



Sunshine Law Request
from the
Missouri Attorney General's Office



ATTORNEY GENERAL OF MISSOURI

ERIC SCHMITT

April 07, 2022

Custodian of Records
Affton School District
8701 Mackenzie Rd
Affton, MO 63123

Sent via email to tbracht@afftonschoools.net; csmith@afftonschoools.net

RE: Sunshine Law Request

Dear Dr. Bracht:

I write to request copies of the following public records pursuant to Chapter 610 of the Missouri Revised Statutes:

1. All contracts, including scope of work agreements, with any consulting company or entity (whether for profit, or not-for-profit) that provides justice, diversity, equity or inclusion training (or any similar training regardless of how titled or referenced) entered into by the Affton School District during calendar years 2020, 2021 and 2022 including, but not limited to, any contract for services with Educational Equity Consultants.
2. All invoices, paid and unpaid, from Educational Equity Consultants, or any other consulting company or entity as described in request number one with which the district engaged, received by Affton School District during calendar years 2020, 2021 and 2022.
3. All presentations and training materials provided to the district by Educational Equity Consultants, or any other consulting company or entity as described in request number one. As used in this request, "presentations and training materials" means any document – whether hard copy or electronic – provided or used during any portion of justice, diversity, equity or inclusion training including, but not limited to, Power Point presentations, charts, graphs, pictograms, articles or demonstrative exhibits.

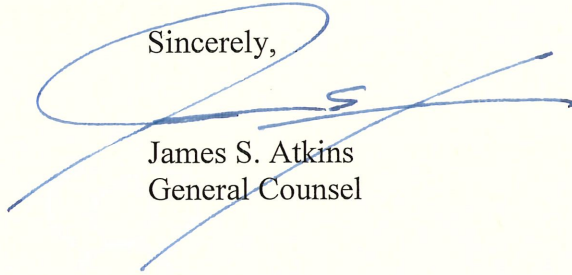
I request that all responsive records be produced electronically, or be made available immediately for inspection.

This request seeks documents that are in the public interest because they are likely to contribute to a better understanding of the operations or activities of Affton School District. In

addition, this is not a request for commercial purposes. For these reasons, pursuant to § 610.026.1(1), RSMo, the Missouri Attorney General's Office requests a waiver of any fees associated with processing this request for records.

Thank you for your time and attention to this matter.

Sincerely,

A handwritten signature in blue ink, consisting of a large, stylized 'S' followed by a horizontal line and a long, sweeping flourish that extends to the right.

James S. Atkins
General Counsel



Responsive Documents

from the School District



Unlock the potential of diversity in the classroom

Culturally Responsive Teaching

Progress Update

School Improvement Workshop
Affton Board of Education Meeting
February 18, 2020



Workshop Objectives

Update on Staff & Student Actions Prior to the 2019-20 School Year

Update on Action Steps Deployed During 2019-20 School Year

Preview of Future Action Steps During 2020-21 School Year

Introduction to Educational Equity Consultants

Questions and Answers



Update on Staff & Student Actions Prior to the 2019-20 School Year

Innovative Teaching & Learning

- Academic Excellence, Creative Problem Solving, Social & Emotional Learning

Character Education

- 30 Years of Participation
- Gateway 2 Change Participation

Mosaic Ambassador Schools

- First Public School Participants

Anti-Defamation League: No Place for Hate School (AHS)

- Panel Discussions On Courageous Conversations About Race

Bosnian American Studies Course (AHS)

- College Credit & Museum Contributions



Update on Action Steps Deployed During 2019-20

African American Studies Course (AHS)

Mandatory Staff Training on Diversity Awareness (Online Module)

Missouri School Board Association (MSBA) Annual Conference

- Superintendent & BOE Members Attend Cultural Competency Session

Administrative Council Evaluates Resources (District & Building Administrators)

- Midwest Collaborative for Cultural Proficiency in Schools
- Educational Equity Consultants

Introduction to Culturally Responsive Teaching (March PD Day Session Offering)

Staff & Parent Discussion Groups

- February Session Rescheduled for April

Leadership & Racism Institute

- June 2020 – Affton Administration



Preview of Future Action Steps During 2020-21

Board of Education Summer Workshop (July 2020)

- Key Aspects of Implicit Bias: Strategies for Making an Impact in Your Role

Culturally Responsive Teaching Session (August 2020)

- PD Days Prior to 2020-21 School Year – All Certified Staff

New Teacher Orientation Program

- Embed Social Justice & Culturally Responsive Teaching

PD Cohort Option

- Culturally Responsive Teaching



Introduction to Educational Equity Consultants

Dr. Sarah Booth Riss



Empower students to empower each other

Questions and Answers





Avoiding Racial

Students experiencing racism can't wait for schools to move at their own pace and comfort level.

