Guidance to Foster Ongoing Dialogue and Action About Race and Equity

A toolkit to foster ongoing dialogue and action about race, equity, and civil disobedience in the United States and in the context of schooling.

"Not everything that is faced can be changed, but nothing can be changed until it is faced." James Baldwin

In light of the most recent events concerning the deaths of George Floyd, Breonna Taylor Ahmaud Arbery, and a very long list of others, the moral fiber of our country has been tested once again. Chancellor Carranza shared that racism, "is systemic—woven deeply into the fabric of our institutions, our economy, and the systems that make up our shared community. That is true in New York City, as progressive and forward-thinking as we are, including in our public school system." As the largest school system in the country, we are accountable to addressing the ways in which our institution perpetuates racism and inequities. Accountability is reflecting, understanding biases, prioritizing learning and educating oneself, engaging in conversations with young people, community members, family, and colleagues about race, racism, and racial violence, listening, unpacking the root causes of our current state, and most importantly, taking action against racial injustice. In the absence of this individual and collective commitment to our shared humanity, learning, and action, we stand to replicate the inequities that are harming our Black students, families, employees and communities, and ultimately, us all.

This toolkit is designed to provide an easily accessible resource guide for DOE staff to learn, reflect, build equity literacy, and engage with one another, our students, families, and communities about inequities, specifically race, racism, and our current climate. By using these tools as a resource, we are also hopeful that it will spark the desire for our students to become change agents to combat racial injustices and inequities on a national and global level.

Equity and Excellence in the NYC Department of Education

These resources are intentionally aligned to the DOE and Chancellor Richard Carranza's vision and goals for Equity and Excellence for All. In order for us to achieve this vision, the Chancellor has challenged us to tackle inequities in all forms throughout the system and invest in historically underserved communities (with resources, time, attention, and direction). Three major questions guide our thinking and action: 1. Where are we perpetuating inequities? 2. What role did we play in rendering the system in its current state? and; 3. In the context of our respective work, where can we interrupt these inequities?

In addition to targeted initiatives aimed at tackling specific inequities in our system such as access to quality early childhood education (3K and Pre-K for All), rigorous coursework (AP for All, Algebra for All, Computer Science for All), College and Career readiness cultures (College Access for All and the support of our STEM through CTE programs), and many more, the DOE is working to operationalize equity and excellence in all aspects of its institution. For the purposes of this toolkit, we wanted to center two DOE frameworks, the Division of School Climate and Wellness' Supportive Environment Framework and the Division of Teaching and Learning's Instructional Leadership Framework. These two frameworks are not meant to be used as standalone documents, but rather complementary resources to support the "whole child;" the academic and the social, emotional, and physical needs of our students.

We encourage all DOE staff to explore these resources with an open mind, being eager to listen and learn from multiple perspectives in order to effect change, particularly within our educational institutions. Now is the time for us to exercise our compassion for our students and colleagues and commit to focusing on the root causes of our current social climate so that we can all live in a more fair, just and equitable world where all voices are welcomed.

We invite you to share your suggestions, ideas, lessons or activities with us here. The intent is for this to be a living document and will be updated on a regular basis.

We also want to hear what resources are most effective for you and why, and how you are using the resources in your authentic practice. Drop us a line here.

For more information on the Supportive Environment Framework and supporting tools and resources, please contact Elizabeth Stranzl at estranzl@schools.nyc.gov.

For more information on the Instructional Leadership Framework and supporting tools and resources, please contact Linda Lo at llo@schools.nyc.gov.

For more information on organizations and programs designed to encourage and empower student voice, visit DOE programs: My Brother's Keeper NYC, My Sister's Keeper NYC, NYC Urban Ambassadors, NYC GREAT!, Welcoming School Climate Initiative, Expanded Success Initiative Peer to Peer Mentoring,Students and Educators for Equity (SEE), and Borough- and Chancellor's Student Advisory Councils (BSAC and CSAC).

Citywide, community-based, and youth-led organizations support students organizing and advocating for social justice including educational policy change at city and state levels: Brotherhood Sister Sol, Brothas and Sistas United, Asian American Student Advocacy Project (ASAP), Dignity in Schools, Girls for Gender Equity, IntegrateNYC, Make the Road New York, NYCLU Teen Activist Project (TAP), Rockaway Youth Task Force, Teens Take Charge, Urban Youth Collaborative, and YA-YA Network.

The following programs focus on community action projects ([NYC Youth Leadership Councils](#)), civic engagement ([Y-Vote](#), [Youth Civics Fair](#)), the political process and policy ([Yale Model Congress](#), [Columbia Model Congress](#)), and human rights on local ([NYC Commission on Human Rights Youth For Equity and Solidarity Council](#)) and global levesl ([Model United Nations).](#)

You can find additional descriptions of the student programs [here](#) and general DOE contacts at the end of this document [here](#).

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Where To Start?

Kasserian Ingera: And How Are The Children?

The Masai of Kenya greet each other with the words "Kasserian Ingera" which translates to "and how are the children." The Masai respond back with, "All the children are well" when life is good. These traditional greetings are shared among the Masai regardless of whether a person has children or not, and reflects the value the Masai place on children's well-being as a reflection of the well-being of society as a whole. At its essence, the purpose of the DOE is to serve and support children. Unsurprisingly one of our core values is "Children First." Children First states,

> *"Children's social, emotional, and academic success drives every decision, action, policy, and resource allocation to provide each child with the highest-quality education. Putting children first respects each child's culture, purpose, talent, and ambition, thereby optimizing their potential to become agents of change."*

This value is about centering children. In order for us to determine where to start in our racial equity journey, we must understand how our students are doing. Consider the ways you can engage and hold space for our youth to assess their needs. From there, consider what you need to do, and with whom, to act on what you learned. Listed below is important guidance for ensuring sustained equity work:

Check-in on yourself and others
- Consider the mental, emotional, and physical health of our students, colleagues, families, and ourselves.
- People process trauma in various ways and are experiencing many emotions in real time. Do not take it personally. Listen and ask what you and others need in this moment and throughout this time.
- Prioritize self-care. This is a marathon, not a sprint.

