

# THE EQUITY LENS

“Floating to shore...riding a low moon...on a slow cloud.” ~ Nikki Giovanni



Pop-up art exhibit in honor of Dr. King and his legacy by **Carrie Dirmeikis** (WMS English teacher and Curriculum Leader) with the help of: **Susan Chisholm, Leonor Daley, Daniel Fernandez-Davila, Bethann Monahan, Jake Montwieler, Kristen Offord, Amy Parker, Meeghan Peirce, Sara Ravid, Stacey Reed, and Jada Williams.**

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## A NOTE FROM YOUR D&E COORDINATOR

Welcome to the third issue of *The Equity Lens*. This letter goes out during an unprecedented global health crisis. While we stay connected through e-mails and videoconferencing, I wanted to provide a medley of "D&E Greatest Hits" for folks who would like the option of reading, listening and watching some good content.

The idea for this month's "Coach's Corner" was inspired by *The Power of Habit* by Charles Duhigg. In this section, I let you in on the key to getting habits to stick. I also share an idea of mine that connects habits with equity-based practices.

A college student said, "Coronavirus cancelled everything except my student loan debt!" He has a point. Nearly everything has taken a backseat to COVID-19, even media coverage of Brady's departure. In the midst of this strange mixture of chaos globally, and stillness locally, I want to acknowledge **Women's History Month** and the **100th anniversary** of the passage of the **19th Amendment**. In its honor, I have included some trivia fun and a poem by **the first Native American U.S. poet laureate, Joy Harjo**.

Dr. Tony Laing shares updates and many student accomplishments in "**News from METCO**." Thank you to everyone who sent in photos that were used to create the collages. If you have photos of students "doing diversity" in your class or around the district, please e-mail them to: [caroline\\_han@wayland.k12.ma.us](mailto:caroline_han@wayland.k12.ma.us). I love to include student photos.

For anyone who, like me, has gotten cranky at times due to the recent restrictions and disruptions, I remind myself of my many **ordinary privileges**: My family has food, a house, technology to stay connected with friends and family; none of us are in a high-risk group; I have a steady paycheck. I was reminded of what I was taking for granted when I first read about **people in prison** and **kids in juvenile justice facilities**. Social distancing in a prison is impossible. **In many prisons, hand sanitizers are an illegal substance** due to their alcohol content, yet in New York, **people in prisons are making 100,000 gallons of it each week for NY residents and getting paid 65 cents per hour**. I am looking into what I can do from my position of privilege to advocate for those in prison and included resources in this newsletter. Please e-mail me if you would like more information on how you can help.

Stay well and take care,

*Caroline Han*



**INSIDE:** Go to Diversity Around the District to read Meg Haydon (Claypit Hill)'s touching story behind this student drawing.

The New York Times

Opinion

# Coronavirus Racism Infected My High School

A Chinese-American teenager on what she and her friends are encountering during the outbreak.

Click on photo to watch video.



Coronavirus Racism Infected My High School

What happens when stereotypes and fear about Covid-19 arrive before the actual disease does? In the video above, Katherine Oung, a 11th grader in FL, shows what teenagers like her and her friends face as the coronavirus pandemic brings to the surface the racism underlying her community.

# A GLOBAL CRISIS



I think people are acting out their frustrations and their racism and their stereotypes and prejudices, [and] that the floodgates are lifted when situations like this arise."

~ Paul Watanabe

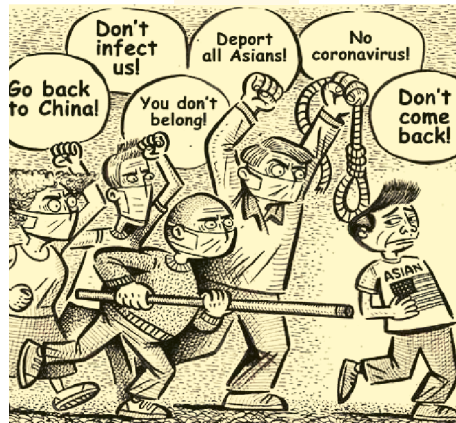
political science professor & director of the Institute for Asian American Studies at the University of Massachusetts Boston

1899



"The Yellow Terror in all His Glory" (1899). Anti-Chinese sentiment caused by influx of Chinese laborers working for low wages to help build the transcontinental railroad; perception that Chinese immigrants were taking jobs from Americans.

2020



A cartoon for the 3/11/20 Philippine News Today. During the Coronavirus crisis, there has been an increase in racist attacks on Asian Americans.



Click on any image to be taken to each of the 4 resources.

## FOUR RESOURCES clockwise from bottom left-hand quadrant

**BOOK:** *America for Americans: A History of Xenophobia in the United States* by Erika Lee. *Publishers Weekly*.

**LOCAL:** "Fears of coronavirus fuel anti-Chinese racism" by Deanna Pan. *The Boston Globe*. 1/30/2020

**PODCAST - MY PICK!:** "When Xenophobia Spreads Like A Virus" by Natalie Escobar. Podcast: *Code Switch*. 3/4/2020

**ARTICLE - HISTORICAL BACKGROUND:** "Coronavirus: Fear of Asians rooted in long American history of prejudicial policies" by Ivan Natividad. *Berkeley News*. 2/12/2020.

