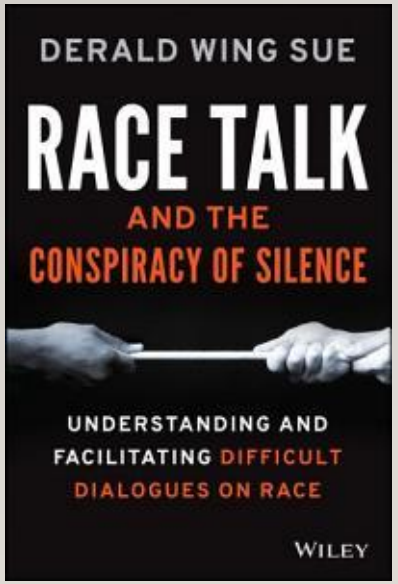
RACE TALK AND THE CONSPIRACY OF SILENCE

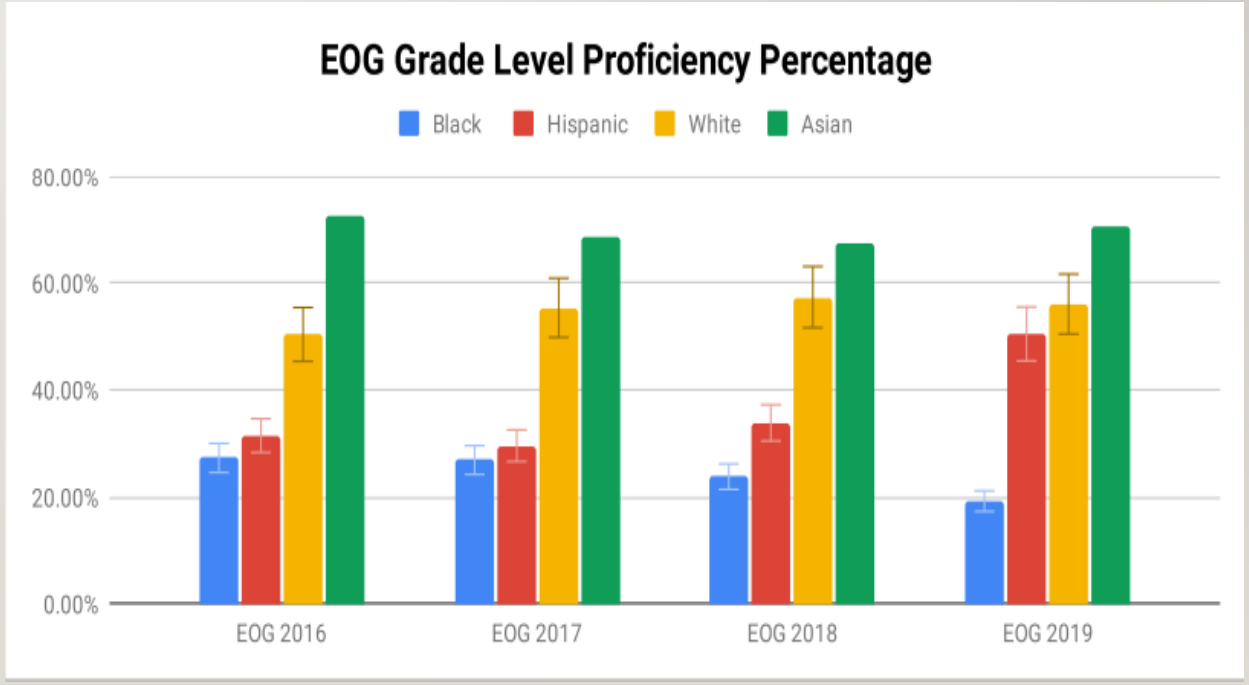


MORE THAN A BOOK STUDY FOR THE STAFF AT WEST MIDDLE SCHOOL

OUR WHY?