Paul Gorski

In schools committed to racial equity, educators who resist anti-racist measures should feel uneasy, isolated on the outskirts of their schools' institutional cultures. I mean this literally. The educators least invested in racial equity should wonder whether they belong.

Sadly, research shows the inverse tends to be true in many schools, even when leaders claim equity commitments. Often, the educators most adamant about racial equity are cast to the margins of institutional culture. They are the ones feeling isolated, wondering whether

they belong (Kohli, 2018; Picower, 2011). Colleagues call them troublemakers for naming what others refuse to name. Some are shushed or encouraged to adopt a color-blind perspective by equity-skittish leaders. They are accused of being too "political" simply for pointing out conditions that harm families of color. Educators of color who raise these concerns tend to face even greater hostility, as Kohli (2018) documented through the narratives of racial-justice-oriented teachers of color. They often are labelled "militant" or "angry" for telling the racial equity truth.

This is a failure of equity leadership.

A Racial Equity Reckoning

If the most emphatic racial equity advocates feel silenced and less central to institutional culture than their equity-resistant colleagues, what we have from an equity point of view is a sick institution.

Any meaningful accounting of racial inequities in schools must reckon with this reality. Is our commitment real? Why do emphatic equity advocates often face harsher repercussions for their advocacy than equity heel-draggers face for their inaction? Why is taking a strong, impassioned stand on racism interpreted as *deviant* while refusing to take a stand on racism is interpreted as *in a developmental process* (Mayorga & Picower, 2018)?

Are we driven by authentic desires for racial equity? Or are we content with rearranging inequities, hiding them behind multicultural arts fairs and diversity clubs (Au, 2017)?

The disturbing reality is, in my 20 years of experience working with schools and districts on matters of equity and justice, I've found that most initiatives and strategies that pass for "racial equity" efforts in schools pose less of a threat to racism than to the possibility of racial justice. Following Olsson's (1997) accounting of the detours white people follow to protect their privilege and avoid the messy work of racial justice, I call these initiatives and strategies *equity detours*.

The detours vary in scope and nefariousness but share a function: They create an illusion of progress toward

have in common is that they mask racial inequity. They relieve us of the responsibility to name and eliminate the ways racism operates in our schools (Ladson-Billings, 2017). Rather than being paths to equity, they are detours around it.

Four Racial Equity Detours

Described below are four racial equity detours commonly embraced in schools,¹ followed by equity principles that can help educators avoid these detours and build a more transformational racial equity approach.

1 Pacing-for-Privilege Detour

This detour underlies the other detours. It speaks to the situation described earlier, wherein an equity approach coddles the hesitancies of people with the least racial equity investment while punishing people with the most investment.

In too many schools, the pace of equity progress prioritizes the comfort and interests of people who have the least interest in that progress. Professional development in these schools appears designed to accommodate the feelings and fears of white educators in "difficult"

Equity Detours

equity while cementing, or even exacerbating, inequity. They can be more devastating than explicit racism because they do racism's work while consuming resources ostensibly earmarked for racial equity. They are the *anti-anti-racism*.

For example, people who study equity initiatives in schools have tracked educational leaders' tendencies, in the name of equity, either to implement deficit-oriented strategies, such as "grit" initiatives that obscure inequity (Kohn, 2014) or, worse, to build equity efforts around debunked approaches that create more inequity, like the "mindset of poverty." Some educational leaders inexplicably continue to embrace the "mindset of poverty" even though it reinforces racialized stereotypes (Redeaux, 2011)—and despite the fact that research clarified that *there is no such thing as a mindset of poverty* 50 years ago (Valentine, 1968).

What all these types of initiatives and frameworks



conversations about race rather than to advance equity for students of color (Swanson & Welton, 2018). A common “equity” PD framework in these contexts is *cultural competence*—an approach that provides a way to talk about “cultural differences” without having to name or confront racism (Gorski, 2016a; Pon, 2009). Cultural competence is important. But by itself it’s no threat to racism.

