

# Working Together in Support of Our Kids

Monday, June 8, 2020

***Please write in the chat:***

How has this intense period of crisis made you reflect on your own identity and your own actions?

# Our Mission

Grounded in rich traditions while embracing the future, Packer is a diverse community that balances the value of scholarship and the intellect with the importance of meaningful and sustained relationships. Guided by dedicated adults, Packer students are challenged to develop talents, pursue aspirations, and become empathetic, responsible, globally-minded individuals. **We educate students to: *Think Deeply, Speak Confidently, Act with Purpose and Heart***

Packer believes that healthy identity development is essential to the academic and social growth of our students. As educators, we must create an environment in which all students feel safe, challenged, celebrated, and an integral part of Packer. It is our responsibility to engage all members of our school community in understanding multiple perspectives and participating in anti-bias work. Ultimately, our goal is to prepare students to become contributing members of a multicultural and interconnected society.

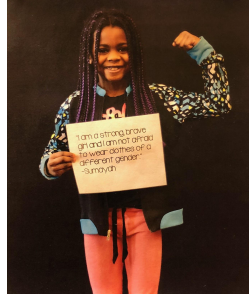
**There are lessons  
in everything. The  
bad and the good.  
Our job is to  
continue to listen,  
and to continue to  
learn, so that we  
may get better at  
this. Maybe get  
better at life.**

**-Laverne Cox**

# Acknowledging the unequal impact of COVID-19

- Increased hate speech and attacks against East Asians
- Highest casualties among Latinx, Black, Navajo, and immigrants
  - many are essential workers
- Continued health risk for elderly, immunocompromised and residents in under-resourced communities
- Greater domestic violence risk for those at home with abusers
- Jewish community insensitively called out by mayor after a mass funeral
- Once the impact on black/brown communities was clear, federal response shifted

# The Four Core Values of Anti-Bias Education

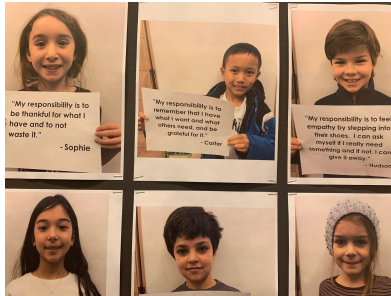


Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.



# Driving Questions from Pre-K-Fourth Grade

What parts of me allow me to connect to others?

Who am I?  
Who are we?

PreK-3s  
Puppies

PreK  
4s

What do we know about each other?

Kindergarten

Who am I as a member of a community?

1st

What parts of my identity are reflected in the work we create?

2nd

Whose identity is represented, under represented or not represented in what we study and discuss?

3rd

How have historical events impacted me and others in today's world?

4th

# Essential PS/LS spaces examining current events

## January-March:

- Many students participated in MLK Peace Workshop & Walk
- Packer in Action Program: The Power of Words & Art of Listening
- Some PS/LS classes discussed Anti-Asian discrimination

## April-June:

- Small group work to attend to social emotional learning & wellness
- Some Pre & LS classes used morning meetings to discuss the impact of COVID19 on Packer, the city, the nation
- Family Forums held to highlight the SEL and academic experiences during remote learning and pandemic

## Affinity Spaces in Lower School - SoCU Jr.

- Banana Splits, Air Time and SoCU Jr. are LS Affinity Groups
- The groups have existed for the past few years in LS
- Expansion and formal name of SoCU Jr. began 2019-2020 school year
- Ongoing professional development to group leaders to enhance facilitation of affinity spaces and
- SoCU Jr. was expanded to allow self-identified 3rd and 4th grade students of color a safe space to talk about their experiences
- SoCU Jr. has received an enthusiastic response -
  - 13 students in 3rd grade and 18 students in 4th grade opted in
  - Attendance was consistent and participation has been very active, in person and remotely



# SOCU Jr. topics across this year:

- Topic ideas generated by 3rd grade SOCU Jr. students (February 2020)
  - *How I feel different from a lot of the kids in my class and left out*
  - *Being told I'm not \_\_\_\_\_ enough because I'm mixed*
  - *White privilege and identifying white allies in my life*
  - *Immigration and families*
  - *Slavery*
  - *Things we have in common with each other*
- Recent SoCU Jr. meeting (6/3/20)
  - *I hear sirens all day and it makes me scared*
  - *When I walk around, I don't feel racism because I look white and people don't know I'm a person of color*
  - *Someone said it was George Floyd's fault because he had a fake \$20 bill*
  - *People don't always know their doing something racist. Because of unconscious racism they aren't aware of it*
  - *He didn't deserve to die. That's why people are protesting.*

# Black Parents Explain How to Deal with the Police Video -

- [Black Parents Explain How to Deal with the Police](#)

# On Memorial Day — Monday, May 25

- George Floyd died while in police custody.
- Central Park Exchange
- Protests began in MN

In NYC, more than 80% of the arrest related to social distancing consisted of Black and Latinx residents

Most of the country was still processing racial inequities of COVID-19, unemployment rates and fatalities



## The Impact of May 25th on Packer

These events simultaneously raised the vulnerability of Black men and their relationship with the police

These events led to an upsurge in our community — esp among our students — of **concern, fear, and calls to action.**

Sparked energy for many of our students *as well as* exacerbated pain for many of our adults.

- Some students wanted to talk about these events immediately
- And/yet not all of the adults in our community felt able to lead these conversations — emotionally or personally

## Next Steps for our School

- Increase our communication with students and families about existing equity, identity, and social-emotional learning initiatives
- Provide anti-bias training for all Packer employees
- Review and revise pedagogical practice and curriculum
- Expand admissions outreach to attract, accept, and yield a broader demographic of students, families
- Continue outreach to attract, hire and retain faculty, staff and administrators from a diverse qualified pool of candidates

## We hope Pre & LS families will...

- Monitor exposure to news media and continue discussing current events with your children
- Seek out a broader range of books, movies, shows with representation and experiences human experiences
- Partner with the school to enhance cultural competency
- Accept that each of us experiences racial socialization and that color blindness is counterproductive to our mission
- Whether on Zoom or in person, organize playdates with a range of classmates, which includes going to different neighborhoods and cultural institutions when possible

# Anti-bias strategies for home and school:

- Acknowledge and accept that you may feel uncomfortable when embarking on these discussions.
- Practice problem-solving and critical discussions with your peers and school professionals about easier topics.
- Use the child's words to frame the discussions.
- When these disruptive moments occur, open up the conversation rather than shutting it down.



# On-going Equity & Engagement events PS/LS families:

- Partnership with the PA Diversity & Equity Committee & PA Community Engagement Committee
  - Brooklyn in Solidarity program
  - White Fragility Talk
  - Rise Against Hunger event
  - MLK Peace Workshop & Walk





# Our Norms

- Write from the “I” Perspective
- Be aware of air time, including in the chat
- Expect and accept a lack of closure
- Explore discomfort
- Challenge assumptions and take responsibility for impact
- Accept conflict as a catalyst for change
- Be patient with yourself and with others

**What else can we do to  
support one another and  
our children?**

*To allow many voices to be present in the space, please use the chat to add your thoughts, questions, ideas, etc.*

**The enemy is fear.  
We think it is hate;  
But, it is fear.**

**-Mahatma Gandhi**

**Q&A**