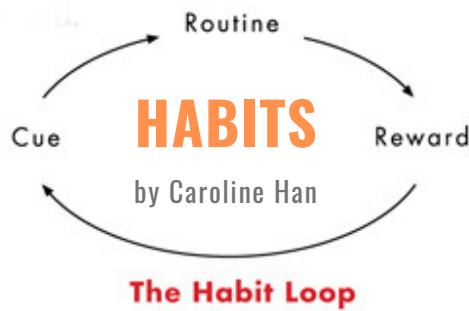


#NoSoyUnVirus  
#IamNotAVirus  
#NoSócUnVirus



COACH'S

CORNER



We all have goals that we have a hard time achieving. Maybe it's to go to bed at a more consistent time, or get some form of exercise daily during the school closures, or buy groceries to cut back on takeout. The good news is that we can help ourselves achieve just about any goal by adopting the right habits. Every habit has the same structure, called a "habit loop" (see Resources). Once a habit is repeated over and over, it becomes automatic.

Last September, I used habits to remind me to wear my work ID. I kept forgetting it at home, probably because I had never worn one. I was partway through *The Power of Habit*, so I decided to give the habit loop a try. I figured out that two **cue**s were needed: one for the PM (to place the ID in the same place each afternoon), and one for the AM (to remind me to take the ID out and put it on). After some trial and error, I identified two cues that would consistently trigger both routines. Getting in my car has become my PM cue. It reminds me to take off the ID and place it in the outside pocket of my bag. My morning cue is parking my car. Now, wearing my lanyard and ID is a habit as automatic as locking my car doors. The same process (cue-behavior-reward) can be used to achieve goals that are much more challenging.

"Getting good at moving toward equity" is a goal that many educators would characterize as "challenging." (If the phrase sounds familiar, it was the title of the 2/12 in-service.) So it was heartening that the faculty feedback after Christina Brown's keynote reflected **widespread interest and goodwill in engaging in more equity work**. Thoughtful and important questions related to *how* to incorporate equity into classroom practice given already existing needs and requirements brought *The Power of Habit* to mind. The idea that I've named, "**Equity Habits**" (EH), is my adaptation of habit formation theory to practicing equity in schools. In both versions, **habits begin with small, specific and easy to implement routines because those are ones that stick**. With enough repetition, they become *automatic*. The impetus that led me to "EH" was a desire to support teachers who truly *want* to do the work *and* feel \_\_\_\_ (insert adjectives!) at the thought of adding more to their plates. **We shouldn't feel pressure to "choose" between equity and another vital and important educational priority**. You won't see me on *The Shark Tank*, and that's fine by me. If EH helps even just two of us (I'm one) create daily routines that get us better at "moving toward equity," *and* leave us feeling *energized and optimistic* then that's a win.

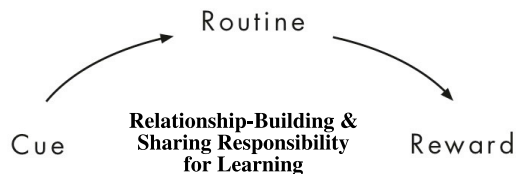
## THE EQUITY HABIT LOOP

1. Decide that you *want* to practice a new "Equity Habit."
2. You already have, or are given, a strategy to try. See resources page. . The strategy is a **behavior** that is small, specific and doable.
3. Select something that you already do every day that will trigger the Equity Habit; this will be your **cue**.
4. Set yourself up for success: Every time you do \_\_\_\_\_ (cue), you will add \_\_\_\_\_ (new routine). **This is your new Equity Habit. Repeat!**

**2nd: ROUTINE:** Add questions to end of ass't (required or optional for extra credit).

Examples:

- What is one thing your teacher is doing that that helps you to learn?
- What is one thing that in this class that is getting in the way of your learning?
- What is something that would help your teacher know you better?
- Add fun questions: What's a hobby or interest outside of school? What's your favorite \_\_\_\_\_?



**1st: CUE**  
Preparing/Drafting an ass't, test, essay

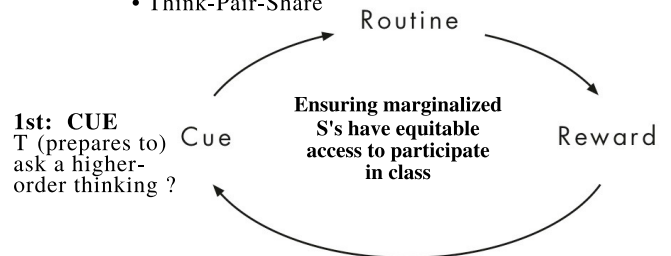
**3rd: REWARD!**

- Student is involved in their learning and self-advocacy.
- S engages in T-S dialogue.
- T can learn about the whole student
- T models a growth mindset: I am always learning as a teacher.
- T can use info. to build stronger relationship with disengaged/marginalized students.

**2nd: ROUTINE:** T intentionally uses a new questioning strategy to ensure that all voices are heard (throughout the activity, period, etc).

Examples:

- The Progressive Stack (see Coach's Corner - Issue 2)
- Wait Time
- Equity Sticks/Calling Sticks/Color-Coded Cards
- Think-Pair-Share



**1st: CUE**  
T (prepares to) ask a higher-order thinking ?

**3rd: REWARD!**

- S's practice self-awareness & self-regulation (over-talkers)
- SOC and S's who need more processing time can participate-builds confidence
- Environment - more inclusive, greater diversity of thoughts, opinions
- CRT move: Many non-western cultures are orally-based -> learn via verbal talk and processing.
- T-formative assessment on S understanding.

# NEWS FROM WAYLAND METCO



MLK Celebration & Dinner  
1/20/20 • Boston

photo by Brandon Jones

by Dr. Tony Laing, METCO Director

I am excited to share all of the amazing accomplishments, academic successes, and creative endeavors of our Boston resident students.