The hard truth is, racial equity cannot be achieved with an obsessive commitment to “meeting people where they are” when “where they are” is fraught with racial bias and privilege. Students, families, and educators experiencing racism cannot afford to wait for us to saunter toward a more serious racial equity vision. They cannot afford to wait, in particular, for all white educators to ease into racial equity commitments at a pace of our choosing while they suffer the consequences of our casualness.

In schools committed to equity, the time is *now*. We must prioritize equity over the comfort of equity-reluctant educators. We move on racial justice first by honestly identifying and addressing all the ways racism operates in our schools, and then we bridge the equity hesitators to our equity vision. We refuse to equivocate on racial justice. We find the will to implement, and hold one another accountable to, policy and practice changes *today*, rather than waiting for an elusive consensus.

When I make this argument to education leaders, they often emphasize the importance of staff buy-in. I appreciate consensus-based leadership—but not always when it comes to equity. The school-to-prison pipeline is flowing (Annamma, Morrison, & Jackson, 2014).

The hard truth is that racial equity cannot be achieved with an obsessive commitment to “meeting people where they are” when “where they are” is fraught with racial bias and privilege.

Students who are disproportionately targeted with assignment to special education, harsh applications of discipline policy, unengaging pedagogy, and the sorts of “school reform” initiatives that redistribute access up the privilege continuum don’t need consensus. They need justice.

Start where we need to be: *Equity is neither optional nor negotiable. This is who we are as a school; these are the values to which we will be held accountable.* Our best resources in these efforts are equity-minded educators—the ones accustomed to the shushing. When we make them the center of our schools’ and districts’ institutional identities, we are primed for equity progress.

2 Poverty of Culture Detour

Culture is one important equity consideration. However, although racial identities may inform cultural identities, racial inequities aren’t predominantly cultural misunderstandings. Racism is a tangled structural mess of power, oppression, and unjust distributions of access and opportunity. This mess cannot be resolved with greater cultural awareness alone.

I call this the *poverty of culture* detour in honor of Gloria Ladson-Billings (2006). In “It’s Not the Culture of Poverty, It’s the Poverty of Culture,” she describes the hazards of adopting diversity frameworks built around vague notions of “culture.”

“[T]he problem of culture in teaching is not merely one of exclusion,” she explains. “It is also one of over-determination. . . . [C]ulture is randomly and regularly used to explain everything . . . from school failure to problems with behavior management and discipline” (p. 104).

The result is that we too often attribute educational disparities to students’ cultures. We cannot allow racism-infused misperceptions of *their* cultures to justify *our* failure to create racially just schools. Often, we interpret racial disparities in which students are suspended or expelled, for example, not as the result of racial bias, as research shows it primarily to be (Rudd, 2014), but as a cultural defect in communities of color. So we might attempt to solve these disparities by adjusting the behaviors, mindsets, or emotions of students of color rather than by adjusting educators’ racial presumptions or schools’ inequitable practices.

We cannot fix a problem we refuse to name. If our equity initiatives feature the word *culture* more than the word *racism*, we’re probably off track. If we adopt an approach that obscures racism behind vague nomenclature like *cultural competence* or *the diverse kids*, we might be off track.

3 Deficit Ideology Detour

If we spend any of our equity efforts attempting to “fix” students of color—fortifying their

gritiness, modifying their mindsets, adjusting their emotions—we need a reaccounting, not only of our equity understandings, but also of our equity intentions. These strategies locate the source of educational outcome disparities within communities of color while often ignoring the role of racism—the clearest sign of *deficit ideology* (Gorski, 2016b).

We should be instinctively suspicious of popular educational approaches that often detour us around equity with a deficit approach. For example, presuming we can resolve racial inequities by simply teaching students of color to have grit is like presuming we can resolve climate change by teaching coastal communities to swim faster. It shifts the onus of responsibility away from schools and onto the very youth who are cheated out of equitable opportunity—and who, due to this cheating, often already tend to be quite resilient. It can obscure structural conditions with which marginalized communities contend. What good is grit against curricular erasure or inequitable school policy?

As somebody who attended school having experienced the childhood trauma of sexual abuse and often found myself being punished for the implications of that abuse, I find the growing interest in mindfulness and trauma-informed practices compelling. But too often, these practices are adopted as though they are racial equity initiatives. In some cases, we offer students of color coping mechanisms rather than correcting in-school conditions—like inequitable policy or racially tinged tracking practices—that exacerbate racism's traumas. Our best strategy for minimizing the impact of racism is to eliminate racism. Trauma-informed practices as implemented

in most schools don't do that.