- Violence with former West Middle students in the past two years
- Diverse staff
- Discipline data vs. enrollment data
- Academic data

Race	Enrollment	Percentage of Discipline	Number of Incidents	Cost in Days
Black	29%	44%	161	240
White	53%	48%	173	231
Hispanic	9%	11%	41	56
Asian	2%	1%	2	0.6
Mix	7%	1%	4	3.48



REAL TALK

Race Talk is a platform for deeper discussion of race issues and how these issues affect academic performance of our students both in the classroom and in our communities



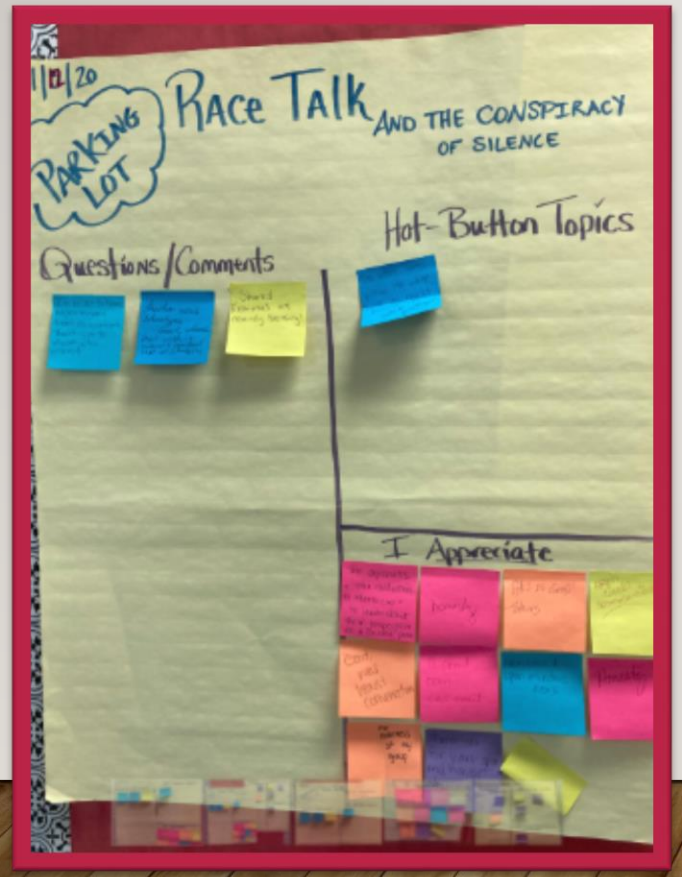




METHODS

Social Circles (Restorative Circles)





