

The Pandemic of Racism: How Does White Supremacy Show Up in our Schools?

August 6, 2020

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OEA Professional Growth Units:

If you are an OEA teacher or certificated staff and this is *outside of your contracted hours, regular workday schedule, or mandated professional development hours*, you can apply for Professional Growth Units:

1. Visit the Office of Equity > Racial Justice Taskforce webpage to **download the PGU form** for this workshop.
2. Fill in your information, and **email your workshop leader or your Principal to sign-off** with a copy of your notes or the agenda or slides from the workshop.
3. Submit the form to your **Talent liaison** to apply toward a salary step increase.

Community Agreements

Try It On: Be willing to “try on” new ideas, or ways of doing things that might not be what you prefer or are familiar with.

Practice Self Focus: Speak about your own experiences. Do not speak for or express assumptions about the experience of others.

Understand The Difference Between Intent & Impact: Try to understand and acknowledge impact vs intent.

Practice “Both / And”: When speaking, substitute “and” for “but”. This practice acknowledges and honors multiple realities.

Move Up / Move Back: Encourage full participation by all present. If you tend to speak often, consider “moving back” and vice versa.

Practice Mindful Listening: Try to avoid planning what you’ll say as you listen to others. Listen with your whole self.

Confidentiality: Take home learnings, but don’t identify anyone other than yourself, now or later.

Right to Pass: You can say “I pass” if you don’t wish to speak.

Borrowed from East Bay Meditation Center’s Agreements for Multicultural Interactions

“You have to act as if it were possible to radically transform the world. And you have to do it all the time.”

— Angela Davis

LEARNING GOALS

Orient ourselves with:

- White Supremacy as root cause of inequity
- White Supremacy culture as Legacy of colonization & oppression
- Equity learning frame & questions for on-going learning & healing journey

AGENDA

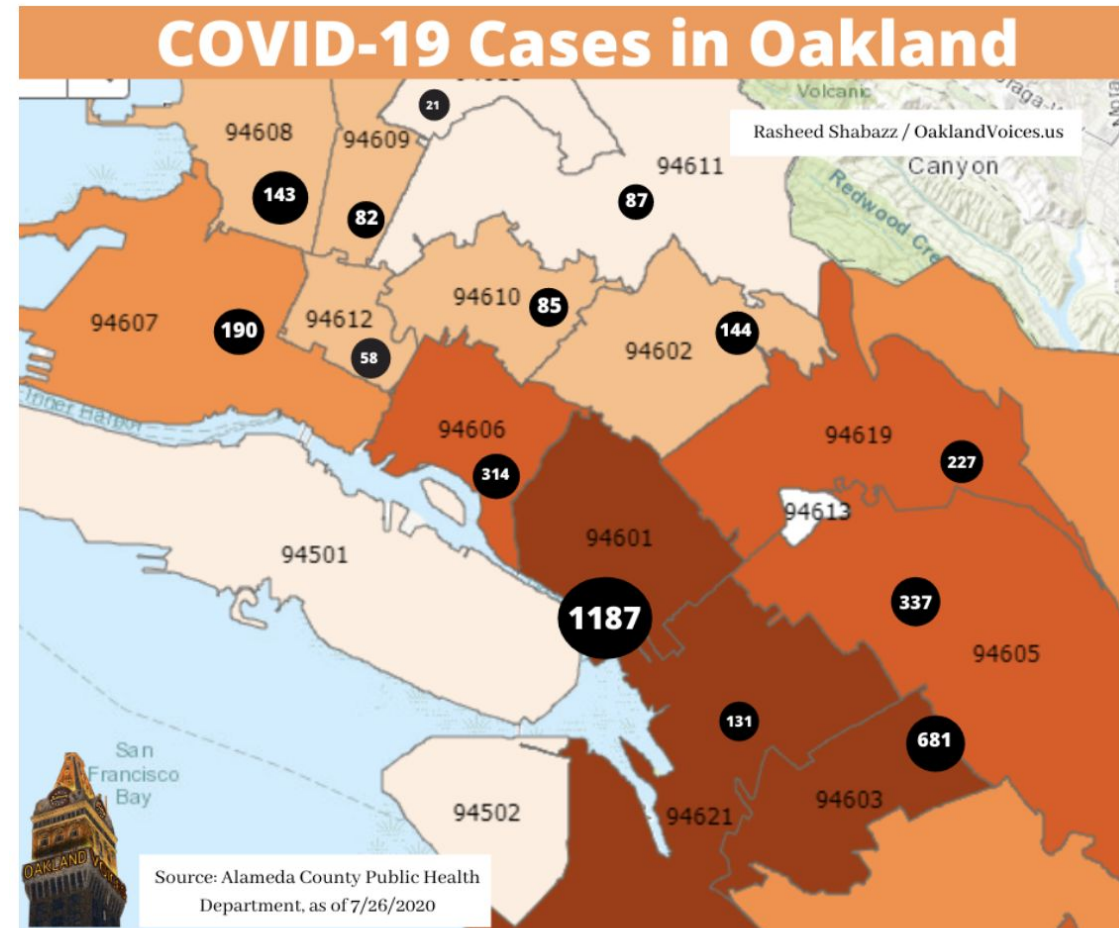
- ❑ Welcome & Session Overview
- ❑ Systemic Oppression - 3 Layers
- ❑ Equity Learning Frame
- ❑ What is White Supremacy
- ❑ White Supremacy as System
- ❑ Mindfulness Activity
- ❑ Commitment & Responsibility
- ❑ Exit Ticket & Closing



