother, control, and manipulate others for their own good. Wants to fix it. Tends to negate their own needs. Use guilt to get their way.



Empowered Change & Self Care

Options

Instead of a perpetrator – open and willing to receive feedback. I always have a choice. Not making a choice is a choice. Life is not black and white but shades of gray. Mature options can feel uncomfortable at first. Requires boundary activation.

Negotiation

Instead of a Rescuer- Active listening (breathe). No winners or losers- we don't get everything we want. Takes practice., open and willing to receive feedback. Can give and not worry about how others will receive Be respectful and honest. Must be willing to compromise. Use assertive formula*. Requires boundary activation.

* Assertiveness Formula:

When I heard you say or when I saw you do...(data)

What I think about that is... (thoughts)

About that I feel (emotions)

In the future I would request, or I prefer (vulnerable request)

Responsibility

Instead of a Victim- Become responsible for my life and decisions I choose to make. No blaming. If I do not have the skills to be relational, I am responsible for learning those skills.



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Benefits and Consequences



1. Acknowledge that your core values have been violated.
2. List the ways you have compromised your core values.
3. Are you responding from the stretch or the sabotage?
4. Teach people how to treat you.
5. Challenge self-limiting beliefs you hold.

Building Community

- Spirit Murder
- Black Excellence
- Focus on social justice in the classroom



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Core Values Breakout

- Participants should have journaling material handy. (paper & writing utensil/tablet/word doc)
- You will be in the same breakout sessions assigned earlier.
- Chose a group scribe/recorder and timekeeper.
- In your small group chat, type into small group chat: name, pronoun, race/ethnic identifier, top 3 personal values. (It's okay if they have changed from when they were first written down. If a participant, doesn't feel strongly about them, go ahead and write them anyway. It's okay to write just one. This will be a springboard for your school to use to figure out what your school-wide values are).
- Discuss reflection questions (1-5). Use either round-robin or popcorn method, but make sure everyone has had a chance to share or pass before engaging in free conversation.
- If you have time remaining, decide if, as a group, you would like to journal or discuss reflections (6&7).
- Upon return to large group, scribes please be prepared to message the facilitator with either one idea from question 3 or 5, or your groups most common core value.

Engaging with your students' values

1. How do you want to share your core values to bring your students towards "excellence"?
2. Acknowledge their [families] values may be different from yours. How can you find out what they are?
3. How can you use both yours and your students' values to create community that is antiracist, socially just, spiritually healing, and self-affirming to all members of that community? (small group work – determine at least one thing you can do on the first day of school)
4. Evaluate what you might be doing to stifle their spirits. core values have been violated.
5. How can you use both yours and your students' values to create restorative justice in the classroom?
6. Affirm student voice. Allow for full range of emotions.
7. Challenge self to keep evaluating these relationships/practices throughout the year.



Big Break: Stretch the Tech Away!



- Please stand up and stretch your body!
- Stretches from the Amazing Marawa.
- Voice Over by Ronke Adékoluejọ
- Take a bio break!
- We'll be back in 10 min!!

Bankrupt Your Privilege



"The Questions Your Soul Answers"

To be blunt, what you are doing now is who you are. It's as true for you and your neighbors, as it is for politicians and police chiefs. "My memory stammers," James Baldwin wrote, "but my soul is a witness." Let's take this moment as an opportunity to translate our feelings into actions that protect and cultivate Black futures. What moral actions looks like is a question only your soul can answer and witness. For many of us, the task at hand is to stay Black and live. For others, it's time to bankrupt your privilege in acknowledgment of your thieved inheritance. Sure, do whatever you need to do in order to sleep at night, but also- consider who you want to be when the morning light finds you.

Saeed Jones



Bankrupt your privilege – Self Reflection

- What are you willing to risk for racial justice as an educator?
- What would "bankrupting your privilege" look like for you in your classroom practices?
- What is getting in your way?
- What are you afraid of? (referring to "feelings" from racial contracts, etc.)
- Who do you "want to be when the morning light finds you" especially as an anti-racist educator?
- What immediate step can you take to be that person tomorrow?

Identity & Intersectionality: 2:25-3:30

- Identify Parts of personal identity
- Reflect and share parts of identity & intersections with small group of staff members
- Which parts of your identity do you value and what parts were valued by the education system?
- Reflect on how you can value your students' intersectional identities



Lead by: Ray Garcia-Morales, Laura Lehni, Brandon Salter

Creative Team...

