

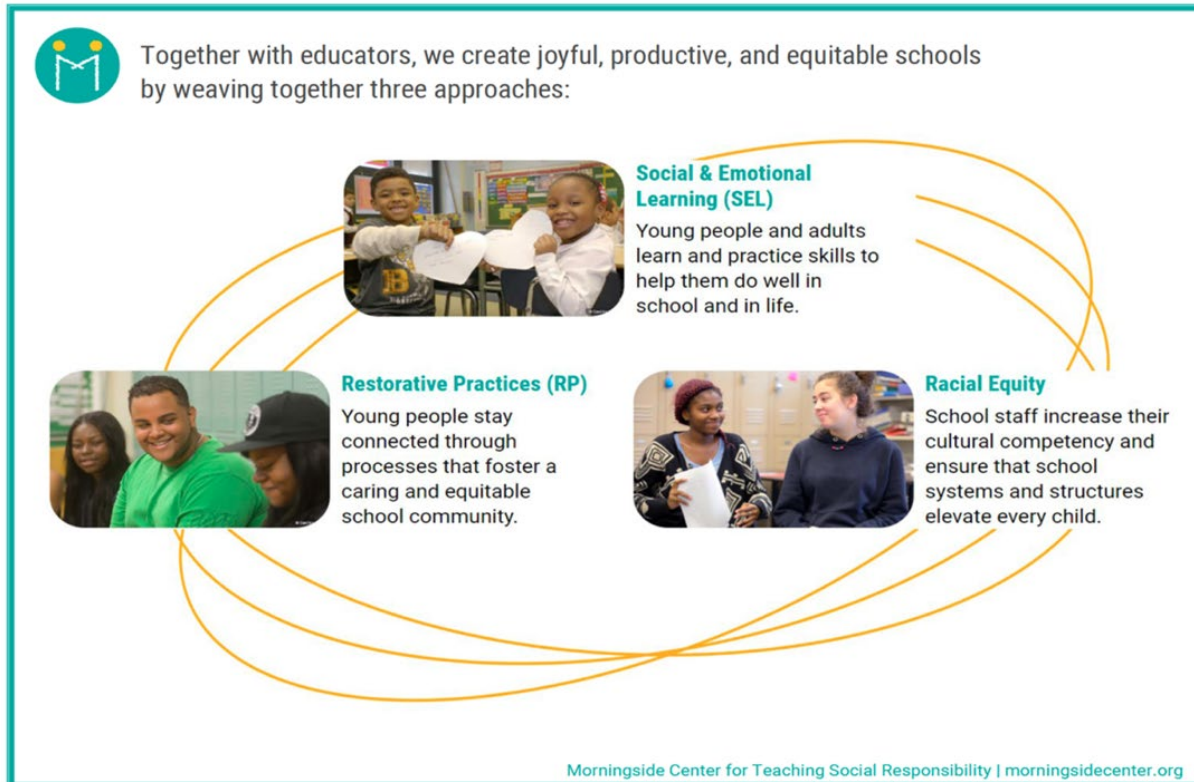
## Introductory Presentation

Pull up the image of “Whole School Racial Equity,” which illustrates the weaving together of the three strands:

- a) Social & Emotional Learning (SEL),
- b) Restorative Practices, and
- c) Racial Equity/Racial Identity Development

These sessions are thoughtfully and intentionally designed to support a school community in addressing some of the most urgent and pressing issues in education in the US today: **The problem of racial disproportionality in school discipline, the need to deepen and broaden SEL for all persons, and the absence of schoolwide practices that address the impact of harm and center healing.**

In the process, we'll be working on strengthening your school community, making it more inclusive and welcoming to all students, staff, and caregivers through the embracing and acknowledging of all of their identities.





Welcome to this fantastic process! Yes, this will be a process and grow into a life-long journey. Please know that you will be supportively guided through articles, chapters, and videos to support with listening, learning and perhaps love. When you see this icon know that it's for you to pause, read, take notes and let this supportive information and truth marinate in your *heart* and *mind*.

The intent of this guide is to supportively guide schools where belonging and natural curiosity is nurtured and protected. Schools should be places where the inherent love of learning that each mind can blossom, and where the development of these minds, bodies, emotions, and personhood brings and reinforces the inherent joy of learning by affirming each person's specialness and worth.