growth in staff unity

growth in staff

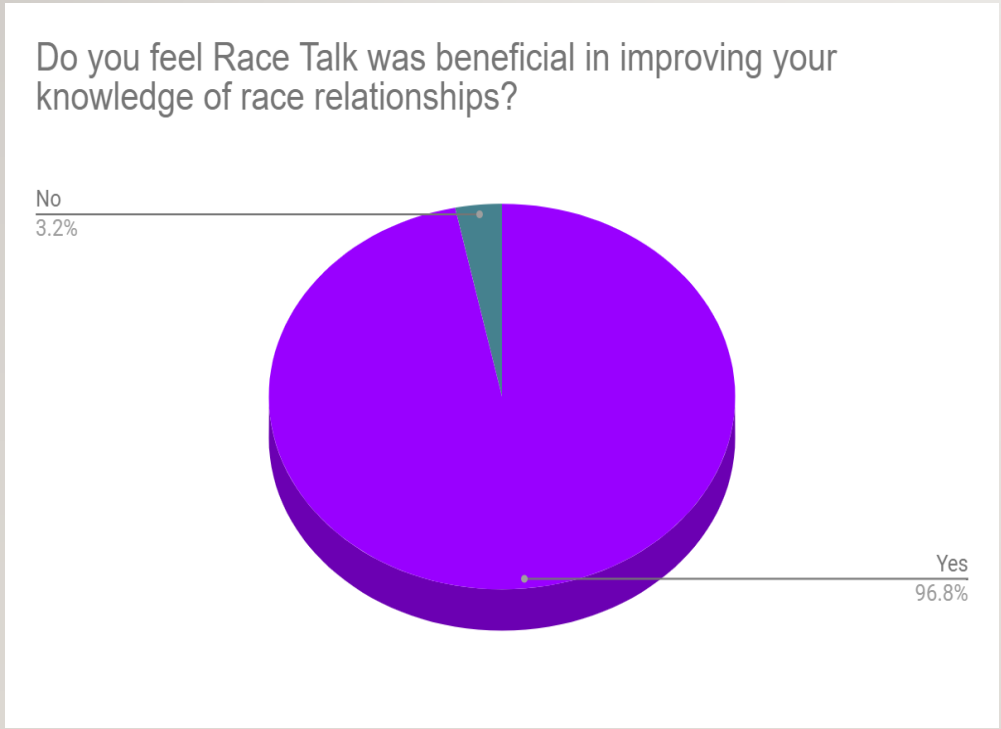
communication

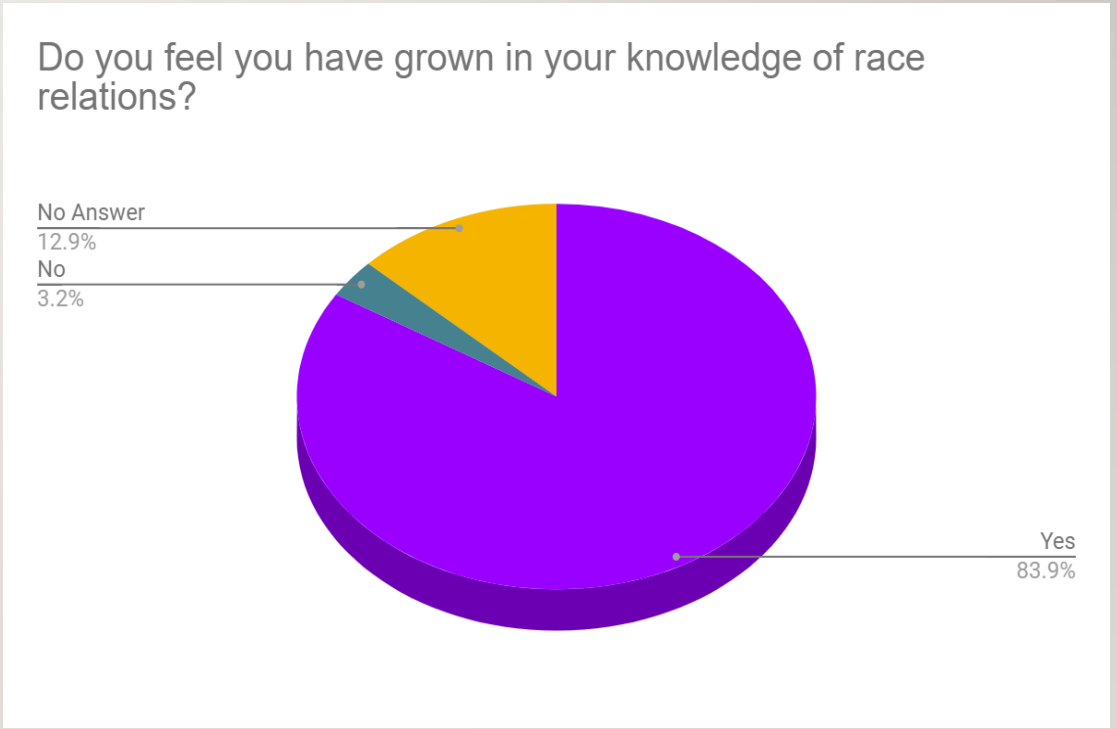
outlines/discussion

provided by Mrs. Stokes



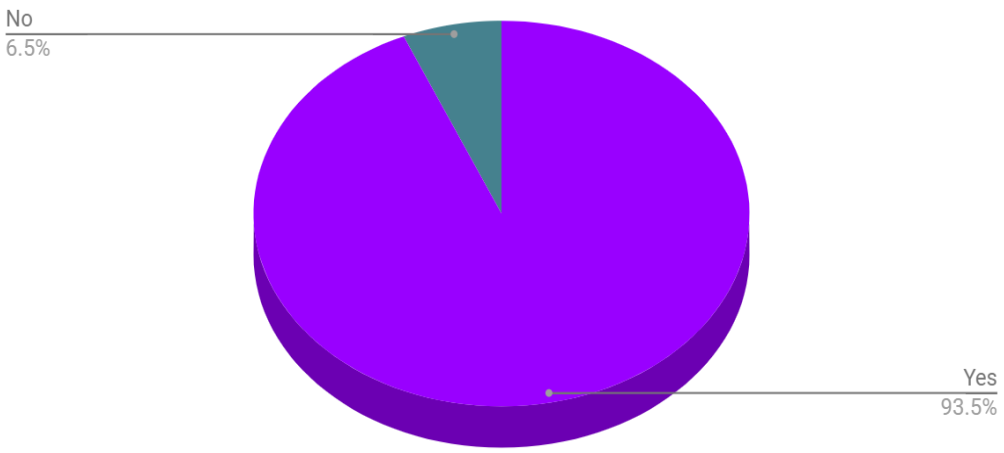
RESULTS


Do you feel Race Talk was beneficial in improving your knowledge of race relationships?
No
3.2%
Yes
96.8%

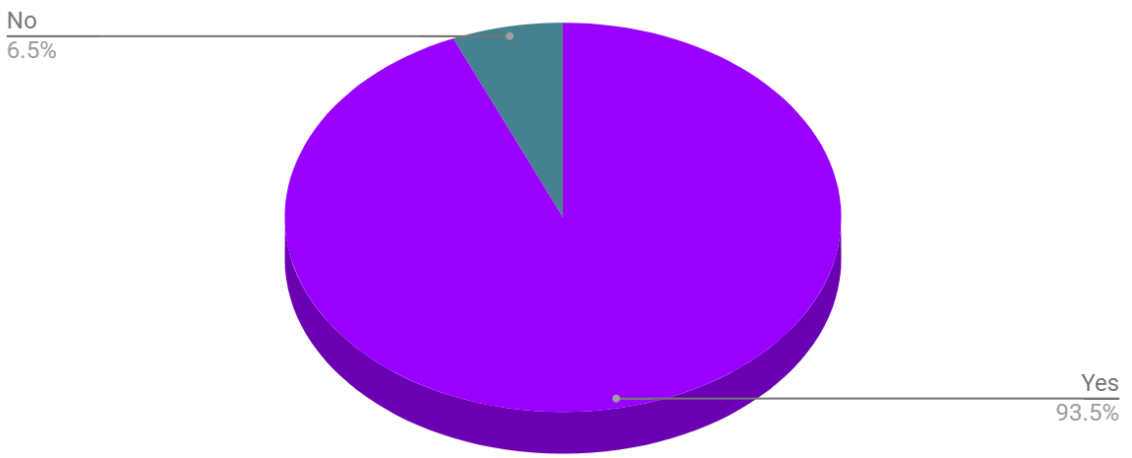

Do you feel you have grown in your knowledge of race relations?
No Answer
12.9%
No
3.2%
Yes
83.9%

RESULTS

Did Race Talk help to improve your understanding/relationship with others in the building?



Did Race Talk help to improve your understanding/relationship with diverse students?



WHAT IS YOUR GREATEST TAKE-AWAY?

"See the other side of the story!"

"That unintended biases hurt too."

"Being more aware of biases and the need to be open to this issue."

"To stop, think, process, and communicate in an effective manner."