- **Laura Lehni**- She/her pronouns, White, Partnership Committee Co-Chair, Ballard High School
- **Ray Morales** – He/Him, Mexican, Cleveland High School
- **Brandon Salter** – He/Him, White, Greenwood Elementary



i·den·ti·ty

/,ī'den(t)ədē/

Noun

1.

the fact of being who or what a person is.

“They know the identity of the racist police officer”

2.

a close similarity or affinity.

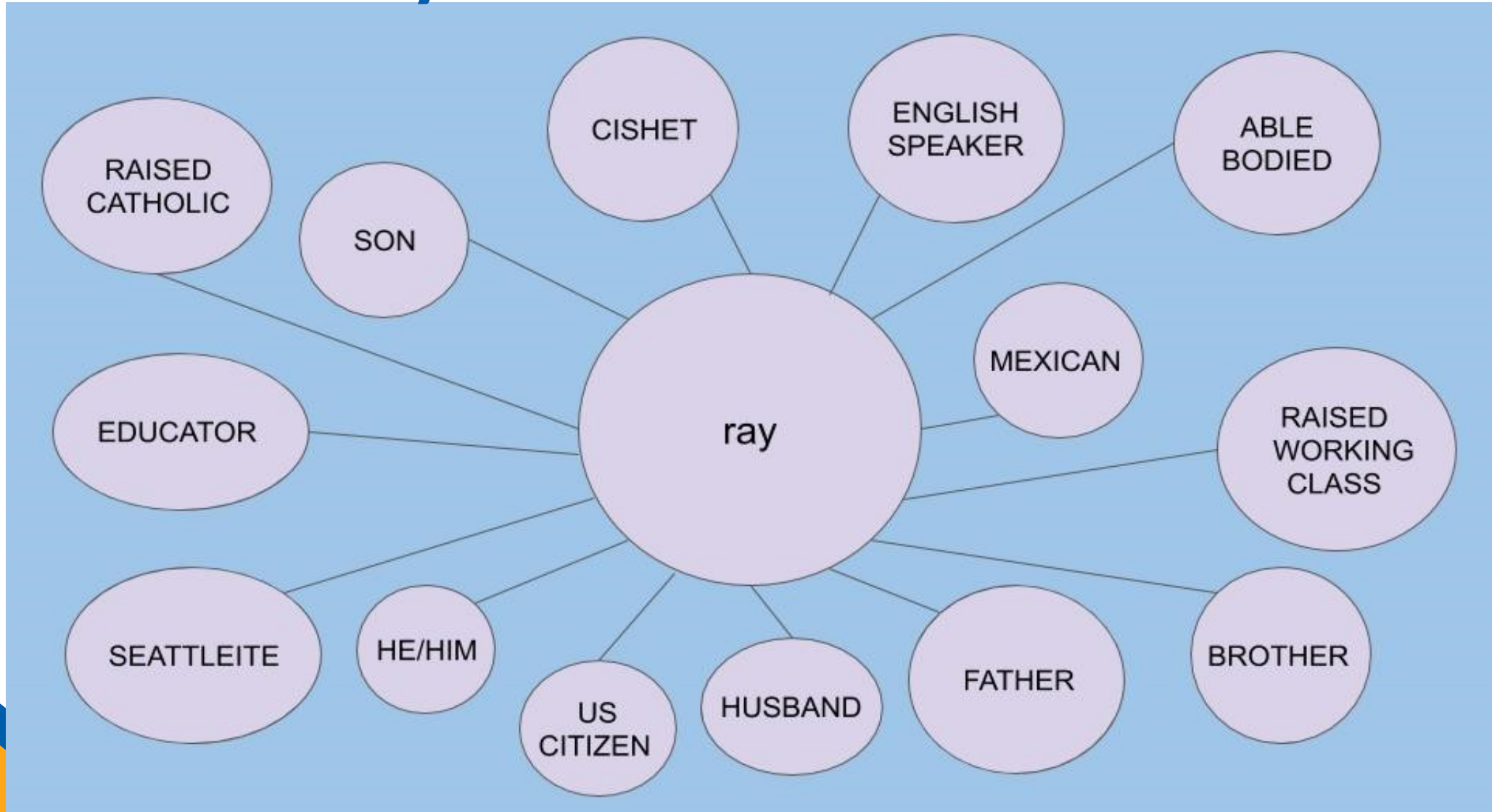
“The officers from the other day who racially profiled me shared the same identity”

Identity is not necessarily...