## ELEMENTARY SCHOOLS

**Chase Carter** (LO) participated in the Team Pride skit. His role was the teacher/facilitator resolving a conflict on stealing and anger. The following students at Happy Hollow are serving on the Student Council: **Skyler Dixon, Carlene DosSantos** and **Jeruska Boval**.

I am also pleased to share that the following students had **perfect attendance** for Quarter I: **Kinverlie Boval, Jeruska Boval, Carlene DosSantos, Nathan Montrond, Eberechi Anyanwu, Samuela Anyanwu, Deborah Ejims, Malai Dupont** and **Joah Bigord**.

Kudos to **Quentin Edwards** who completed the Symphony Math Assessment Program.

On the athletic front, **Alyssa Durant** secured 1st place in the finals in the High Jump at the Colgate University Women's Games!

MLK Celebration & Dinner  
1/20/20 • Boston



## MIDDLE SCHOOL

**Brandon Jenkins, Mohamed Siidi** and **Mekhi Walker** attended the **Massachusetts Partnership for Youth Inc. Leadership Conference** at Lasell University. **Kiarra Shouder, Nadya Mondtrond,** and **Kyliah Syllien** earned 1st place in the Literary Challenge, 2nd place in Leadership Action Project, and **2nd place OVERALL** at the annual academic competition, the [Tenacity Challenge](#) held on at March 7. Thank you so much to their coaches, Mrs. Gavron and Mrs. Waldstein!

Thank you to our friends, families and WPS faculty/staff who joined us at the MLK Celebration & Dinner!



photo by Brandon Jones



Artist: Kiarra Shouder, Grade 7

Congratulations to the Middle School Artist of the Week **Daymonte Brewster** for his car painting, and **Kiarra Shouder** for her painting of Dr. Martin Luther King Jr.

Thank you to the many students who participated in Dr. Martin Luther King, Jr. ceremonies in Boston and Wayland: **Mohamed Siidi** (WMS Assembly), **Ayanni-Ali Powell** (painting), and ushers **Cartell Aime, Elijah Peters, Kordell Shouder, Kiarra Shouder, Amidat Ayinde, Nathanaelle Boval, Elanni DePina, Rejoice Ejims, Zuriya Lopes,** and **Erica Wilson**. Our elegant emcees at the dinner celebration were **Cassandra Cardoso** and **Khalia Hamilton**. Audiences enjoyed a reading of, "I Have A Dream" by elementary students, an original MLK rap written and performed by **Joel Cabral, Nelahn Bonds, Clementine Corugedo** and **Kiarra Shouder**, and lastly, a beautiful trumpet solo by **Donovan Edwards**.



# MORE NEWS FROM METCO

## HIGH SCHOOL

**Tamira English, Miolany Martinez, and Kayla Simpson** are participating in a paid spring internship called **the METCO BEAT** (Boston Education Activism Tour). They will work with students from other METCO districts to research and later present a tour of Boston that uncovers the history of activism for educational equality, including the founding of the METCO program.

A huge congratulations to inaugural participants **Adianez Cabral** and **Josephina Davis** who were accepted into the **15th Biennial Biomedical Science Careers Student Conference** at Harvard University!

On the athletic front, **Jaison Tucker** (pictured right) received the *Boston Herald* **Dual County League All-Star Award for Varsity Football!**

Our high school students kicked off a **Middle School METCO Mentors Program**. They plan to run workshops on topics ranging from transitioning to the high school to balancing extracurricular with academics. Student leaders are **Tamira English, Amira English, Allyson Christian** and **Khalia Hamilton**.

On January 8, Boston and Wayland students served on a "Student Voices" panel. They spoke to WHS faculty during an extended professional development workshop on social emotional learning and culturally responsive teaching. Panelists included: **Kyle Chen, Allyson Christian, Tamira English, Fatma Sayeh, Kayla Simpson** and **Mia Wong**. **Miolany Martinez** and **Kuran Freeman** prepared to speak but were not able to attend.

Congratulations to **Raseed Parham** on receiving the Island School **\$10,000 scholarship** to study at the science camp in the Bahamas this summer! Raseed is the first male student to receive this award.



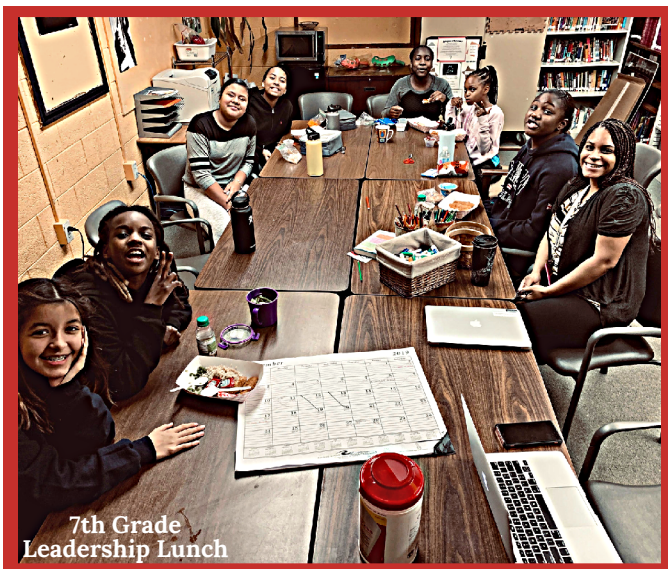
["Wayland High junior Jaison Tucker sets his eyes on scoring - 5 times - in football team's big win over Lincoln-Sudbury"](#)  
Source: Metrowest Daily News, Oct 26, 2019

## LEADERSHIP LUNCHES & THE METCO STUDENT COUNCIL

Rounding out my exciting news is the leadership development that our students are engaged in at the middle and high schools with **METCO Academic Dean and Diversity & Equity Coordinator Caroline Han**. At WMS, Leadership Lunches have been meeting regularly by grade level since the fall. Ms. Hood and I attend regularly. Some of the topics have included: transitions (Grade 6), self-advocacy, community-building, developing effective communication skills, coping with stress that may be race-based, academic, social or personal. At WHS, the newly formed **METCO Student Council** has met several times. Twenty students have signed up. Regular attendees thus far are: **Allyson Christian, Amira English, Tamira English, Daneijah Franklyn, Michayla Mathis, Elissa Perez, Odyssey Reyes** and **Kayla Simpson**.