Make a commitment to educate yourself and work to be anti-racist
- Educate yourself not only on the current moment, but the historical and structural context of why we are in our current state. Resources are everywhere!
- Reflect on your own identities, biases, privileges, positionality, and how they form a lens in which you make sense of the world and how you see and make decisions on behalf/with our students and families.
- Build your capacity to recognize, respond to, and address biases and inequities in the short and long-term.
- Do not rely on communities of color to explain what is going on, teach you, or tell you what to do.

● *Having a desire for change is different than having a commitment to change…"* - Andra Day. Ask yourself: *What am I willing to do and give up for justice?*

Engage our students, colleagues, and communities

● Assess your own readiness - willingness, comfort, and ability - as well as your community's readiness to engage in dialogue and action. Where are you and your community in your collective equity learning journey?
● Discussing the historical context of racial inequities and the current climate of death, violence, and systemic oppression can cause trauma and harm without intentional planning and care. Consider what might be ground rules or community agreements for engaging in these conversations.
● Discomfort is inherent in conversations about inequity and race. What does it look like to be in a productive space of discomfort but not panic?
● Be patient. This should <u>not</u> be a "one-and-done" conversation but rather ongoing, deep-level work that takes place over time (often many years). If the solution to systemic racism and inequities were easy, we would have solved these issues a long time ago. This is multi-generational work.

An Additional Note on This Document:

Just as we suggest conversations with your communities should not be a "one-and-done," this guidance document is meant to serve as a foundation for ongoing dialogue and action steps for the future. This document <u>cannot</u> (and does not) provide resources on all areas of identities and oppression that our students, communities, and ourselves face on an everyday basis. This document also does <u>not provide a "roadmap"</u> for how to do this very complicated and adaptive work. There is no roadmap or one way to go about this work. While there are effective practices (many of which are referenced in this document), it is incumbent on individuals and organizations to assess what might work best given the context and the needs of the students, staff, families, and communities.

It is also critically important to do intentional planning and learning as you engage with students. The "urgency" to speak with your student community without the "competency" to do so can be incredibly harmful to students. Consider providing students an "opt-out" option. Even with intentional planning and amazing facilitation, these conversations can be re-traumatizing to our students, particularly our Black youth.

We look forward to continuing to strengthen this guidance document as we collectively work towards a more just NYCDOE and society.

SOCIAL-EMOTIONAL LEARNING:
Considering the social and emotional health of our students, colleagues, families, and ourselves.

Description: It is the firm belief of the NYCDOE that an environment cannot be supportive if it is not culturally responsive. Culturally responsive environments "affirm racial and cultural identities; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower areas of social change". To advance equity, now, and to be culturally responsive, we must ensure that we are creating supportive environments for our students, families and staff during this critical time in our nation.

 A supportive environment also comprehensively supports a young person's mental, emotional, and physical wellbeing. As school communities, we must seek to support the whole child, caring for them as people and helping them develop a strong foundation of emotional skills to cope with challenging situations, resolve conflict, and build healthy relationships.

The protests that have gripped our city and nation reflect the hurt, anger, and pain of generations of racial trauma. Emotional responses may manifest in different ways, including anger, irritability, grief, and hopelessness. We should be aware of signs of trauma or distress not only for our youth, but also for ourselves and our colleagues. We should also be aware of effective strategies that school communities can implement to support children and families who are struggling.

Alignment: To tackle these challenges, the Instructional Leadership Framework and the Supportive Environment Framework establish clear priorities, rooted in research-based practices, that are interconnected: no single priority can be achieved without creating a supportive environment and setting rigorous expectations for every student. The Instructional Leadership Framework's priority of Knowing Students Well, for example, requires us to have candid conversations about the way racism and systemic oppression impact us and identify the unique needs of individuals and communities, which are explored in depth in the Supportive Environment Framework. The concrete practices offered in these Frameworks can support schools to engage in critical conversations about race, support positive identity development, process emotional responses to trauma, and think critically about power, social justice, and oppression. **Supportive Environment Framework, Instructional Leadership Framework**

Overall Essential Question(s):
- How can we support students through this trauma?
- How can we leverage restorative practices to promote healing, community, and student voice?
- How can we attend to the mental, emotional, and physical wellness of our students, colleagues, families, and communities?

Social-Emotional and Wellness Supports: How can I support students, colleagues, families, and ourselves through this trauma?

[NYCDOE Restorative Practices Web Site](#)
Restorative Circles provide a space for our students to express themselves, learn to listen, and build a sense of community. This practice helps build a strong school culture that students can rely on and return to in times of trouble.

[NYCDOE Social Emotional Learning (SEL) Instructional Materials](#)
Each grade-band folder on [TeachHub App Center](#) has a "Social Emotional Learning" (SEL) folder that includes resources to facilitate SEL instruction via remote learning, sample weekly SEL plans for Regional Enrichment Centers (RECs) or remote learning, and resources for adult SEL and wellness as well. Schools can use the Sanford Harmony, Restorative Practices, Ruler, Health Education and other SEL strategies outlined here as the structure to facilitate necessary conversations and provide support.

[Learn at Home Health and Wellness Activities](#)
Student and family-facing wellness activities, aligned to each domain of the [Supportive Environment Framework](#), are publicly accessible on the [Learn at Home](#) site (materials for middle and high school students will be posted soon). These resources can help students and families manage stress, explore emotions, and strengthen relationships that provide support during challenging times.

[Positive Behavior Interventions and Supports/Restorative Practices](#)

For support in using a virtual classroom community building circle to reflect on and address racism.

[Addressing Race and Trauma in the Classroom: a Resource for Educators](#)

This resource from the National Child Traumatic Stress Network (NCTSN) is designed to help educators understand the interplay of race and trauma in the classroom. The guide reviews historical trauma and racial trauma, explains the impact of trauma on different age groups, and offers supplemental resources.