Before we follow the deficit ideology detour, we should ask ourselves some questions. In whose image is school policy and institutional culture crafted? Which students have the most access to higher-order pedagogies, relevant curricula, and a full range of course options? Which students face grinding inequities in and out of school? What do trauma-informed practices look like for students whose primary source of trauma is the racism they experience *at school*?

Equity initiatives should focus on eliminating conditions that marginalize students—never on fixing students of color. If we cannot describe how our efforts are eliminating those conditions, it's time for an equity overhaul.

4 Celebrating Diversity Detour

Recently, while visiting a colleague's classroom to facilitate a conversation about race and poverty, I asked a group of African American and Latinx 10th grade students about their school's upcoming Diverse Friends Day. For one lunch period, they would be forcibly integrated, coerced into celebrating diversity by sitting with classmates racially or ethnically different from themselves—classmates with whom some of them normally wouldn't socialize.

"They mean well, but this activity is racist," Pam shared.²

"I don't know about racist," Tariq responded, "but I don't want to do it."

José added, "A lot of the white students don't like us. I don't want to be forced to hang out with them."

I asked Pam to elaborate on her observation that Diverse Friends Day is racist. "There's a lot of racism in this school," she insisted.

She wondered how disturbing her lunch—the only time she could relax in a predominantly white school—was going to change that. "I think Diverse Friends Day is for white people," she concluded.

Is she wrong? I don't think so, especially in the absence of more serious racial equity efforts, which these students agreed were missing from their school. In my experience, many "celebrating diversity" initiatives are crafted to help white students learn about diversity—not *racism*, but *diversity*—in ways that will be most comfortable for them.

In some cases, students of color are used essentially as props for the gentle diversity education of white students through activities like Diverse Friends Day. This allows white people to opt out of considering racial justice while deriving social and cultural benefits from diversity awareness. It creates the illusion of diversity appreciation while entrenching inequity.

Requiring students of color to participate in these diversity spectacles while failing to attend adequately to inequity can be exploitive. Pam, Tariq, and José didn't need to share lunch with white students to learn about difference, much less how racism operated around them. They developed these insights as a matter of survival. White educators were asking them to celebrate a diversity in which their experiences were invisible. This is one way white privilege persists even in the context of diversity efforts.

Five Principles of Equity Literacy

At this point, I presume readers are thinking, "So what *should* equity efforts look like?" I'm cautious about addressing this sort of question. It may signify a common impulse in

education to grasp for simple strategies to address challenges that are more about ideology and will than strategy. I encourage us to think, instead, about principles that can guide our equity actions.

Here are five *equity literacy* principles (Gorski & Swalwell, 2015) that can help us avoid equity detours and maximize the impact of our equity efforts.

1 Direct Confrontation Principle

The path to racial equity requires direct confrontations with racial inequity—with racism. We start, again, by asking, “How is racism operating here?”

Gather the racial equity advocates in your school, district, and

consequences for students of color if applied by educators who harbor racial bias even if they aren’t intending to be racist? What do you need to change about that policy, or about the racial ideologies in your school or district, to make it equitable?

2 Redistribution Principle

Equity involves redistributing access and opportunity at the most basic institutional level. This includes material access to things like learning materials, technology, healthy food, and even healthcare. It also includes nonmaterial access to higher-order pedagogies, relatable curricula, and equity-conscious teachers.

The idea here is to intimately examine how institutional policies

dress code policy banning items associated with specific racial groups or assessment practices that could mask racial bias? Work with the equity advocates in your school and community to revise those policies and practices *right now*. Then attend to dynamics of institutional culture that resulted in the existence of biased policies to begin with.

3 Prioritization Principle

The only way to redistribute access and opportunity is to prioritize the interests of students of color. Every policy and practice decision should be filtered through this lens: *How will this policy impact families of color? How will it improve conditions for students of color?* Remember that, in inequitable contexts, equality—attending *equally* to everybody’s interests—reproduces inequity. For example, we know that students of color are disproportionately tracked out of “upper-track” classes (Leonardo & Grubb, 2018) and that on average, students in “lower-track” classes have less access to engaging pedagogy and more exposure to control-oriented teaching practices. And because we also know these disparities are driven significantly by racial bias in referral and assessment processes (Faulkner et al., 2014), a racial equity commitment should lead us to abandon traditional tracking methods. We can prioritize the interests of students of color by trading what we perceive as the equality and efficiency of those methods—*efficiency for whom?* we might ask—for a process that eliminates the influence of racism.