Impact & Interaction of Pandemics

Black and Brown families in Oakland disproportionately impacted by:

- Covid-19 Cases and Deaths
- Unemployment and loss of income
- Food insecurity
- Looming evictions



Map shows areas with most COVID-19 cases in Oakland, as of July 26, 2020.

OUSD & The Movement 4 Black Lives

Black staff, students, and families are asking OUSD community to **ACT NOW**:

- **Address Anti-Black Racism** (Attitudes, Incidents, Practices & Policies).
- **Advance racial justice & stand with the Movement for Black Lives.**
- **Create spaces of honest dialogue, community and inquiry** (foundational workshops, affinity spaces).



RACIAL JUSTICE

Definition:

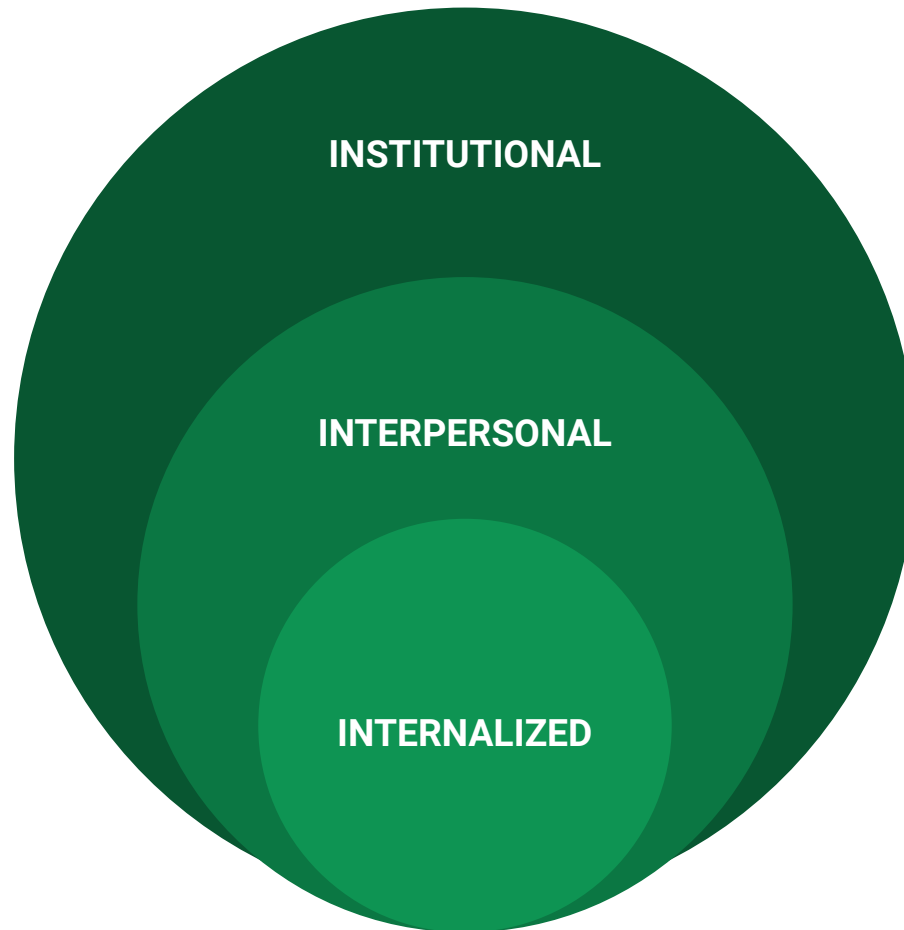
A proactive reinforcement of policies, practices, attitudes and actions that produce equitable *power, access, opportunities, treatment, impacts* and *outcomes* for all.