We recognize that to accomplish this we need a well-coordinated and multi-faceted toolkit that considers and integrates a completer and more honest version of history; a learner-centered pedagogy that is strengths-based, trauma-sensitive, healing-centered, and draws on culturally affirming, culturally responsive, and sustaining practices that promote self and community care and concrete strategies for developing and sustaining relational trust.

In this guide, we have integrated aspects of all of these crucial approaches under the three headings illustrated by this summary image: Social & Emotional Learning, Restorative Practices and Discipline, and Racial Equity.

In racial identity development, through the lens of restorative practices and SEL training, participants examine with both their heart and mind that racism is a culture and a mindset. With both our hearts and minds, we can take a deeper dive into how racism is pervasive, difficult to name or identify, infused into society as norms and standards and ever so damaging. Also, practice with language affords us the opportunity to be aware that there is a difference for People of Color and White People in racial identity development.

People of Color should be supportively guided to understand their identity and the historical undercurrents of its development. They learn to, or get better at, highlighting their own lived experiences as well as known or witnessed experiences of harm. This harm and the impact of harm from cultural assimilation or acculturation and identity tensions around it all. Simultaneously, People of Color learn how to internalize their

identity and enrich it with an association and appreciation of their worth, beauty and divinity. Their humanity is seen, heard and not just associated with stories around slavery, Jim Crow, images from police brutality or negative stereotypes around their race and/or color. There is a warm and wonderful growth of value, belonging and understanding of the contributions of their history of resilience, tradition, and legacies of contributions that has an asset and has added beauty and significant value to this country and the world.

Whereas White People should be supportively guided to increase their capacity to be aware of, control, and express their fragility. Another part of this life-long journey is to deepen perspective. To deepen one's historical gaps and experiences of others supports their exploration of a host of common emotions around brave conversations. This layer of courageous learning is needed and fulfilling. Simultaneously, White People are moved to internalize handling and building authentic, interpersonal relationships with others who have different lived experiences -judiciously and empathetically- as part of a continuum of their racial identity development.

There are a host of common emotions felt by all at different times. When diving into social-emotional learning, restorative practices that build community and address the impact of harm in schools, and racial equity work, intense emotions are normal and wanted so that we learn how to navigate them or interrupt them in order to arrive at spaces and experiences of inclusion, belonging, equity and humanity.

Please know that a large part of our individual and collective learning is to be supportively guided and to vulnerably practice. As this is a process and not a prescriptive manual, there are activities that will provide time and liberated space for us to (awkwardly) practice with prompts to build language and muscle memory around being authentic with emotions and with equity and inclusion.

## How This Initiative Works

This innovative, integrated model has been broken up into hour-long participatory PD sessions that can help your school community address equity in school overall, while addressing some of the most urgent and pressing issues in education in the US today.

## Questions and Comments

Ask if there are any questions or comments about the initiative that you'll be embarking on together.

## Staff Reflections

Pull up the following quote by Toni Morrison and read it aloud:

"Inviting compassion into the blood stream of an institution's agenda or a scholar's purpose is more than productive, more than civilizing, more than ethical, more than humane, it's humanizing."

- from *The Price of Wealth, the Cost of Care* (2019)



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## Pair Share

Invite staff to reflect on this quote.

- a) Ask them to turn to a partner to share any reflections, thoughts and feelings that come up for them as they think about students, staff and families at your school.
- b) Also, ask them to think about how it relates to the work they'll be doing in the context of this whole school SEL, restorative practices, and racial equity initiative.
- c) Last, invite them to think about how we each hold multiple identities, e.g., gender, sexual orientation, race, class, citizenship, etc. and how this quote helps us to invite compassion for all of us holding multiple identities.

How might a project dedicated to equity and racial identity development be what Toni Morrison describes as "humanizing" for all of us in our multiple identities?

### Large Group Share

Invite a few volunteers to share out what came up for them in their pairs.

Summarize what people share and consider adding that part of this project will be about reframing school as the **transactional place**, we've known it to be, where productivity is prioritized, and shifting instead to a more **transformational place** where people are humanized, and relationships are prioritized.

Thank participants for sharing their reflections, thoughts and feelings and for embarking on this journey with you today.