"Opened my eyes to seeing different forms of racism that before this study I would have brushed off."

"To become an advocate so I can transfer from non-racist to anti-racist."

"Knowing microaggressions and how they impact others."

"Talking with other staff members on a touchy subject."

"That I need to put myself in the person of color's shoes. I need to be more aware of their feelings."

"Being able to speak about uncomfortable scenarios/experiences without becoming defensive."

"We need to be willing to see life through others' perspectives."

"To look at people as individuals. To celebrate differences."

"How cultures communicate differently."
"Whiteness -- understanding how people of color perceive white people as priveledged. Use this awareness to have more of an open mind about racism and how people of color feel. Use this with my students.
"Asking other cultures about their personal experiences."
"Don't look away from difficult situations."
"That being non-racist is not the same thing as being anti-racist."
"Opening up the conversation -- hearing others' experiences."
"Learning about lived experiences from other diverse groups of people that is not my own experience."
"That we all need to listen and learn about different groups. Don't generalize. Do your research."
"To be more open to listening and not to make assumptions."
"Being able to understand more about diverse American culture."
"Race Talk is difficult, but empowering."
"Race plays a bigger role in much of society than I ever knew."
"You have to reflect on your own bias in order to realize needed change."

WHAT IS ONE OR MORE THINGS YOU WILL DO DIFFERENTLY AS A RESULT OF THE RACE TALK BOOK STUDY?

- "Stop and ask why/how did that make you feel before making assumptions.
- **"Be aware of racial statements/actions I may have not noticed before**."
- "Be more sensitive and understanding of my students especially in terms of racial concerns and issues."
- "Ask more questions of my students when upset and find more ways to get to the root of the problem."
- "Keep an open mind to all."
- "Put myself in others' shoes more often!"
- "Continue to study, call out microaggressions, and be more aware of my own biases."
- "Be aware of myself and happenings and try to make a positive change in my responses."
- "Try to avoid using microaggressions."
- "Be very aware of my expectations of students. Don't listen to prior teachers. Get to know them for who they are!"
- "Think about the reasons why people of color, Asian Americans, white may respond/act a certain way - background/upbringing."

"Continue to intervene in situations where some races receive unfair treatment."
"Continue to look at people as individuals and celebrate differences."
"Try to be more multicultural in my perspective."
"Speak up. Provide insight/knowledge that I have through my own courses and studies."
"Try to be more anti-racist and not just non-racist. Be more proactive in encouraging people to get along.
"Think before speaking when students are not doing what you want."
"Address my personal (unknown) microaggressions."
"Speak up in situations or address someone if needed."
"Do not assume the 'why' behind behavior."
"Think before I jump to conclusions."
"Watch how just your facial expression can affect someone. Sometimes it doesn't take words to hurt feelings."
"Try to find the why more than the correct result."
"Listen and try to understand what each child is going through."
"Learn more - read someone else's writing about race issues…"

OTHER COMMENTS

- **"This was great!** I feel as if everyone did a great job with leading, starting, and continuing the conversation."
- **"The conversations we had as a school brought us together as a faculty."**
- "Thanks for doing something that will help promote a more cohesive future for our students."
- **"We need to continue these discussions** at least once a month. If we stop just because we are done with the book people will forget."
- "What resources are offered to African American kids in Montgomery County?"
- **"This has been very valuable for me**. I have always taken pride in the fact that i have good relationships with all students. I did learn how to be better."
- **"This is something that needs to be done everywhere."**
- "Thank you, Mrs. Stokes, for facilitating this book study."
- "It helped me realize that I need to stop, take in the situation before reacting and hear both sides before responding."

NEXT STEPS

Teachers taking what was learned to the classroom to create equitable environments

Meeting with WMS School Improvement Team

to discuss equity of WMS discipline policy, equity of dress code

implementation of new programs (PALS, LEAD, ONE thing, equity in discipline practices/policies)

What is our next read? Keeping the conversation going.