Equity in OUSD means...

- Engaging students with standards based instruction through asset based practices
- Developing every student's academic cultural identity and sense of belonging as a learner
- Engaging in our own transformative equity learning (self work)
- Supporting each other in our journeys to lead, learn, and teach with an asset based equity mindset.



3 Layers of Systemic Bias



- Internalized - manifestation of bias within oneself
- Interpersonal - manifestation of bias between people
- Institutional - manifestation of bias within organizations, groups, education system, legal system, etc

How does each layer of bias impact students' access to standards-based instruction?

Equity Learning Questions

*How can we build
Empowering Narratives
of/for our students?*

*How do we identify and
counter deficit thinking with
Asset-Based Practices?*

*How can we integrate
students' **Linguistic and
Cultural Assets** into
instruction?*

*What does **Self-Work** look
like for me/my team?*



Learning Questions for MY Healing Journey:

1. What is the legacy of colonization and oppression in our communities?
2. How do we break the cycle of oppression, unlearn our internal colonizer mentality, and begin our cycle of healing and empowerment?
3. What does it mean, for me, to walk this path of racial justice and healing?

Learning Questions for OUR Healing Journey:

1. How can we build empowering narratives of our students and families?
2. How do we identify deficit and counter deficit thinking with asset based practices?
3. What does self work look like for me and my team?



**OVERT
WHITE SUPREMACY
(Socially Unacceptable)**



Public Learning - Chat Share

- Take a moment to look at examples of socially “acceptable” and “unacceptable” forms of white supremacy.
- Choose one example that you’ve been complicit (silent or not silent) in perpetuating.
- What does that example have to do with white supremacy?

WHITE SUPREMACY

“White supremacy is an historically based, institutionally perpetuated system of exploitation and oppression of continents, nations, and peoples of color by white peoples and nations of the European continent, for the purpose of maintaining and defending a system of wealth, power and privilege.”

-Challenging White Supremacy Course for Anti-Racist Organizers, Institute for Multiracial Justice, San Francisco, CA



Share in the Chat

What comes up for you as you read the definition of white supremacy?

What parts are familiar to you?

Are there parts that resonate with you and those that don't?

What questions and/or ahas does this raise?



White Supremacy is a System

Web of interlocking, reinforcing institutions: political, economic, social, cultural, legal, military, educational, all institutions.

Using the term white supremacy vs racism

- Clarifies the purpose of racism: maintain power.
- Racism is a social reality, not scientific term. We are all part of the human race.
- Analyze the (racist) action in relation to the system of white supremacy, not debate as a single act.



Mindfulness Activity

- How are these concepts sitting with you? How does your body feeling right now?