**“In here, we're ourselves. We're the center. You have a whole group you can talk to about what you're going through. We may be going through the same things and can talk about it.**

~ 6th grade student  
about the Leadership Lunches



7th Grade Leadership Lunch

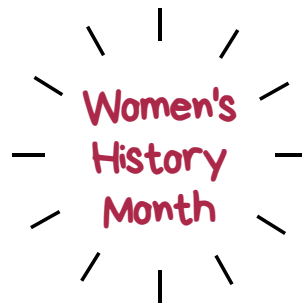




**MENTORS  
CRAFTS &  
FUN**  
**2/25/20**







### Influential Women in U.S. History

1. I was a pioneer in the U.S. women's suffrage movement and was president of the National American Woman Suffrage Association (co-founded with Elizabeth Cady Stanton).  
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2. I am the NASA astronaut who was the 1st Latina to travel to space.-----
3. I was the 1st woman in modern history to lead a major First Nation (the Cherokee). [Resource: "[Help with Native American Terminology](#)"] -----
4. I was an ecologist who wrote the book, "Silent Spring," in 1962 that kicked off the environmental movement.  
-----
5. I was a Black, transgender drag performer and social activist who gave the police a piece of my mind (and then some) in the Stonewall Uprising, which helped to spark the gay rights liberation movement.-----
6. I was born into slavery. I became a journalist, abolitionist and feminist who led an anti-lynching crusade in the U.S. in the 1890s.  
-----
7. I won a total of 56 Grand Slam tennis competitions and 9 Wimbledon women's singles titles? My greatest rival was Chris Evert. -----
8. If the 8th graders visit the U.S. Capitol, please point out the marble sculpture of Abraham Lincoln. Yes, I sculpted it and was the 1st female and youngest artist to receive a commission from the government for this line of work!  
-----
9. I wrote "The Feminine Mystique" in 1968 and became a leading figure in the Women's Movement.  
-----
10. Please also teach my name to 8th graders when they visit the Vietnam Veterans Memorial in D.C., I am an architect and designed the memorial when I was 21 years old.  
-----
11. I am the 3rd female and the first Latina Supreme Court justice. I'm Puerto Rican. -----
12. I was the 1st female person of color elected to Congress and served 12 terms. I was a 3rd generation Japanese-American. My proudest accomplishment was co-authoring Title IX, which was renamed in my honor posthumously.-----
13. I was the Shoshone woman famous for my expedition with Lewis and Clark through the territory of the Louisiana Purchase.  
-----
14. I was the 1st African American woman to become a self-made millionaire after creating a line of hair products geared towards Black hair in 1905. -----
15. I am the first woman appointed to the U.S. Supreme Court. In 2009, I was awarded the Presidential Medal of Freedom.  
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16. In 1987, I became the first woman inducted into the Rock and Roll Hall of Fame. Now, THAT deserves some R-E-S-P-E-C-T!  
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Stumped? Answer key on the last page.

## Ah, Ah

BY JOY HARJO

Ah, ah cries the crow arching toward the heavy sky over the marina.

Lands on the crown of the palm tree.

Ah, ah slaps the urgent cove of ocean swimming through the slips.

We carry canoes to the edge of the salt.

Ah, ah groans the crew with the weight, the winds cutting skin.

We claim our seats. Pelicans perch in the draft for fish.

Ah, ah beats our lungs and we are racing into the waves. Though there are worlds below us and above us, we are straight ahead.

Ah, ah tattoos the engines of your plane against the sky—away from these waters.

Each paddle stroke follows the curve from reach to loss.

Ah, ah calls the sun from a fishing boat with a pale, yellow sail. We fly by on our return, over the net of eternity thrown out for stars.

Ah, ah scrapes the hull of my soul. Ah, ah.

Source: *How We Became Human: New and Selected Poems: 1975-2001* (W. W. Norton and Company Inc., 2002)

Joy Harjo was appointed the [U.S. poet laureate in June 2019](#), and is the [first Native American Poet Laureate](#). Harjo is a member of the [Mvskoke/Creek Nation](#) and belongs to Oce Vpofv. Harjo is a poet, musician, and playwright and author of several books of poetry, including *An American Sunrise*; *The Woman Who Fell From the Sky*; and *In Mad Love and War*, which received an American Book Award. Her memoir *Crazy Brave* won the 2013 PEN Center USA literary award for creative nonfiction. Harjo directs [For Girls Becoming](#), an arts mentorship program for young Mvskoke women, and is a [founding board member of the Native Arts and Cultures Foundation](#).



How many of these influential women can you name? Answers on last page.

Dear Han-esty Box,

"Weekend news" is a common strategy we use at the Elementary level to have students practice their writing skills on Monday mornings. I am having issues with a student who consistently struggles with this writing prompt and says he has done nothing over the weekend. How can I encourage the student to write if they say they don't do anything on the weekends?