[Online Support Circles in Response to Social Distancing](#)

Online support Circles begin with a welcome that conveys a sense of hospitality and honoring of those present. The welcome also includes clarifying how the Circle process works and the order of speaking.

[Healing through Social Justice](#)

This link from Psychology Today provides articles and steps for cultivating hope during times of distress and provides self-care strategies for adults.

[Managing Strong Emotional Reactions to Traumatic Events](#)

This resource from the National Association of School Psychologists provides a brief review of anger—a common reaction to trauma—and reminds adults of how the reactions of children and youth are influenced by adult responses.

[Mindfulness Techniques for Students and Staff](#)

Calm Classroom is a simple and accessible way to integrate mindfulness into the classroom or home culture. Mindfulness is the ability to pay attention to our present moment. The daily practice of mindful breathing, stretching, focusing, and relaxation exercises cultivates a greater sense of self-awareness, mental focus, and emotional resilience within educational and personal spaces.

[Helping Children Cope with Media Coverage](#)

Short video with excellent recommendations for parents and teachers alike. Can be subtitled in multiple languages. Estos videos pueden subtitularse en varios idiomas.

[Black Professionals Are Going Through a Lot](#)

This article explores trauma and professionalism and how Black employees may be experiencing a more traumatic and heightened reality due to their lived experiences of being Black.

EQUITY LITERACY:

Building capacity to recognize biases and inequities, to address inequities in the short and long-term, and create bias-free, equitable, and anti-racist classrooms and institutions.

Description: Paul Gorski describes equity literacy as a "...framework for cultivating the knowledge and skills that enable us to be a threat to the existence of inequity in our spheres of influence." Equity literacy enables us to look critically at ourselves, the world around us, and the underlying systemic factors that create the inequities we see everyday. Equity literacy gives us the tools to end long-standing racial, ethnic, gender, and socioeconomic disparities across the NYCDOE and direct resources to communities most in need. This work is entrenched in the desire and moral obligation to provide all students and families with necessary access to the full landscape of high-quality education.

Equity literacy is especially important in this time as our city and nation mourns and marches for equity and racial justice. How do we make sense of the time we are in? How do we understand it as a reflection of generational trauma and systemic and institutional inequities? What knowledge, skills, and dispositions do we need to bring to bear to make sure the system does not go back to the status quo? This is equity literacy.

Alignment: The Instructional Leadership Framework and the Supportive Environment Framework establish clear priorities, rooted in research-based practices, that are interconnected: no single priority can be achieved without creating a supportive environment and setting rigorous expectations for every student. Equity Literacy falls squarely in Knowing Students Well (ILF), and the Equity and Student Voice (SEF) sections of the framework. The concrete practices offered in these Frameworks can support schools to engage in critical conversations about race, support positive identity development, process emotional responses to trauma, and think critically about power, social justice, and oppression. Supportive Environment Framework, Instructional Leadership Framework

Overall Essential Question(s):
- How do my identities, biases, privileges, and positionality, influence how I see myself, my students, colleagues, families, and communities, and the world around me?
- How can I understand the history of race, racism, and racial violence in the United States?
- How do I facilitate adult conversations about race, racism, and racial violence?
- How do I start the conversation with students about race, racism, and racial violence?
- How do I cultivate anti-racist practice in my personal, professional and organizational life?

Equity Literacy: How do my identities, biases, privileges, and positionality, influence how I see myself, my students, colleagues, families, and communities, and the world around me?

NYCDOE Implicit Bias Resource Guide
The NYCDOE Implicit Bias Resource Guide was created by the Office of Equity and Access as a companion guide to the foundational Implicit Bias Awareness Workshop.

Kirwan Institute Implicit Bias Review 2015
The Kirwan Institute for the Study of Race and Ethnicity is one of the foremost experts on the study of Implicit Bias. This 2015 reports describes that latest research on the brain-based roots of Implicit Bias.

Project Implicit
The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about.

Racial Microaggressions in Everyday Life
Professor of Psychology and Education Derald Wing Sue discusses the psychology of racism and anti-racism and the issue of racial microaggressions. Racial microaggressions are the brief and everyday slights, insults, indiginities, and denigrating messages sent to people of color who are unaware of the messages being communicated.

Confronting Our Beliefs
In this article, Dr. Edward Fergus discusses common biased-based beliefs in education and the real-time impact on students. For an expanded discussion of biased based beliefs, reference his book Solving Disproportionality and Achieving Equity.

Equity Literacy: How can I understand the history of race, racism, and racial violence in the United States?

Book Lists

There are many great resources on equity literacy, the history of race, racism, and racial violence in the United States. The corresponding links provide curated book lists to deepen your knowledge and skills to dialogue and act for racial justice. This includes booklists and syllabus from Dr. Ibram X. Kendi's, author of Stamped from the Beginning and How to be an Anti-Racist, the Schomburg Center, and Anti-Racist resource guides.

The 1619 Project Curriculum

Inaugurated with a special issue of *The New York Times Magazine*, challenges us to reframe U.S. history by marking the year when the first enslaved Africans arrived on Virginia soil as our

nation's foundational date. Here you will find reading guides, activities, and other resources to bring *The 1619 Project* into your classroom.

A Conversation on Race

This resource from the New York Times includes a series of videos on different racial and ethnic groups describing their experiences with racism, including the following:

- A Conversation with my Black Son
- A Conversation About Growing Up Black
- A Conversation With Black Women on Race
- A Conversation with Latinos on Race
- A Conversation with Asian-Americans on Race
- A Conversation with Native Americans on Race
- A Conversation with White People on Race
- A Conversation with Police on Race

Call it What it is: Anti-Blackness

In this article, Dr. Ross adds nuance within the conversation around racism, distinguishing racism as an umbrella term and Anti-Blackness, as the historical dehumanization and hatred of Black people globally.