- "I have brown friends"
- "I lived on a reservation for six months in my 20's"
- "I have multi-racial grandchildren"
- "My partner is Black"
- "I studied Spanish when I lived in Costa Rica for three months"
- "I built houses for poor people during a summer internship"
- "I listen to Cardi B and Megan Thee Stallion"
- "My neighbor is Transgender"
- "Bubble Tea is life"
- "I don't see color, so I get along with everybody"
- "I voted for Obama"

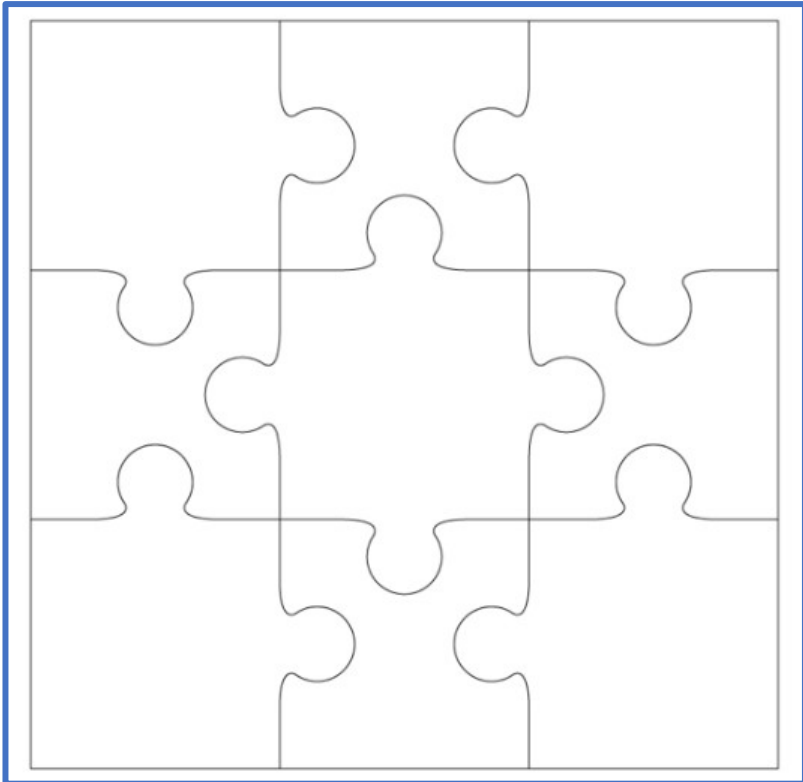


Some of my identities:



Other options for thinking about your identity:

Puzzle Pieces:



List:

- Race
- Ethnicity
- Gender
- Class
- Language
- Religion
- Ability
- Sexuality
- Mental health
- Age
- Education
- Attractiveness
- Others...

Identity work – your turn



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Why are we talking about identity?



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To know who YOU are is at the of SEL

- How are you anti-racist outside the classroom?
- In what ways are you practicing anti-racist pedagogy?
- What are some community orgs and resources supporting your students?
- How do you talk about the current social justice movements taking place?
- With one or two of your identities in mind, what triggers you?
- How are you vulnerable with your students?
- What are you willing to sacrifice to ensure student voices are heard?

Do you love all children?

Teachers who say they are deeply concerned about social justice or that they "love all children" but cannot say the words "Black Lives Matter" have no real understanding of what social justice is and what it truly means to love, find joy, and appreciate their students and their students' culture.