Sincerely,  
Breaking News

Dear Breaking News,

Thanks for writing in. Have you had a chance to speak with the student privately? If not, I would start there. Another suggestion is to offer choices and change the prompts regularly. A few years ago, I started a routine of beginning class with writing prompts. One or more questions were non-academic. Students who shared their responses earned extra credit, and it evolved into a community-building activity that they enjoyed.

Let's imagine that your student wrote about his weekend, and he turned in any of the below::

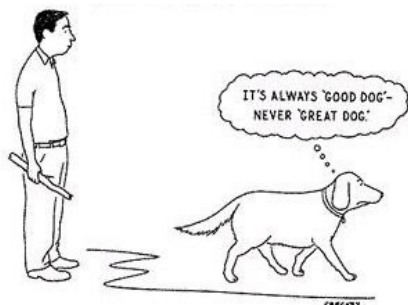
My parents got divorced last year. They said it's a grownup decision. They won't tell me why. I'm really mad at them. I hate weekends now. I go to my dad's apartment. There is nothing to do. Not even cable. He is so annoying.

My mom works weekends. We stayed home with my older sister. She's no fun. Yells at us all the time. Stays in her room with the door closed and tells us not to bother her. It's really boring.

I stayed in bed most of the time. Sometimes my parents said I had to get up and do something.

There can be many reasons why a child may not want to write about their weekend. If a student is unwilling, then there is an opening for you to begin a conversation. [Here is a list](#) of prompts for elementary school children. Please let me know how things go with your student and "Weekend News."

Be sure to give yourself a break!  
The Han-esty Box



Dear Han-esty Box,

I was reading a novel aloud to my 4th grade class and got to a part where one character says, "Who was this white stranger kid? And what was he doing in the East End, where almost all the kids were black?" My class audibly gasped because they assumed that identifying the characters as

"white" or "black" was bad. What strategies can teachers use to help students understand that stating someone's race is not racist?

Sincerely,  
Ebony and Ivory

Dear Ebony and Ivory,

Kudos to you for engaging your 4th graders in conversations about challenging topics. Studies have shown that **as early as three years old, children of all races say that it's best to be white**. The good news is that "talking explicitly about race with children creates more positive attitudes about people of different races" ([Raising Race Conscious Kids blog](#)). Think of it this way: When people avoid naming diverse races, there's an implicit message that equates White with "normal."

Here are some resources to support you in this work:

- A resource from Teaching Tolerance: ["Let's Talk! Discussing Race, Racism and Other Difficult Topics With Students."](#) Included is a list of resources regarding racism, LGBTQ, ableism, and religion.
- Part of getting students ready to talk about race is to **be sure we are ready**. ["Let's Talk!"](#) has a self-assessment tool and reflection questions for teachers.
- **Model naming race** as "something we do" in our class. Consider a routine with each new book of naming the author, showing a photo, stating their race and gender, and any other information the author shares in their bio.
- **Normalize referencing your racial identity**. "As a White woman, I have the privilege that most of the teachers at our school look like me..." When you model, they will follow.
- **Have free choice books** on the ready that explicitly address race, racism, colorism, non-traditional families, and other -isms.
- When you purchase new books about marginalized identities, seek out ones that are **written by authors that come from the same marginalized group as the main character**. See [#ownvoices](#).

Thanks for your interesting question. I'd love to hear how it goes!

Keep up the daily practice, Ebony & Ivory!  
The Han-esty Box





## Dear Han-esty Box,

I'm so thankful for the way our district emphasizes MLK, but I have noticed that while he is highly regarded as a civil rights activist, there is little to no mention that he was, first and foremost, a leader of his faith community. He was an ordained Baptist minister, carrying the title of Reverend which is only bestowed after extensive schooling and experience. Additionally, he held a Doctorate of Theology and his passion and movement stemmed from his work as a pastor at Dexter Avenue Baptist Church. Many of his most famous quotes are not just from "speeches," but from sermons given from a pulpit to people of faith. His work for unity and freedom stemmed out of his faith. Reverend King believed that God was a God of Justice and used his work and calling as a minister to begin a beautiful and at times, disruptive movement. In a time when studies show young people don't connect to faith traditions to the detriment of their mental health, I wonder why we would shy away from this foundational aspect of the conversation?

Sincerely,  
Keeping the Faith

## Dear Keeping the Faith,

My impression is that each school decides how Rev. King's life and legacy will be honored. If I'm mistaken, please let me know. I encourage you to share your valid thoughts with your principal and/or staff who organize any MLK events.

As you probably know, Dr. King spoke to a congregation the night before he was assassinated. His final remarks give me chills every time I read them; it is as if he had a premonition about his death. I thought you might enjoy this excerpt given the subject of your letter:

I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land. So I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord.

Thank you, Keeping the Faith!  
The Han-esty Box

## Dear Han-esty Box,

We did an MLK activity today where we watched a brief video about MLK's life and then followed up with an activity where we traced our feet. On one foot students wrote something that MLK did that has impacted our life or the life of those we know. On the other foot, we asked them to write something they could do to follow in MLK's footsteps and make a difference. Our group is reasonably diverse (21 students, 8 non-white), and one of our Boston residents seemed to try and avoid the activity. I wonder how our students of color feel about activities like this? I just feel like they must get sick of the same types of activities every year.