We Need to Talk About Injustice

In this Ted Talk, Bryan Stevenson discusses injustice and systemic inequalities in the United States.

The Tyler Merritt Project: A monologue on racism

In this three-minute video, Tyler Merritt narrates a powerful monologue on racism. How can you practice perspective-taking and get behind the eyes of this man's lived experiences? Can be subtitled in various languages. Estos videos pueden subtitularse en varios idiomas.

American Federation of Teachers: Share my Lesson

A three-part series that explores the many ways black Americans face racial bias. These short films—Racism is Real, Black Protests vs. White Riots, and Prison System by the Numbers—explore the effects of racial bias on the lives of black Americans and the ways in which racism impacts American society as a whole.

Khalil Muhammad on Facing Our Racial Past

In this 22 minute clip, Bill Moyers speaks with Dr. Khalil Gibran Muhammad about confronting the contradictions of America's past to better understand the present.

Zinn Education Project

The Zinn Education Project provides a variety of resources and teaching materials exploring people's history. The website can be explored by time period, theme, or resource type.

The Urgency of Intersectionality

In this Ted Talk, Kimberlé Crenshaw, the creator of the concept of intersectionality discusses why understanding the true meaning of intersectionality can help us make sense of the systemic inequities.

YouGov Poll - Fear of Policing

This report summarizes African American fear of victimization by police than fear of violent crime.

Become Woke: Resources Superintendent Pate

This curated list of resource by Brooklyn North Superintendent Dr. Miatheresa Pate asks, "How can (we) as educators strengthen the educational policy reform within the NYCDOE so that policy responds to all students equitably while addressing the crisis at hand?

Black and Asian-American Feminist Solidarities: A Reading List

While there are well-documented tensions between Black and Asian-American communities, there is an equally long history of Black and Asian solidarities and community building both in the United States and abroad. This reading comes from this discussion in efforts to continue to build cross-racial feminist solidarities.

NPR Code Switch: A Decade of Watching Black People Die

This podcast from the NPR show Code Switch discusses the last few weeks of news stories about police killing of Black Americans. The podcast connects our current climate to the past ten years of news cycles.

Lynching in America

This multimedia resource tells the stories of generations affected by the history of lynching in America.

The Massacre of Black Wall Street

This multimedia resource tells the often untold story of Tulsa, Oklahoma's Greenwood District, known as Black Wall Street and the wave of racial violence in 1921 that destroyed what many called a "beacon of black prosperity and security."

POV.org Films

PBS Thirteen has a number of excellent films to support your equity literacy. Some suggestions include: Revolution '67, The Feeling of Being Watched, Hooligan Sparrow, Through the Night,

Every Mother's Son, The End of the Nightstick, Queen Vs. Godfred, Quest, Do Not Resist, And She Could Be Next, Whose Streets?

Equity Literacy: How do I facilitate conversations about race, racism, and racial violence?

[Conversation Ground Rules](#)
Fundamental ground rules or community agreements allow for open and productive dialogue to take place about difficult subjects. Catalyst provides examples of ground rules to use in multiple contexts.

[Navigating Triggering Events: Critical Skills for Facilitating Difficult Dialogues](#)
Author Kathy Obear notes that "facilitators and participants bring...their fears, biases, stereotypes, memories of past traumas" to learning environments. The Triggering Cycle is a helpful tool for facilitators to effectively navigate triggering events during workshops or conversations.

[Guidance for Central Office Leaders to Discuss Current Black Lives Matter Protests](#)
Created by the NYCDOE's Office of Organizational Development and Effectiveness (ODE), this guidance document provides considerations for creating space for dialogue, prepping for the conversation, and a facilitator guide to support you through the conversation.

[Effective Facilitation: Relationship is the Measure of Your Strength](#)
Director of Community Affairs Sadye Campoamor put together this facilitator guide to engage the community in conversations about the times we are in and what does it look like to have an anti-racist school community.

Equity Literacy: How do I start the conversation with students about race, racism, and racial violence?

[NY Times: Books to Read to Children](#)

The conversation about race needs to start early and keep happening.

[NPR: Talking Race with Young Children](#)

Even babies notice differences like skin color, eye shape and hair texture. Here's how to handle conversations about race, racism, diversity and inclusion, even with very young children: breaking down, not shutting down, conversations about race, racism, diversity and inclusion, even with very young children.

[What I Am Learning from My White Grandchildren - Truths About Race](#)

Dr. Anthony Perterson uses stories of his white grandchildren talking about race to craft a message that teaches the viewer how race is socialized and ingrained in society.

[Center for Racial Justice in Education](#)

The Center for Racial Justice in Education has tons of resources for talking about race, racism and racialized violence with kids. CRJE is also a local organization that provides support to schools and districts.

[Embrace Race](#)

Research from Harvard University suggests that children as young as three years old, when exposed to racism and prejudice, tend to embrace and accept it, even though they might not understand the feelings. By age 5, white children are strongly biased towards whiteness. To counter this bias, experts recommend acknowledging and naming race and racism with children as early and as often as possible. Children's books are one of the most effective and practical tools for initiating these critical conversations; and they can also be used to model what it means to resist and dismantle oppression.

[Don't Say Nothing. Silence Speaks Volumes. Our Students Are Listening.](#)

This resource from Teaching Tolerance outlines the importance and duty of educators to acknowledge and discuss race and racism with youth.

[Teaching Young Children About Bias, Diversity, and Social Justice](#)

This resource from Edutopia contains five strategies for engaging youth in learning and discussion on bias, diversity, and social justice.

[George Floyd, Racism and Law Enforcement *"Table Talk: Family Conversations about Current Events"*](#)

This reading from the Anti-Defamation League provides suggestions for how educators, parents, families, and caregivers can discuss George Floyd, police violence, racism, and protests with youth. It also includes discussion questions and suggestions for how to take action.