- Dr. Bettina L. Love



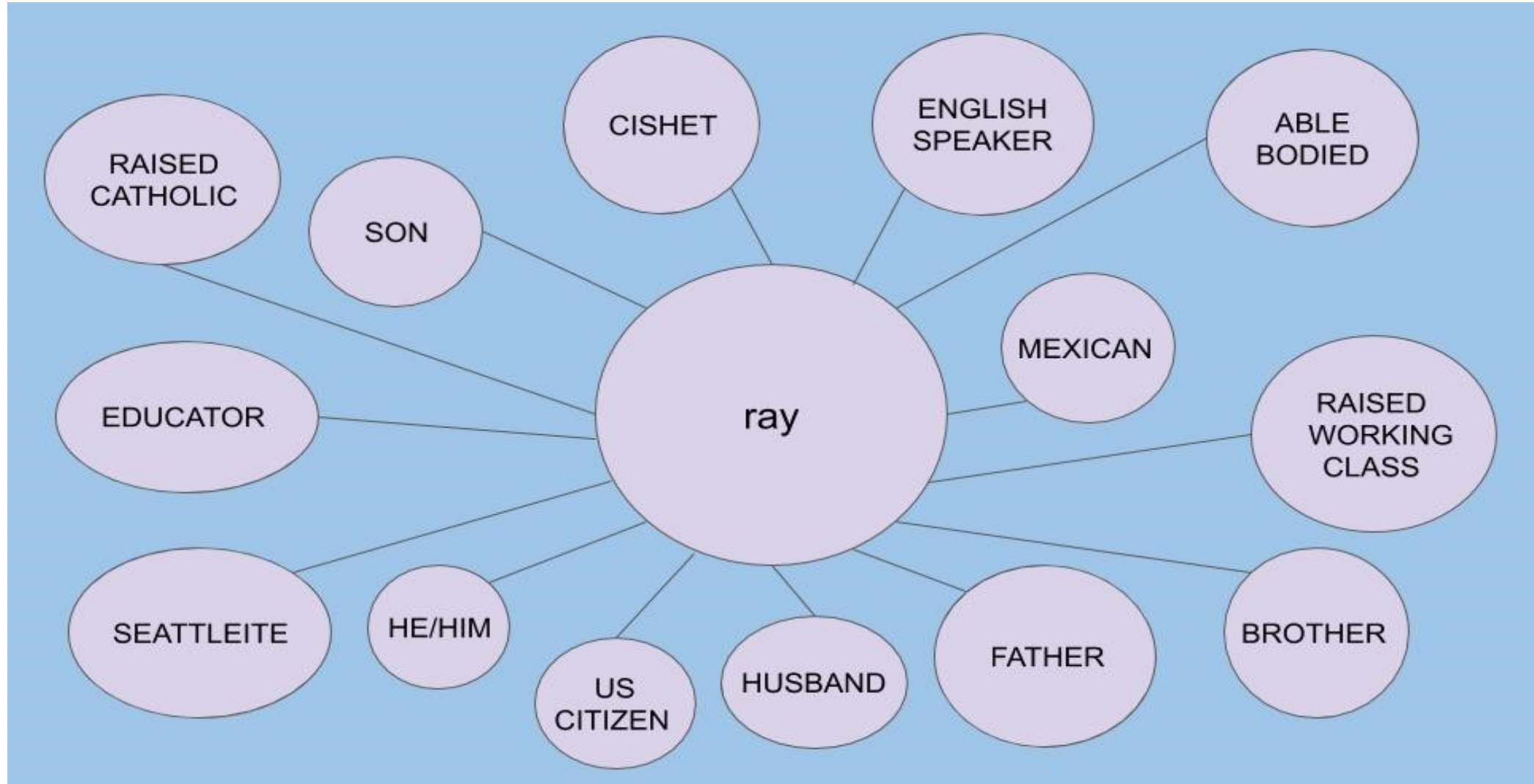
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SEL(F) Awareness + Identities Intersecting:

- Take some time to think through your many identities
- Select two that intersect
- How do these intersecting identities impact your work with students