4 Equity Ideology Principle

Equity is a lens and an ideological commitment. No strategy can help us cultivate equitable schools if we’re

Although racial identities inform cultural identities, race is not culture. Racial inequities aren’t predominantly cultural misunderstandings.

community and map the ways—big and small, implicit and explicit—that racial inequities persist. Examine policy, curricula, and discipline practices. If you struggle to identify how racism is operating, invest time to learn how to do it. When I work with educational leaders committed to acquiring an equity lens, I find simple prompts like these can provide opportunities for meaningful practice:

- What is one practice in your school that focuses on fixing students of color rather than fixing the conditions that marginalize them? How can you reshape that practice for racial equity?
- What policy might have harsher

and practices provide some students more access and opportunity than others. It may mean re-examining how school practices are crafted in relation to students’ lived experiences and whether institutional policy and culture are responsive to the interests of the most marginalized students.

For example, as we examine behavior policies, we might ask ourselves whether we’re cognizant of the depth of racial bias associated with how educators tend to interpret behavior and dole out behavior referrals.


Policy handbooks are another good place to start. Study your school’s policies line by line. Might any perpetuate racial inequity—like a

unwilling to understand how racism operates. Professional development opportunities related to equity should emphasize the ideological work required to more deeply understand the dynamics of racism in society and schools. Then we can draw on those deeper understandings to build our practical approach for eliminating racism.

5 #FixInjusticeNotKids Principle

Effective equity efforts focus not on fixing students of color, but on eliminating racist conditions. If we find ourselves, in the name of equity, adopting initiatives meant to improve educational outcomes by adjusting mindsets or cultures in students of color, it's time to reconsider our efforts.

Do We Have the Will?

Implementing a transformative racial equity commitment is difficult, especially if we face significant resistance. Of course, it's not more difficult than navigating racism, which many students, families, and educators of color endure. I cling to hope that most of us want racial equity. The question for those of us who find the detours alluring is whether we have the will to align our actions with our philosophies. My hope is that, by considering the detours and principles discussed here, we can find ways to strengthen our equity efforts and create schools that deliver on the basic ideals of equity and justice. 

¹This is not an exhaustive list, but gives a few examples.

²All student names are pseudonyms.