Sincerely,  
Thinking on My Feet

## Dear Thinking on My Feet,

Your question touches upon a broader conversation about the purpose of MLK celebrations and their impact on Black and Brown students. For this Han-esty Box letter, **I defer to the voice of an African-American scholar, Chris Lebron, who is an assistant professor of African-American Studies and Philosophy at Yale** and author of *The Color Of Our Shame: Race and Justice in our Time*: Below is an excerpt from one of his writings that appeared in the New York Times:

*Representing the point of view that I do — as a brown American from a lower-class background, with the good fortune today to walk the halls of one of America's most elite institutions as a teacher of philosophy — Martin Luther King Jr. Day is taken to represent a triumph. But here is an uncomfortable truth: **It is a triumph of acceptable minimums rather than full respect for those who continue to wait for Dr. King's dream to become reality.** My purpose is to challenge the common belief that honoring of Martin Luther King Jr. means the same thing to all Americans. Recalling the sense of disconnect expressed by Frederick Douglass in his speech "**What, to the Slave, Is the Fourth of July?**" — between himself as a former slave and his white audience — I want to say there is also some distance between black and white Americans today, between "you" and*



The  
HAN-  
esty Box

"me", as it were, and that **this day has increasingly become "yours," not mine.** That may seem narrow or bitter....But I maintain that it does not fully belong in the most profound ways **to many Americans, and to some of them, it does not belong at all** ([Chris Lebron, The New York Times, 1/18/2015](#)).

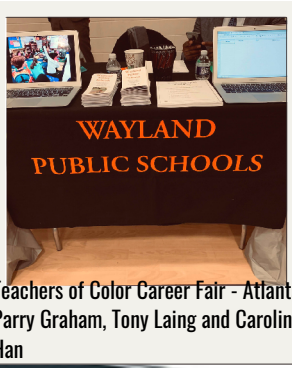
His point is direct and unapologetic. He offers an explanation of why MLK Day celebrations ring hollow for him. I recommend reading the entire piece.

I have made the mistake (more than once) of unconsciously generalizing one student of color's opinion to represent that of the entire group (i.e., *A Black Boston resident student says they don't like Black History Month turns into, "Boston resident students hate Black History Month!"*). Your hunch may be right: the student may have been reluctant, for whatever reason, to participate in the MLK activity. *That doesn't mean, however, that "Boston resident students didn't like the activity."* You seem to be a keen observer of student behavior (I mean this as a compliment!). May I invite you to try something? The next time you notice a student showing discomfort or resistance, would you feel comfortable taking them aside and checking in? It will show that you are paying attention and care.

Thank you so much for your letter. It raised some interesting questions.

Here's a high-five,  
Thinking On My Feet!  
Han-esty Box

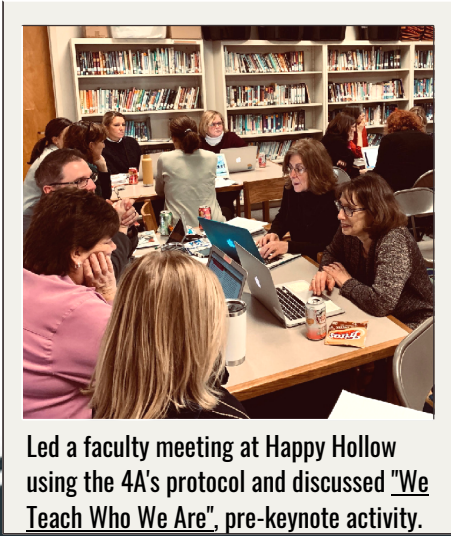
# DIVERSITY AROUND THE DISTRICT



Teachers of Color Career Fair - Atlanta, Parry Graham, Tony Laing and Caroline Han



Race, Equity & Community: 12-hour FREE workshop series for WPS Parents, led by IDEAS instructors, Rebecca Smoler & Caroline Han



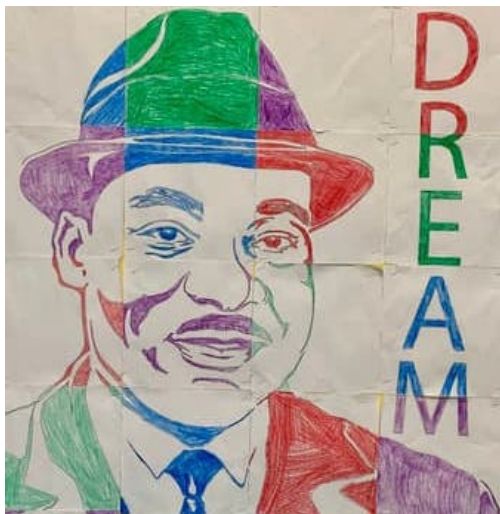
Led a faculty meeting at Happy Hollow using the 4A's protocol and discussed "We Teach Who We Are", pre-keynote activity.



Topic: Risk Factors and Mental Health Disparities, Asian-American Youth

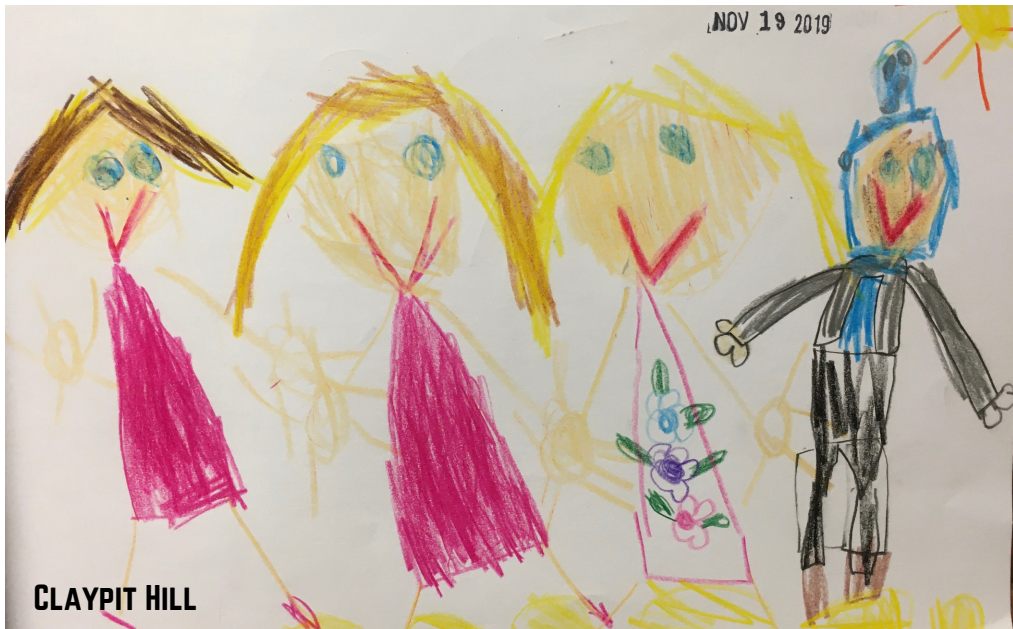
**Dr. Hyeouk Chris Hahm**  
Guest speaker, WHS Faculty Meeting