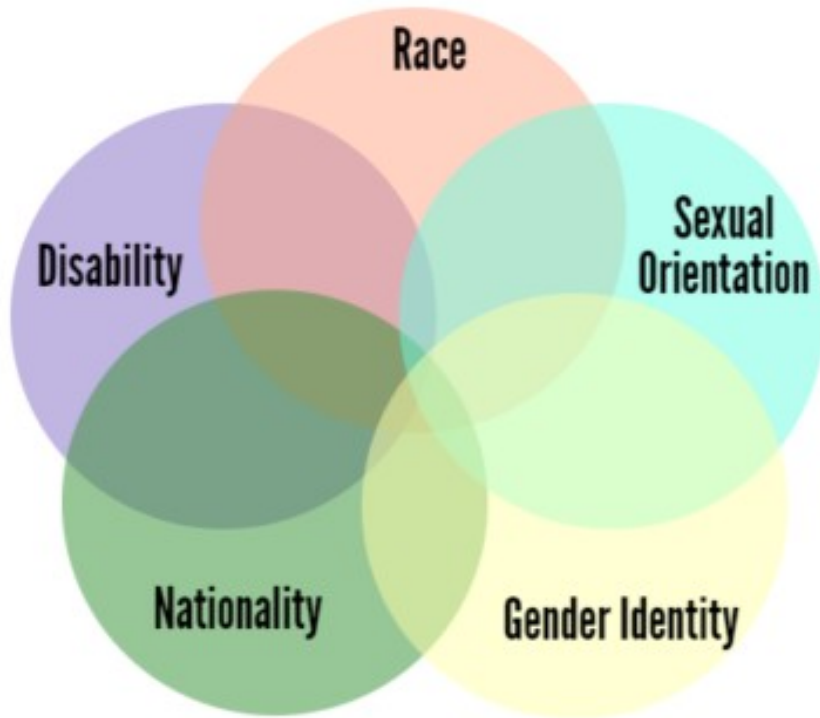
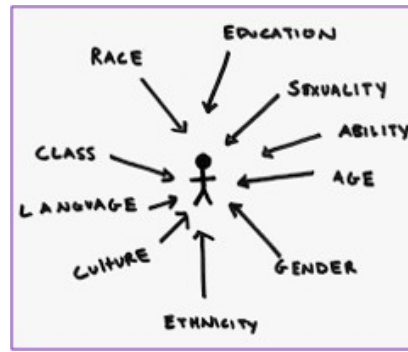
Go back to your identity work:



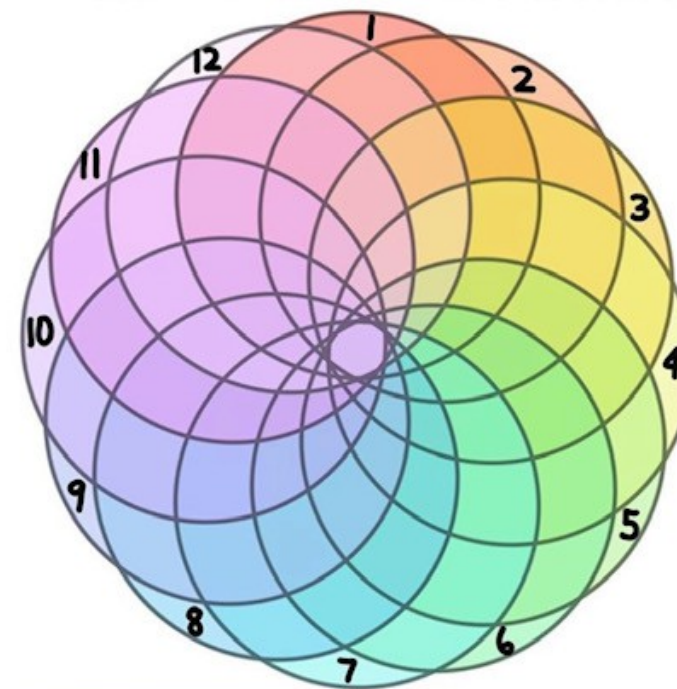
All of us have multiple identities



Intersectionality:



INTERSECTIONALITY



- 1 Race
- 2 Ethnicity
- 3 Gender identity
- 4 Class
- 5 Language
- 6 Religion
- 7 Ability
- 8 Sexuality
- 9 Mental health
- 10 Age
- 11 Education
- 12 Attractiveness
- (...and many more...)

Intersectionality



According to Kimberlé Crenshaw:

Intersectionality's fundamental truth: that individuals have individual identities that intersect in ways that impact how they are viewed, understood, and treated. Black women are both black and women, but because they are black women, they endure specific forms of discrimination that black men, or white women, might not.