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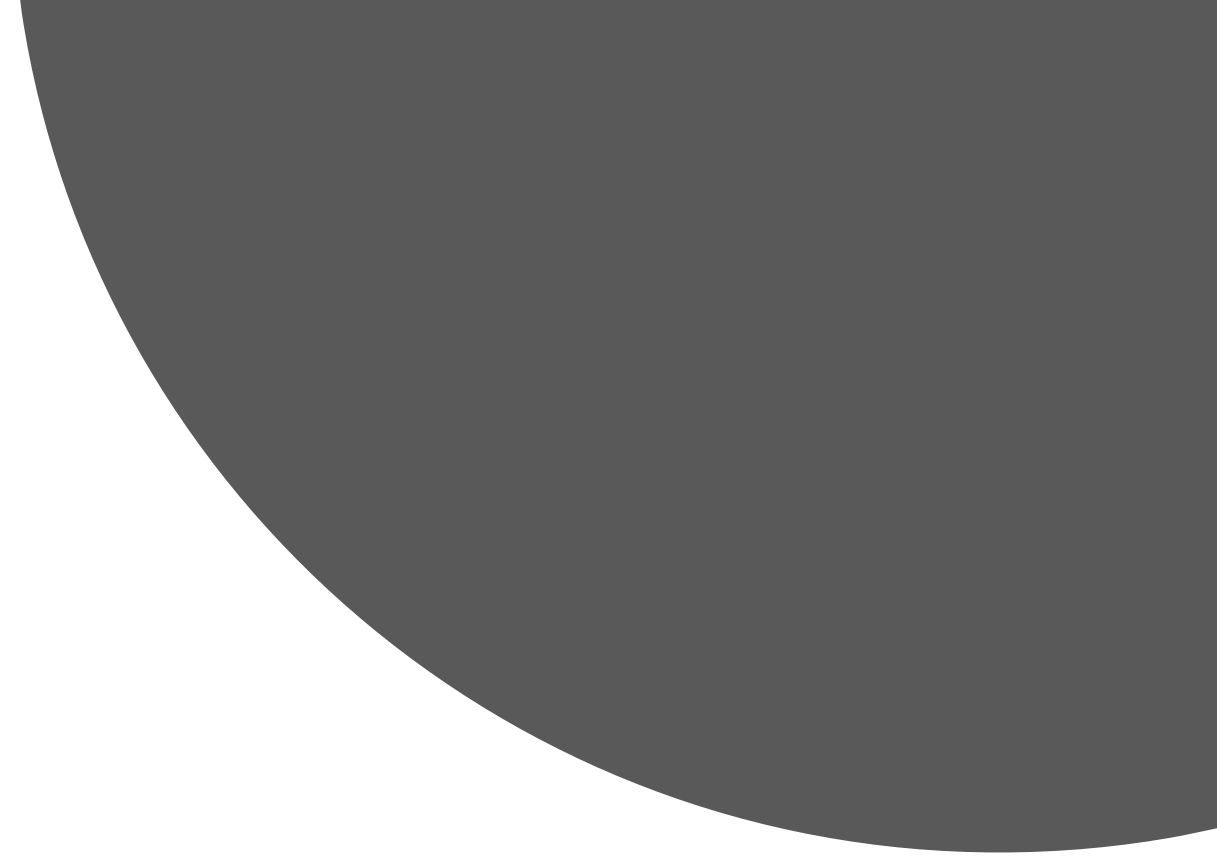
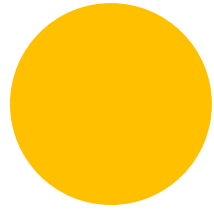
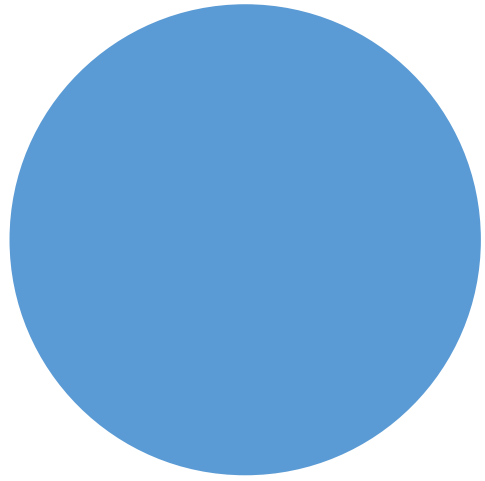
GUIDING QUESTIONS

➤ Do you think your school or district engages in any equity detours? How might you reexamine such initiatives in light of Gorski's equity literacy principles?

➤ Do you agree with Gorski's point that schools “must prioritize equity over the comfort of reluctant educators”? What would this mean in your school or district?



Paul Gorski (gorski@edchange.org) is the founder of the Equity Literacy Institute (equityliteracy.org) and EdChange. He helps educators across the United States and internationally strengthen their equity and justice efforts and is author, coauthor, or coeditor of more than 10 books, including *Reaching and Teaching Students in Poverty* (Teachers College Press, 2013) and *Case Studies on Diversity and Social Justice Education* (Routledge, 2013).



Affton School District Board of Education

July 25, 2020

Dr. Sarah Booth Riss

Educational Equity
Consultants

AGENDA OVERVIEW

Key Aspects of Implicit Bias

Strategies for Making an Impact in Your Role

Goal for Our Short Time Together

Gain

Gain a basic understanding of implicit bias and actions you can take to begin to overcome its impact.

Identify

Identify things in your past that may cause biases in your life.

Develop

Develop a brief plan for actions you can take to address your own biases

ROPES

Respect

Open, oops, ouch

Participate, pass

Escuchar, engage

Said here, stays here



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Tools to Remember

- Open, oops, ouch
- Participate, pass
- Said here, stays here
- ***Waterfall Waterfall***

“Community first then work.”

-- James Comer

Voices in the Room



Handshake Partners – Via Safe Distancing

- Describe your first paying job.
- Who would like to have lunch with today? (living or not living)
- Share your favorite piece of advice.
- What about Affton School District makes you proud to be a member of the district?



A focus upon equity is not..

• Blaming

• Shaming

• Feeling guilty

A focus upon equity is....

