

C&I Day Fall 2021
Antiracism Committee Presentation Day
September 20, 2021
3:00 pm- 4:30 pm

The ARC will provide a training for C&I day regarding classroom management of microaggressions as a beginning program of the ARC's work. We will begin with a discussion of the rationale for such a conversation and then provide time for group discussions of how to apply some of the specific techniques presented. As a part of the program, we are sending out four documents for you to read in advance of the program: NASW's *Undoing Racism Through Social Work Report*, Sue et.al. *Disarming Racial Microaggressions: Microintervention Strategies for Targets, White Allies, and Bystanders*, Okun *White Supremacy Culture & White Supremacy Culture – Still Here*. We understand the beginning of the school year rush, but hope you will take the time to read and digest the information to be able to more fully participate in the programming. We are also providing an agenda for the day. The ARC looks forward to this event and continued conversations this year!

- I. Welcome
- II. Presentation on Culture of White Supremacy and NASW Report
- III. Break Out Session I
How do we see the characteristic of defensiveness and perfectionism at work in the SSW and in the classroom?
- IV. Presentation on Microaggressions and Classroom Response
- V. Break Out Session II
Discussion of Case Study
Debrief
- VI. Wrap Up

Questions for Case Study:

“We have the power to create equitable learning environments and to maintain high expectations for all students by considering contextual factors.”

- **Identify the problem or problems posed by the case:**
 - Begin by naming the challenges or problems (or potential problems) that are explicit and immediately apparent to you.
 - Next, look for less explicit, not so obvious examples of existing or potential bias, inequity, interpersonal tensions, stereotypes, prejudices or assumptions.
 - What does the case tell us about school or classroom policy, about instructional practices, about individuals’ attitudes that might hint at some deeper biases and inequities?
- **Who are the stakeholders in the case study?**
 - Who is affected by this problem?
 - Take stock of various perspectives.
- **Imagine the potential challenges and opportunities presented by the case.**
 - What are the individual, group and institutional challenges apparent in this case scenario?
- **Imagine fair and equitable outcomes.**
 - Note: important to distinguish equitable outcomes
 - Equality, as we see it, implies sameness. Equity, on the other hand, connotes fairness. Equity takes context into account.
 - Think both immediate term and long term. What can be resolved right now, on the spot, and what will equity look like once it is resolved?
 - Consider socioeconomic issues, relationships, race, gender, age, etc.
 - Identify very specific, grounded and achievable outcomes.
- **Brainstorm: immediate responses; long term responses**
 - Focus on things such as institutional culture, school-wide practices, or even district policy, if we believe they need to be altered in order to achieve equity.