Anti-Racism for Kids 101: Starting to Talk About Race and Stop Lying to your Kids-Teaching Kids about white Supremacy

Books for courageous conversations: If you're nervous about talking about race with your kids, these books about racial diversity will give you an easy place to start destigmatizing difference & celebrating racial diversity.

[StoryTime: Animation Series](#)

Follow two children – one black, one white – as they discuss a police shooting of a Black man in their community, and help identify and counter racial injustice. Can be subtitled in various languages. Estos videos pueden subtitularse en varios idiomas.

National Museum of African American History & Culture: Talking About Race (Educator Section)

This web resource directed at educators seeks to equip teachers with "the context and methods necessary to help your students be more racially conscious ... [and] assist them in becoming agents of change."

Teaching Tolerance: Let's Talk!

This guide provides strategies for planning and facilitating critical class discussions on topics such as white privilege, police violence, economic inequality and mass incarceration

Facing History: The Concept of Race
In this lesson plan from the Facing History unit *Teaching Holocaust and Human Behavior,* students define and analyze the socially constructed meaning of race, examining how that concept has been used to justify exclusion, inequality, and violence throughout history.

Facing History: Preparing Students for Difficult Conversations
(Open external link)
 In this lesson plan from the Facing History unit Facing Ferguson: News Literacy in a Digital Age, students establish a safe space for holding difficult conversations, acknowledge one another's complicated feelings about race, and develop a shared understanding of the basic facts surrounding the shooting of Michael Brown in Ferguson, Missouri.

The Educator's Playbook

Questions educators should be asking. Teachers should not pretend protests about institutional racism and police brutality don't exist. Students, especially older students, will remember this moment and how they felt.

Talking About Race and Privilege: Lesson Plan for Middle and High School

To accommodate the diversity of school and teacher schedules, this lesson can be presented over multiple class periods or sessions. Teachers and others who will be facilitating this lesson are encouraged to make meaningful connections to other topics being covered in their classes or school curricula (i.e., literature that discusses discrimination or civics/history lessons) as well as relevant current events both in their local communities and throughout the United States.

Storyline Online

Daddy Wes whispers to his two young listeners one morning the story of the 'drum', the pulse that has moved through the African people and through time and place. Accompanied with the
Teacher Activity Guide

[Frontline: A Class Divided](#)

The day after Martin Luther King, Jr. was killed, Jane Elliott, a teacher in a small, all-white Iowa town, divided her third-grade class into blue-eyed and brown-eyed groups and gave them a daring lesson in discrimination. This is the story of that lesson, its lasting impact on the children, and its enduring power 30 years later.

[Facing History and Ourselves: Teaching In The Wake Of Violence](#)

This resource is a guide for teachers to begin conversations with their students about George Floyd's death and the events that surround it. Such conversations are always difficult for teachers to facilitate, and distance learning presents added challenges to teaching sensitive material.

[Education Week Teacher:Teaching Now](#)

As nationwide protests against police brutality continue, teachers in their virtual classrooms are once again searching for ways to help their students process the killings of black people in police custody in the United States.

[First Encounters with Race and Racism: Teaching Ideas for Classroom Conversations](#)

This is a lesson plan from the *New York Times* on how to engage youth in conversations about race, including discussion questions, videos on race and implicit bias, and voices from youth about their experiences with racism.

[Brown Bear, Brown Bear, What (Colors) Do you See?](#)

In this series from Raising Race Conscious Children, the author uses Eric Carle's story Brown Bear, Brown Bear, What Do you See to demonstrate how a teacher might use proactive race talk in the classroom.

[Building Student Understanding Across Racial Differences](#)

This article chronicles a partnership between an all-black class in Memphis, Tennessee, and an all-white class in rural New Jersey and how they helped studente bridge racial and cultural divides.

Equity Literacy: How do I cultivate anti-racist practice in my personal and organizational life?

Anti-Racist Resource Guide
(Open external link)
This document was created to be used as a resource for anyone looking to broaden their understanding of anti-racism. This guide provides practical ways to understand, explain, and solve seemingly intractable problems of racial inequity.

[An Essential Reading Guide for Fighting Racism](#)

There are many great resources on anti-racist practices. The corresponding links provide curated book lists to deepen your knowledge and skills to act for racial justice.

[Anti-racism Resources for White People](#)
This document is intended to serve as a resource to white people and parents to deepen anti-racism work.

75 Things White People Can Do for Racial Justice
(Open external link)
 This article from Medium is continually updated to ensure the strategies and tasks articulated in the article are up to date.

10 Ways Youth Can Engage in Activism
(Open external link)
 The article provides concrete strategies and ideas for how youth can engage in activism and become powerful agents for change.

[“And She Could Be Next”](#)
The documentary, And She Could Be Next, follows a defiant movement led by women of color as they fight for a truly reflective democracy and transform politics from the ground up. A co-production of POV and ITVS.

Antiracist Allyship Starter Pack
(Open external link)
 A comprehensive list of resources and tools regarding racism and anti-racism. The document is organized by articles, resource compilations, books, petitions, podcasts, film/video and much more.

Mapping Our Roles in the Social Change Ecosystem
(Open external link)
 This resource serves as a reflection guide for how individuals can meaningfully consider the roles they play in social justice and change movements.

School Staff, and Employees Demand Justice
Across the city and nation, students, staff, families, and communities are making their voices heard and demanding justice. The corresponding links speak to how NYC [school](#) and [Central Office](#) staff are demanding specific anti-racist policy changes.
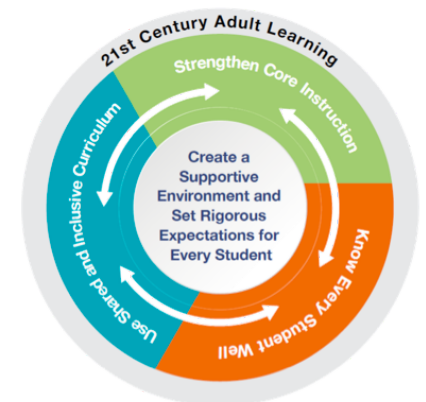
ACADEMIC LEARNING:
Culturally responsive-sustaining to interrupt historical inequities in teaching and learning.