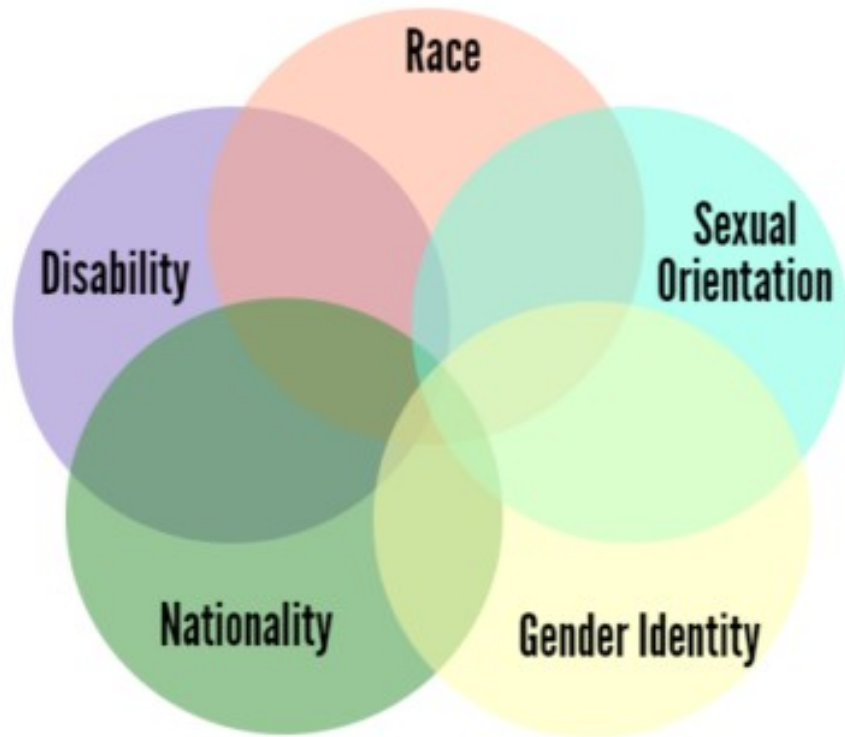
The point of intersectionality is to make room “for more advocacy and remedial practices” to create a more egalitarian system.

Intersectionality operates as both the observance and analysis of power imbalances, and the tool by which those power imbalances could be eliminated altogether.



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Intersectionality



Intersectionality refers to “the overlapping systems of advantages and disadvantages that affect people differently positioned in society.” This means that race cannot be examined in isolation from other social classifications like class, gender, religion, and sexual orientation, but also all these other things need to be examined in relation to race. Think of race and...