White Supremacy is Historically Based

The Origin Myth of the United States of America - Military Conquest

DENIAL of 3 FACTS = Sustains that white supremacy is central to the existence of the US

- Land base: European seizure of Native Lands, through military conquest and genocide
- Economic development: Enslaved African labor
- Military imperialist expansion: Mexico, Philippines, Puerto Rico, Guam, Cuba



White Supremacy is a System of Exploitation

White Supremacy and Economic Power Born Together

Theft of resources and exploitation justified by racist ideology (“inferiority” of people of color):

- Justification for stealing Native land
- Justification for slavery and exploited wage labor
- Justification for stealing Mexican land and exploited wage labor
- Justification for slave wage labor of Chinese, Filipino, Japanese, and other API peoples



White Supremacy Maintains and Defends a System of Wealth, Power, and Privilege

Ideology of whiteness created to sustain relations of racial and economic power = Divide and Control

- Colonial period - white indentured servants given right to own slaves and become citizens
- Manifest Destiny
- Globalization



Creating an Anti Racist Agenda Towards Providing Equitable Education for Children of Color

6 Principles

1. Act on your Principles
2. Create an AntiRacist Culture
3. Stand in Solidarity
4. Prioritize the Issues of Educators of Color
5. Respect the Leadership of Educators of Color
6. Hold on to Your Visions - Way of Life



What is the Deficit Thinking Paradigm? (Z. Hammond)

“While operating from a deficit thinking paradigm, educators and policymakers believe that culturally and linguistically diverse students fail in school because of their own deficiencies or because their families don’t value education, not because of social inequities, unfair school policies, or different treatment in the classroom. There is an ill-informed belief that a students’ failures are family dysfunction. This deficit perspective suggests that efforts to improve academic achievement should focus on “fixing students” (i.e. improving test taking skills) rather than shifting the school culture to support intellectual academic potential. As a result, teachers’ deficit-oriented attributions of student performance influence their instructional decision making, resulting in giving students less opportunity for engaging curricula, interesting tasks, and culturally congruent ways of learning.”

Language of Commitment and Responsibility

Break Out Rooms - Reading & Sharing

Individual Reading Time (10 min):

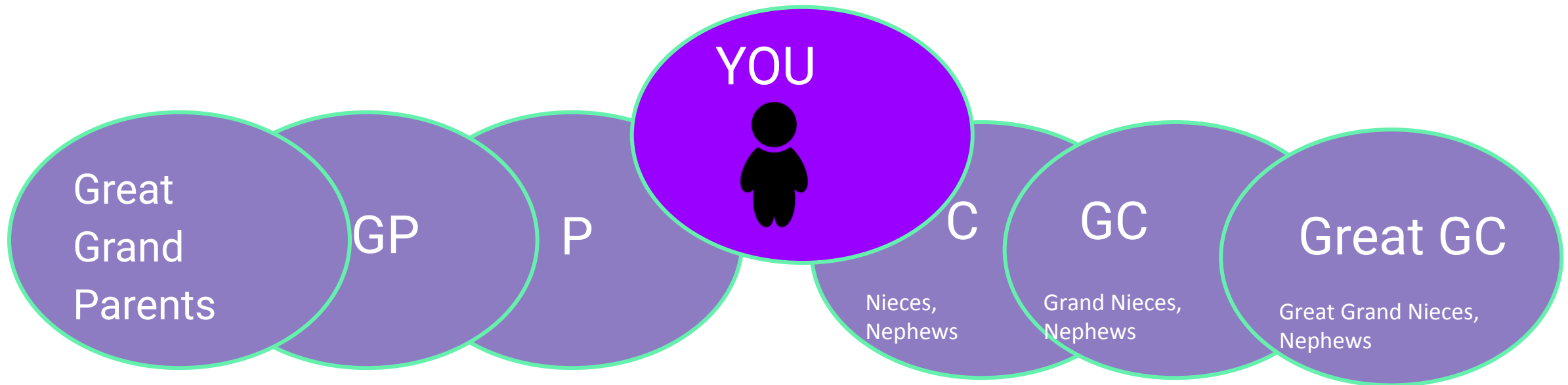
Group 1 [Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism, pg. 156-162.](#)

Group 2: [White Supremacy Culture](#), Tema Okun, DismantlingRacism.org

Read silently, select a passage that you consider to be the most significant idea addressed in the reading. Share why selected that passage.