Description: In New York City, we are committed to deepening and expanding our shared commitment to equity and excellence to ensure that every student will be ready for the next stage of their education, and ultimately, their career and their future as empowered agents of change in their communities and world. To that end, these resources look at what it means to be a culturally responsive-sustaining educator with the goal of interrupting historical inequities in teaching and learning. Included are resources to support students in understanding and interrogating existing systems of inequity, challenging historically dominant narratives, and thinking critically about society and building a more just and equitable future.

Alignment:
The Instructional Leadership Framework interweaves Advanced Literacies and Culturally Responsive-Sustaining Education to provide leaders with resources for planning, organizing, and streamlining their schools' work in order to ensure that every student in NYC experiences instruction that supports them in developing advanced literacy skills in learning environments that affirm students' strengths and their racial and cultural identities, while developing students' abilities to connect across cultures and think critically.

The Instructional Leadership Framework is anchored in three instructional priorities: Strengthening Core Instruction, Knowing Every Student Well and Using a Shared and Inclusive Curriculum. Improving educational outcomes for every student hinges on the implementation of all three priorities as they are designed to be interconnected and complement one another. A successful implementation of these priorities to accelerate learning for every student cannot be achieved for all students in our system absent Culturally Responsive and Sustaining Education Practices. Culturally responsive classrooms invite students to collaborate and connect across differences to co-construct and deepen knowledge. This is why creating a Safe, Affirming and Supportive Environment by Setting Rigorous Expectations for Every Student is at the core of the Instructional Leadership Framework.

Overall Essential Question(s):
- How do we leverage teaching and learning to support students, educators, and families in the current moment?

- How can we support students of all ages to make sense of current events through the context of systemic racism?

- How do we create school environments that cultivate a sense of empowerment and self determination so students see themselves as leaders capable of effecting change in their communities?
- How do we decenter historically dominant narratives in our curriculum and instruction?
- How do we develop synchronous and asynchronous classroom environments that prioritize students' well-being and agency?
- How can we prepare to discuss racism and systemic inequality across all grades and content areas?

Academic Learning: How can I maintain a culturally responsive-sustaining classroom environment in a remote setting?

NYSED: Culturally Responsive-Sustaining Education Framework
(Open external link)
 This framework "helps educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

[NYCDOE: Instructional Leadership Framework](#)
These WeTeach resources provide the purpose, implementation actions, timeline, and resources to support the citywide execution of the NYCDOE Instructional Leadership Framework (ILF).

NYU's Culturally Responsive Curriculum Scorecard and Foundational Book Lists
(Open external link)
 This toolkit from NYU's Metro Center provides resources and guidance for students, families, and educators to meaningfully create culturally responsive environments. Page 15 provides a list of foundational books everyone should read to increase equity literacy in these areas. At the time of publication, the list did not include Dr. Gholdy Muhammad's excellent book, Cultivating Genius.

Facing History: School Closures and Online Learning: Creating Community, Centering Students
(Open external link)
This recorded webinar provides strategies for creating community and maintaining a student-centered classroom environment virtually.

Teaching Tolerance: Online Teaching Can Be Culturally Responsive
(Open external link)
 In this article Dr. Rachael Mahmood outlines some of the strategies she is using in her virtual classroom to build learning partnerships, center students, and support communal learners

NYCDOE: Building Partnerships with Families and Students
(Open external link)
These resources support teachers, during remote instruction, in fostering positive partnerships with the families of our most marginalized students, including Black, Indigenous, and Students of Color and students belonging to the LGBTQIA+ community. Each resource helps teachers ground the development of these partnerships in critical love, centering on humanity, and through the lens of the Culturally Responsive-Sustaining Education (CRSE) framework. Teachers will be engaged in critical reflection of their mindsets, identities, and pedagogical practices to identify areas that need to be shifted based on the communities they serve during remote learning and in other methods of instruction.

Re-imagining Migration: A Culturally Responsive Guide to Fostering the Inclusion of Immigrant Origin Students
This guide is designed to support educators in applying academic research on the experiences of immigrant students in their classrooms in order to help students reach their full potential.

Edutopia: Helpful Online Resources for Teaching ELLs
This article lists approaches and resources to support multilingual learners in remote learning.

Teaching Channel: Supporting Equity for English Learners Remotely
This blog post offers steps for educators on supporting MLLs and their families during the coronavirus pandemic.

Academic Learning: How do I cultivate a current events practice in the classroom?

NYCDOE: Current Events and Civics Education
(Open external link)
This resource provides guidance on the connection between instructional practices, current issues and events, and the civics classroom.

Reflecting on George Floyd's Death and Police Violence Towards Black Americans
This resource provides a guide for teachers to plan and begin classroom conversations about racism, police violence, and specifically the death of George Floyd.

The New York Times: Teaching Ideas and Resources to Help Students Make Sense of the George Floyd Protests
(Open external link)
This robust compilation of teaching ideas and resources supports educators in contextualizing the protests following the murder of George Floyd. Also included are student-facing articles, podcasts, and other media.

News Literacy Project
(Open external link)
The News Literacy Project is a national education nonprofit offering nonpartisan, independent programs that teach students how to know what to trust in the digital age." Partnered with the NYCDOE initiative Civics for All, The News Literacy Project platform Checkology is available for

free to NYCDOE classrooms.

Facing History: George Takei: Standing Up to Racism, Then and Now
(Open external link)
 This recorded webinar features George Takei discussing "his family's wrongful incarceration during World War II, and the anti-Asian racism on the rise today"

Academic Learning: Curriculum - How can I de-center historically dominant narratives?

NYCDOE: Hidden Voices: Untold Stories of New York City History
(Open external link)
 The Hidden Voices project was initiated to help NYC students learn about and honor the innumerable people, often "hidden" from the traditional historical record, who have shaped and continue to shape our history and identity. Guidance for authentically incorporating diverse perspectives is also included in the resource.