Each student in Rose Marie Furey's 3rd grade class at Loker contributed one square (look closely, you can see that it's a collage!).

11th graders in Kevin Delaney's Honors U.S. History engage in a lively discussion over whether slavery was the main cause of the Civil War. They connected the past to the current controversy over the ~750 Confederate monuments in the South: symbols of southern pride or white supremacy? Ask any one of the students in this class to learn more!



Meg Haydon sent me this true story about what happened in her class after I read "Under My Hijab" to her kindergarteners.

"Make sure to draw her hijab," a student said to the illustrator who replied, "I am." As she colored in the hijab, the other student said, "Make sure to have it go here" as he pointed to his chest. The illustrator did and then added the silver jewels. She usually has all of her people look the same (blond hair, pink clothes, light tan skin color). This time, she chose colors that matched her classmate's skin color, hijab and clothes. I think reading the story and having the discussion helped this child see a student's identity and realize that not everyone has to look the same.



Students can't wait to hear what Ms. Richlen is going to read next! (Loker)



4th graders join me in a discussion about prejudice and stereotypes in the excellent Maniac Magee by Jerry Spinelli (Claypit Hill).



# STAFF SHOUT OUTS

**CLICK THIS BOX TO FILL OUT A QUICK FORM - LET'S CELEBRATE A COLLEAGUE IN THE NEXT ISSUE!**



**Rebecca Abrams** - K teacher -Loker - Rebecca has become a strong leader on our Kindergarten team and is truly there whenever she is needed. From sharing materials and Teachers Pay Teachers finds to setting up the fish tanks for our new science unit, Rebecca is generous and willing to help. Her experience as the veteran on our team is invaluable. She is a sounding board and guide, listening thoughtfully to others and providing suggestions, wise advice, and good humor along the way. Thank you, Rebecca!



**Sarah Sontag** - Reading Specialist - Loker - Sarah has worked hard to make sure that all of our classrooms have appropriate and diverse books for our students to read. From ordering and labeling books to “selling” the books to kids, it is her mission to make sure our students have access to books that speak to them.



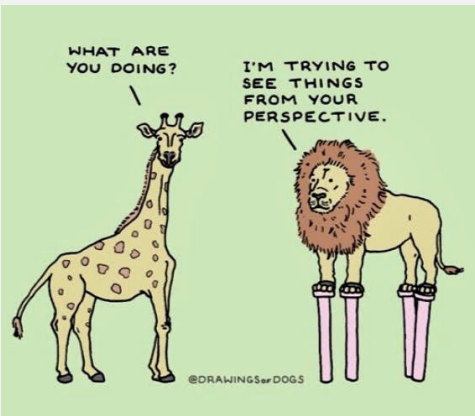
**Bethann Monahan** - Technology Coordinator - WMS - For handling all situations with patience, curiosity, and kindness.



**Ms Anna Summergrad and Ms Marcia Dawkins** have done a GREAT job running the after school METCO BASE program which meets after school on Tuesdays and Thursdays. They assist our students with their homework, engage with them in sports and arts activities, and facilitate a reading activity at "The Pit".



**Veronique Latimer** - Art teacher - WHS - I transitioned into WHS at the beginning of the year as a longterm sub in the Art Department. Ms.. Latimer was incredibly helpful every step of the way. She patiently answered endless questions and gave me so much advice and guidance. I don't know what I would have done without her. Thank you, Ms. Latimer!



## ANSWER KEY - POSTER

Susan B. Anthony, Shirley Chisholm, Mazie Hirono, Rosa Parks, Alice Paul, Eleanor Roosevelt, Ileana Ross, Elizabeth Cady Stanton, Lucy Stone, Sojourner Truth, Harriet Tubman

## ANSWER KEY - TRIVIA

1. Susan B. Anthony
2. Ellen Ochoa
3. Wilma Mankiller
4. Rachel Carson
5. Marsha P. Johnson
6. Ida B. Wells
7. Martina Navratilova
8. Vinnie Ream
9. Betty Friedan
10. Maya Lin
11. Sonia Sotomayor
12. Patsy Takemoto Mink
13. Sacagawea
14. Madame CJ Walker
15. Sandra Day O'Connor
16. Aretha Franklin



## LIST OF RESOURCES

**Reminder:** The section, “A Global Crisis” – p2 – has links to resources related to anti-Asian racism and the coronavirus.