7 Generations - Impact & Legacy



Strong Start Equity Conditions

Family Partnerships

- **two-way** communication about learning goals, student engagement, and student progress.
- family workshops on home-based learning

Language Access

- materials and communication for multilingual families, including low-incidence languages
- multilingual curriculum and resources for home-based learning

Technology Access & Literacy

- tracking need
- addressing gap
- technology support
- computer literacy for students and family
- robust teacher training and collaboration

Student Engagement

- welcoming SEL plan
- Wellness checks
- Advisory structures in secondary
- Engagement tracker and regular analysis
- Documented intervention for students who engage <60% in a week

In order to make these conditions a reality, we must stay engaged in our Leading with Equity while Learning Inquiry stance. This work is possible with your entire school community. Now more than ever, we need to lean into our collective genius, with our students and families.

Resources Available for School Sites:

- “How To Be An Antiracist” Book Club Guide
- #M4BL Racial Justice Discussion Guides (coming soon!)
- Racial Justice, Equity & Healing Taskforce + Departments
(Equity - Family Engagement, Targeted Strategies, Behavioral Health)
- Affinity Circles Fall 2020 Series > Spring Site Circles
- Train the Trainer workshops
- CEEBSE: Committee to Empower Excellence in Black Student Education

Appreciations

Exit Ticket: Feedback + Action Cohorts

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APPENDIX

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Our OUSD Equity Goal:

Improve educational outcomes, specifically for African-American, Asian Pacific Islander, Latino, English Language Learners and students with special needs.

- Eliminate the correlation between social and cultural factors and probability of success;
- Examine biases, interrupt & eliminate inequitable practices, and create inclusive & just conditions for all students;
- Discover and cultivate the unique gifts, talents, and interests that every student possesses.

Dr. Kyla Johnson Trammell, Superintendent

“Lack of quality in our system is not an accident. It is by design. It is a consequence, and unchecked impact, of the legacy of colonization and oppression in this country. We are all impacted by this legacy of the history of oppression: the legacy lives in our institutions, our interpersonal relationships, and our internalized beliefs about ourselves and others. We are all on a healing journey to understand these impacts, and learn empowering ways of being.”

“Equity in OUSD - means engaging students with standards based instruction through asset based practices. Equity is about how we are developing every student’s academic cultural identity and sense of belonging as a learner. Equity is about our own self work, and how we support each other on our journeys to lead, learn, and teach with an asset based equity mindset.”



Board of Education Resolution:

[Click here to view The George Floyd Resolution!](#)

WHEREAS, the Oakland Unified School District (“District”) has an obligation to promote the healthy development of each one of its students, which includes **protecting them from the impact of systemic racism and violence to the greatest extent possible while they are at school; and**

BE IT FURTHER RESOLVED that the Board directs the Superintendent to **reallocate funds** previously used for sworn police officers **toward student support positions such as** school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students; and

Board Office Use: Legislative File Info.	
File ID Number	20-1337
Introduction Date	06-10-2020
Enactment Number	
Enactment Date	



Memo

To	Board of Education
From	Shanthi Gonzales, Board Vice President Roseann Torres, Board Member
Board Meeting Date	June 10, 2020
Subject	Elimination of Oakland Schools Police Department
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Action	Approval by the Board of Education of Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department
Background	The Oakland Unified School District employs its own police force. The Oakland Schools Police Department includes both sworn officers and non-sworn employees such as school safety officers.
Discussion	The proposed resolution would eliminate the Department and the sworn officers. It would direct the Superintendent to reallocate funds previously used for sworn police officers toward student support positions such as school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students. It would also direct the Superintendent to launch, by no later than July 17, 2020, an inclusive, community-driven process – involving parents, students, teachers, school administrators, student support staff, the Black Organizing Project, and other community partners – for completing a revised District safety plan with strategies for enhancing student learning, safety, and well-being within the District.
Fiscal Impact	Net impact dependent on cost of additional positions or costs added, if any
Attachment	Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department



EQUITY

Definition:

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The work of equity creates *conditions* that allow all to reach their full potential.

ANTI-RACISM

Definition:

Expressing ideas that racial groups are equals and none needs *developing*, and supporting *policies* that reduce racial inequity.

IMPLICIT BIAS

Definition:

Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are *contrary* to one's conscious or declared beliefs.

CULTURALLY RESPONSIVE

Definition:

Involves self-reflection, continuous gathering and examination of data, participatory and relational practices, raising awareness of inequities, and making adjustments to serve diverse groups of students.