NYCDOE: Passport to Social Studies
(Open external link)
The NYCDOE Passport to Social Studies program is a comprehensive instructional resource that integrates the NYC Social Studies Scope & Sequence and the New York State Social Studies Framework and reflects the Next Generation Learning Standards to support strong social studies teaching and learning. It was designed to incorporate principles of quality social studies instruction, historical thinking, diverse representation, and multiple perspectives.

The New York Times Magazine: The 1619 Project
"The 1619 project is an ongoing initiative from The New York Times Magazine that … aims to reframe the country's history by placing the consequences of slavery and the contributions of black Americans at the very center of our national narrative."

NYCDOE: The 1619 Project Connections to the *Passport to Social Studies* and *Civics for All* Curricula
This table identifies lessons and profiles found in NYCDOE Social Studies curricular resources that can be used to support, amplify, and help students create context for the material presented in *The 1619 Project.*

Teaching Tolerance: Let's Talk, Discussing Black Lives Matter
This recorded webinar addresses the roots of the Black Lives Matter movement, connecting it to social justice movements of the past, and providing tools for educating students and correcting misconceptions about the Movement for Black Lives.

Fresh Air; I Can't Breathe, Racism and White Supremacy
(Open external link)
 This archive can be used as primary source classroom material and includes "interviews with authors like James Baldwin, activists like Bobby Seale, and artists like Nina Simone as they discuss their struggle for humanity against American racism." Also included are first-hand account reflections "from a Black police officer and a Black lawyer as they reflect on the fight for justice."

[Forum for Scholars and Publics at Duke University, #DocuHistory: Jim Crow of the North](#)
The resource list included on this site provides materials for teaching about systemic racism through the context of housing segregation in Minneapolis and other urban areas.

Forum for Scholars and Publics at Duke University, #DocuHistory: 13TH
(Open external link)
 The resource list included on this site provides materials for teaching about the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African Americans.

Using Photographs to Teach Social Justice
(Open external link)
 Teaching Tolerance's 12 lessons using photography to teach social justice.

Academic Learning: Civics Education - How can I empower and amplify youth voice in my classroom and society?

NYCDOE: Civics for All Curriculum Guides K-2, 3-5, 6-8, 9-12
(Open external link)
 Civics for All supports schools in developing a school culture that empowers and prepares the whole student as an active and engaged community member. The Civics for All curriculum guides include guidance on quality civics instruction, lesson plans divided thematically, project plans designed to enhance student understanding, and a comprehensive step-by-step guide for engaging students in community-based real-life action projects.

NYCDOE: Vote: An Instructional Guide to Elections
(Open external link)
 As part of the Civics for All initiative, this guide provides avenues for all NYCDOE high school students to become further civically engaged in their communities. The included activities encourage and support students to identify issues that are important, learn how to contact government officials, and get involved in their communities. Resources are included that allow for greater exploration of political party platforms, current candidates for elected office, and options for civic engagement for non-voters.

Mikva Challenge: Project Soapbox
(Open external link)
 Project Soapbox is a series of lessons to help students identify an issue they care about and develop and deliver a persuasive speech on why others should care about that issue as well. Project Soapbox was developed by Mikva Challenge as part of their Issues to Action curriculum and appears in the Take Action! component of Civics for All.

NYCDOE adapted from Teaching Tolerance: #USvsHate: anti-hate, bias, and inequality resources
(Open external link)
 The #USvsHate project, created by Teaching Tolerance, is a nationwide anti-bias initiative to amplify student voice and push back against messages of bias, bigotry, and hate. Working with

organizations including the American Federation of Teachers, Facing History and Ourselves, Teaching for Change, Rethinking Schools and others, #USvsHate offers an extensive curated collection of lessons, allowing students to strengthen their capacity to thrive in an increasingly diverse democracy. Educators will find resources for working with students to build an inclusive school community and to understand—and push back against—various forms of hate. Those looking specifically for lessons on topics like racism, antisemitism, homophobia, transphobia and more will find a wide variety of lessons for students at all grade levels.

Academic Learning: Anti-Racist Education - Where can I find resources and strategies to build my anti-racist teaching practice?

Teaching Tolerance: Bringing Black Lives Matter Into the Classroom
(Open external link)
 This feature introduces ways to discuss Black Lives Matter across all grade levels

NCTE: There Is No Apolitical Classroom: Resources for Teaching in These Times
(Open external link)
 This list of resources is for Literacy teachers working to speak out against racism and bias in their classrooms

WNET Education: Anti-racist Resources: For Families, Educators, and Students
(Open external link)
 This blog post features student-facing resources for all ages as well as resources for families having conversations about cultural awareness, race, and racism

ASCD: How to Be an Antiracist Educator
(Open external link)
 In this article Dena Simmons offers five actions for teaching for an anti-racist future

Teaching Tolerance: How to Respond to Coronavirus Racism
This article provides strategies for teachers and students to fight racist rhetoric. While using examples of how to speak up against racism related to the coronavirus pandemic the strategies are universally applicable.

Promoting Racial Literacy in Schools

Dr. Howard C Stevenson talks about what racial literacy in schools, utilizing racial socialization research.

White Fragility in the Classroom
Robin DiAngelo and teaching tolerance focuses on how white fragility shows up in the classroom, and what white educators can do.

Anti-Racist Lesson Plans & Resources for Educators
(Open external link)
 Organized by grade band, this open source resource document provides a range of resources

to support lesson planning and resources for educators

INTERROGATING SYSTEMIC INEQUITIES:

The system is designed to get the results that it's getting

Description: In the world of management studies, the old adage stands true "Every system is designed to get the results that it gets". When applied to education, we see the same to be true--the design and implementation of our processes, practices, policies, and allocation of resources have led to the predictable and historical outcomes for our students. Though we have made strides in narrowing the gaps between racial groups throughout our schools with our focus on Equity and Excellence, the existence and persistence of those historical disparities speak to our work needed as a system.