### **HABITS HANDOUTS:**

- Charles Duhigg [“How Habits Work” with Flowcharts](#)
- [Is This How Discrimination Ends? Trainings and workshops geared toward eliminating people’s hidden prejudices are all the rage – but many don’t work. Now the psychologist who made the case for implicit bias wants to cure it through HABITS!](#)

### **TO READ:**

- [Accentuate the Positive: The Transformative Power of Small Encouragements and Welcoming Interactions”](#)
- [Avoiding Racial Equity Detours](#)
- Beverly Daniel Tatum, [“Talking about Race and Racism, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom”](#)
- [Building an Inclusive Classroom](#) – science teachers, at last an article written for your discipline ☺
- [Creating a Positive Classroom Climate](#) (a comprehensive article)
- [CRT – Engagement, Learning Environment and Feedback Strategies](#)
- [Equity Case Studies](#) – great for a PLC, faculty/staff/dept meeting
- [Fifteen Culturally Relevant Teaching Strategies and Examples](#)
- [Forget Grit. Focus on Inequality](#)
- [The Heart of a Teacher: Identity and Integrity in Teaching](#) (Parker Palmer-wonderful, uplifting read)
- [Help-Seekers and Silent-Strugglers: Student Problem-Solving in Elementary Classrooms](#)
- [How the Best Bosses Interrupt Bias on Their Teams](#) (written & audio)
- [Identity, Teaching and Learning](#) – includes reflection questions
- [Inequity in Education is Your \(and my\) Responsibility](#)
- Lisa Delpit’s, [“Lessons From Teachers”](#)
- [“On the Podcast: Heinemann Fellow Marian Dingle and Dr. Cathery Yeh on the Culture of Mathematics”](#) ← Podcast listeners!
- [Other People’s Children: Cultural Conflict in the Classroom](#)
- [The Pedagogy of Poverty vs. Good Teaching](#)
- [Prof. Chris Emdin Busts Classroom Myths, Talks ‘White Teachers in the Hood’](#)
- [Quizzes: Equity and Diversity Awareness, Classism and Poverty Awareness, Who Said I? A Re-Perception Quiz](#) (from the Equity Literacy Institute)
- [The Role of Allies As Agents of Change](#)
- [Short and Long-Term Strategies for Racial Equity in Classroom and Schools](#)
- [Social-Emotional Learning For Black Students is Ineffective When it is Culture-Blind](#)

- [The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children](#)
- Glenn E. Singleton’s [White is a Color!](#)
- [Six Strategies to Help Introverts Thrive At School and Feel Understood](#)
- [Structure Matters: 21 Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity](#) - science teachers, woa, *another article written for your discipline* ☺
- [Take Action for Deeper Learning](#)
- [Twenty-One Day Equity Challenge](#) by Debbie Irving
- [Use Your Everyday Privilege to Help Others](#)
- Zaretta Hammond’s [“5 CRT Teaching Moves”](#)
- Zaretta Hammond (CRT) and Mary Hurley (SEL): [“What the Experts Are Saying: CRT & SEL”](#)

## **TO WATCH OR LISTEN**

*All of these are excellent.*

- Canwen Xu, [“I am not your Asian stereotype”](#)
- [Changing Your Math Mindset can Boost your Math Performance](#) – AUDIO
- Claude Steele, [Facing History and Ourselves: How Stereotypes Affect Us and What we Can Do](#)
- Dena Simmons, [“How students of color confront impostor syndrome”](#)
- Dolly Chugh Ted Talk: [“How to let go of being a ‘good’ person – and become a better person”](#)
- Howard Stevenson, [“How to resolve racially stressful situations”](#) (He includes an interview with his son, who was 8 years old at the time as the verdict of George Zimmerman’s acquittal in Trayvon Martin’s murder was announced on the evening news.”)
- [How the Best Bosses Interrupt Bias on Their Teams](#) (written & audio)
- Implicit Bias modules: <http://kirwaninstitute.osu.edu/implicit-bias-training/>
- Liz Kleinrock (former 4<sup>th</sup> grade teacher): [“How to teach kids to talk about taboo topics”](#)
- Michelle Navarro, [“Encouraging Hispanic Girls to Grow”](#)
- [“On the Podcast: Heinemann Fellow Marian Dingle and Dr. Cathery Yeh on the Culture of Mathematics”](#) ← Podcast listeners!
- Robin DiAngelo, [“White Fragility in the Classroom: A Teaching Tolerance Interview”](#)
- Teddy Quinlivan, [“The power of revealing your darkest secret”](#)
- [Tracking](#): An 8-minute audio interview with a Jaimita, a high school student who got moved into a more advanced HS class then got bumped back down due to budget cuts.



## **INFORMATION ON ADVOCACY FOR PEOPLE IN PRISON**

Bryan Stevenson, [“We need to talk about an injustice”](#) (founder, Equal Justice Initiative, movie *Just Mercy* based on his work)

[The Marshall Project](#)

[Prison Policy Initiative](#)

[PEN AMERICA: The Freedom to Write – Advocacy and Action](#)

[“Here’s What Has Happened to Two \[People in Prison\] When a Guard Got the Coronavirus”](#)

Note: Christopher Blackwell and Arthur Longworth are *writers who are currently incarcerated* in Monroe, Washington. Blackwell is working towards publishing a book on solitary confinement. Longworth is a Marshall Project contributing writer and a multiple winner of the PEN Prison Writing Competition.

[“Jails and prisons are suspending visits to slow COVID-19. Here’s what advocates can do to help people inside.”](#)  
Prison Policy Initiative

[“This Chart Shows Why the Prison Population Is So Vulnerable to COVID-19.”](#) The Marshall Project

[“Words Matter: Using Humanizing Language”](#)

Helpful chart with words to avoid and phrases to use instead; includes a TED talk, “Both Sides of the Bars: Words Matter”