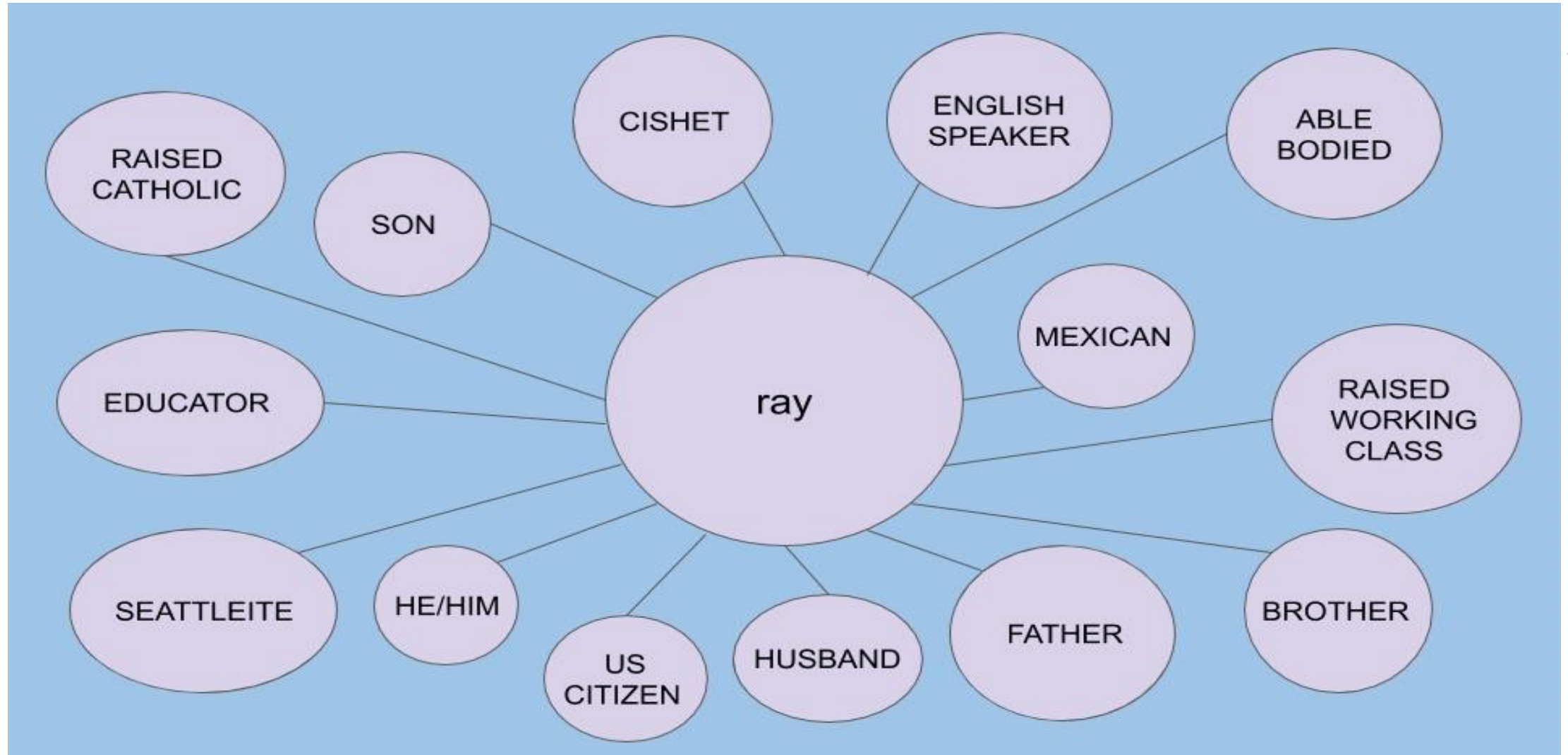


A Practice of thinking about your own intersectionality:

Racial Identity:	How do these two identities intersect/overlap in your work as an educator?	Another Identity:
White	As a white female educator, most of my colleagues are also white women. My white womanhood is affirmed in safety policies. White men (often parents) will question me until I can show them my credentials or “prove” to them that I actually know history. White families will feel like I am on their side until I prove otherwise. Black, Indigenous, and other Students of Color will wonder if I am like other “white lady teachers” they have had before. I can use my label as a women to get protection when I feel “unsafe.” White lady tears are often expected, defended, or centered.	Woman

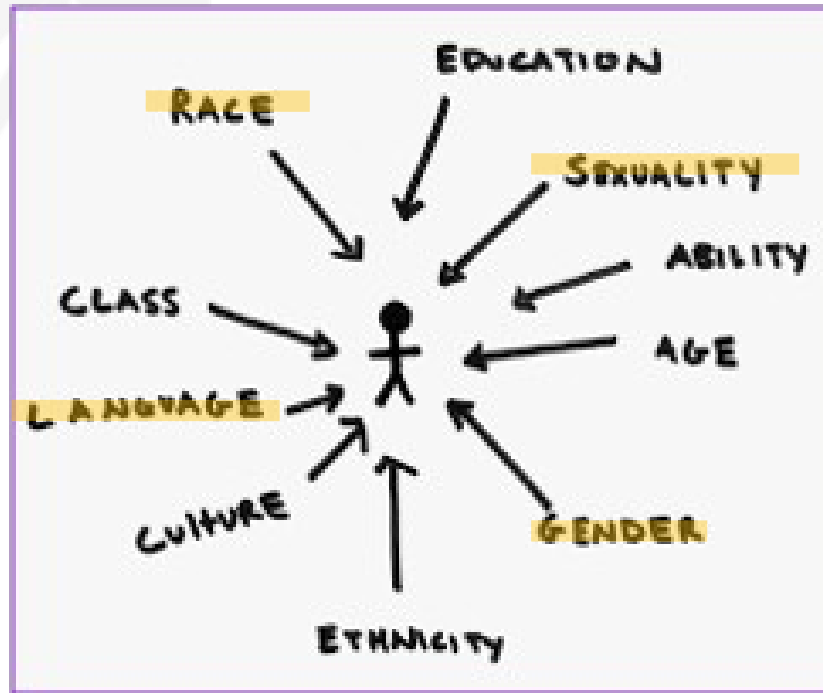
Your turn: 5 minutes alone writing

Go back to your identity work:

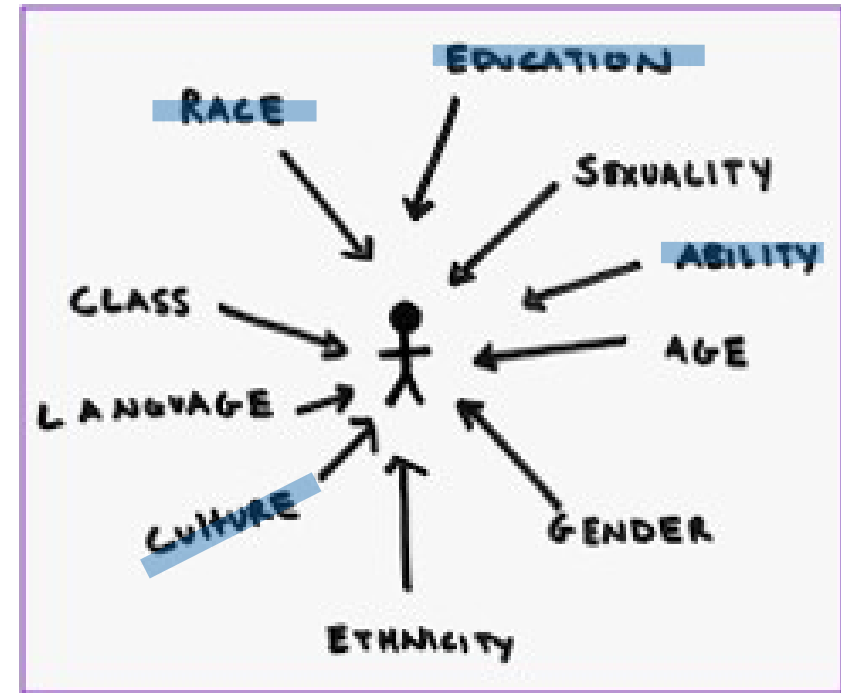


Using TWO different colors/markings:

What parts of your identity are MOST important to you?



What parts of your identity were MOST valued during your schooling?



What are you noticing about the two different colors/markings?

- What parts of your identity are MOST important to you?
- What parts of your identity were MOST valued during your schooling? (elementary, middle, high school, beyond)
- How do those two colors/markings overlap or not?
- How does this show up in your own classroom/school/department/work?

Your turn: 5 minutes alone writing; 20 minutes sharing in your small group.

Valuing Students Intersectional Identities

“When I don’t consider intersectionality, I run the risk of oppressing my kids. When we stop seeing our kids as whole people—as nuanced people, with context to gender and race and class—we stop seeing them as real people.”

“seeing your students as more than just the thing that stands out in the classroom, as far as race or their gender, and understanding that there’s a *long* background to all those things.”

- Christina Torres, 7th & 9th Grade English Teacher.

Valuing Students Intersectional Identities

- Why center race when thinking of students' intersectional identities?
 - We live in a race-based white-supremist society.
- Begin to see students as more than how they are marked in PowerSchool
 - We do not work with ELL students, or IEP students. We work with students who have an IEP, or students who are ELL.
 - How can you value and inspire students by looking at their intersectional identities?
 - e.g. Black, Muslim, female, athlete, able-bodied, speaker of many languages

Valuing Students Intersectional Identities



Valuing Students Intersectional Identities

Self-Reflection (5 minutes)

Dismantling Racial Contracts through Healing Informed Practices

- What values and/or intersectional identities have been hard for you to see/acknowledge/support with your students? Why?
- What are you committing to do this year to help ensure that ALL your students feel like their intersectional identities are honored and valued within your classroom and school community?

Valuing Students Intersectional Identities

This year we ask you to find an accountability partner/accomplice.

- The idea is to have someone in your building/department that is going to help hold you accountable for doing identity work
- Choose someone you don't know well or is not on your team
- See the list of questions in the guiding document to focus your discussion
- Meet with your accomplice at least once, but we recommend a monthly check-in

Congratulations!



[Participant Name]

On this day of August 31, 2020
Has completed 6 hours of racial equity training in
**Understanding and Dismantling Racial Contracts through
Healing Informed Practices**
Provided by SPS & SEA Partnership Committee

[your signature & date]

[administrator signature & date]

SLIDESHOW ENDS HERE