While addressing those disparities can feel daunting, that old adage offers a glimmer of hope for advancing racial inequity: *since systems are designed, they can also be redesigned or even dismantled.* As we build our racial and equity literacy, embed cultural responsiveness and anti-racism within our instructional practice and leadership, and center anti-racism in our school environments, we must also adopt an anti-racist lens while transforming our organizational policies, practices, and processes.

Overall Essential Questions:
- How does systems thinking apply to our work as an organization?
- How can we reimagine our way of operating as an organization to advance racial equity?

Interrogating Systemic Inequities: How does systems thinking apply to our work as an organization?

What is systems thinking?
In this video, the Sustainability Science Education answers "what is a system" and explains how systems work. When exploring systemic change, one must understand the dynamics and interactions between each part within a system.

Let's get to the root causes of racial injustice
Professor Megan Ming Francis traces the root causes of our current racial climate to their core causes, debunking common misconceptions of "bad apples" and calling out "fix-all" cures to a complex social problem.

The Disturbing History of the Suburbs
In this video, comedian Adam Conover and journalist Nikole Hannah Jones walk through the impact of historical racist housing policies (racial covenants, redlining, urban sprawl) on education. These policies directly affect our access to funding for schools, which highlights the challenges faced by providing equitable support for schools across NYC.

Interrogating Systemic Inequities: How can we reimagine our way of operating as an

Advancing Racial Equity and Transforming Government
The Government Alliance for Race and Equity (GARE) developed a six-step strategy for embedding racial equity within the work of local and state government agencies.

Confronting Racial Bias at Work
This report by Race Forward is broken up into four parts and provides a history of Equal Employment Opportunity Commission (EEOC) and recommendations for a more racially equitable workplace.

Racial Equity Tools
Racial Equity Tools contains a library of over 2500 case studies, frameworks, and resources to support organizations focused on achieving racial equity. Most notably, the library includes platforms across a range of issues such as youth development, education, economic development, and community peace.

Developing an Equity Rationale
In this tool, the Management Center walks users through the process of articulating the answer to "why is equity and inclusion critical to achieving our mission?". This tool serves both as an anchor for your team and a guiding resource for making decisions.

Portland Public Schools Racial Equity and Social Justice Lens
This page describes the system-wide racial equity and social justice lens that Portland Public Schools uses around policy and decision-making. When operating, teams are asked to review the four key questions whenever making a decision.

Grading for Equity
This article makes the case for how grading and grading policies can be integral to diversity, equity, and inclusion efforts.

City of Marin's Diversity Recruitment Toolkit
This site offers the city of Marin's diversity recruitment recommendation in a step by step guide. Please examine these resources to see how they can translate to your workplace at the DOE.

Budgeting Tools for Racial Equity
Alliance for Innovation has compiled a list of city agencies with racial equity budgeting tools. Reviewing the resources can assist developing and refining your budgeting practices.

Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity
This document is a practical guide to conducting evaluation using a culturally responsive and racial equity lens. Evaluators who use the guide can gain richer insights that can ultimately lead to more inclusive and equitable outcomes.

Student Groups

List of Internal Student Groups with Additional Information

Expanded Success Initiative - Peer to Peer Mentoring

New York City Young Men's Initiative (YMI), in partnership with the New York City Center for Economic Opportunity (CEO) and the New York City Department of Education's Expanded Success Initiative (ESI), has embarked on the mission of supporting New York City high schools with existing peer-to-peer mentoring programs to increase the number of students engaged while strengthening and expanding the quality of service provided within priority communities. Through funding requests, schools have been selected with comprehensive programs that demonstrate versatility and also incorporate elements that align with ESI's core tenets in order to continue to increase the number of black and Latino young men that graduate college and career ready.

My Brother's Keeper NYC

With the adoption of the 2016–2017 New York State Budget, New York became the first state to accept the President's challenge and enacted the My Brother's Keeper initiative into law. The budget included a $20 million investment in support of the initiative to improve outcomes for boys and young men of color.

My Sister's Keeper

My Sister's Keeper NYC (MSK NYC) was created to improve the life prospects and outcomes for girls and young women of color. The initiative aims to identify, uplift and advance programming throughout the city that encourages girls, young women and gender expansive youth to be advocates for their own learning and lives. MSK NYC programming and chapters have been growing across NYC and enriching lives. Look for MSK NYC Chapters in schools and explore the website to learn more about signature programs including GEM (Girls Empowerment Movement) and NYC GREAT! Girls Reaching Every Apex Together). For more information email: Dr. Nyree Dawn Dixon, ndixon3@schools.nyc.gov or Dr. Debra Lamb, dlamb@schools.nyc.gov

Teens Take Charge has provided a platform to more than 60 New York City high school students to share their experiences in the school system on stages across the city, at official hearings, in meetings with policymakers, on television broadcasts, and in the pages of major news outlets. As the movement has grown, Teens Take Charge has expanded its work. Members study present-day educational inequity, its historical roots, develop policy proposals to address specific problems, and lead advocacy campaigns targeting the city and school officials with the ability to enact their solutions.

DOE CONTACTS

Division of School Climate and Wellness (DSCW)
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DSCW: Office of Equity & Access
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Chief Academic Office

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Division of Community Empowerment, Partnerships, and Communications
Family and Community Engagement and Empowerment, Student Voice, Communications
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Amallia Orman: aorman3@schools.nyc.gov (Student Voice Manager)
FACE Contacts can be found here

Division of Early Childhood Education
3K, Pre-K for All, Early Childhood Opportunities
https://www.schools.nyc.gov/learning/in-our-classrooms/grade-by-grade/early-childhood-learning

Division of the Chief Operating Officer
Division of Human Capital - Office of Organizational Development and Effectiveness
Central Office Professional Learning, Equity Literacy, Organizational Change and Structures
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