About growth

Learning about each

Understanding each other

Valuing each other

Feeling great about your new understanding

Seeing things differently

Talking about hard things with the goal to learn and grow together

Strength and courage to take action so all are treated and valued equally

Conversations

- We acknowledge one another as equals.
- We try to stay curious about each other.
- We recognize that we need each other's help to become better listeners.
- We slow down so we have time to think and reflect.
- We remember that conversation is the natural way humans think together.
- We expect it to be messy at times.

Margaret Wheatley

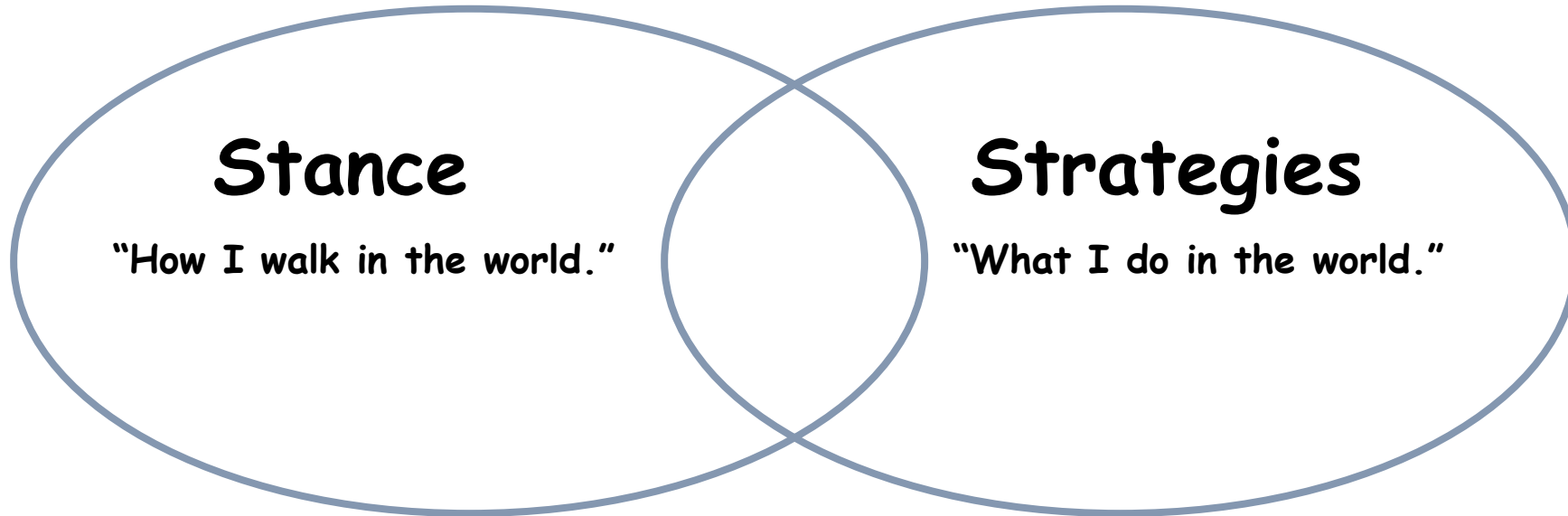


JULIAN
WEISSGLASS
ED WEEK -
AUGUST 3,
2001

“Any reform effort designed to reduce the achievement gap that does not help whites and people of color heal from the hurts of racism will not likely succeed over time.

Although educators cannot, by themselves, solve all the problems caused by racism in society, it is possible for us to **construct healing communities** in which people can learn how to listen and give attention while others heal."

Creating Inclusive Learning Environments



Cultural Competence

Cultural Consciousness - a mind set (some would say a "heart set") that esteems one's own culture while positively engaging with those whose cultures differ from our own. It honors differences and sees diversity as a strength from which everyone profits. - **Affective Domain**



Cultural Efficacy - educating with your personal values and behaviors and your classroom and school's policies and practices in a manner that is inclusive with cultures that are new or different from you and the school. - **Cognitive Domain**

ne of the most **sincere**
forms of *respect* is
truly listening
hat **another** has to say

Bryant H. W

A listening
Pair

Listening Pairs

**Describe
your feelings
about this
time in
history.**



John L. Lewis

“The most important lesson I have learned in the fifty years I have spent working toward the building of a better world is that the true work of social transformation starts within. It begins inside your own heart and mind...”

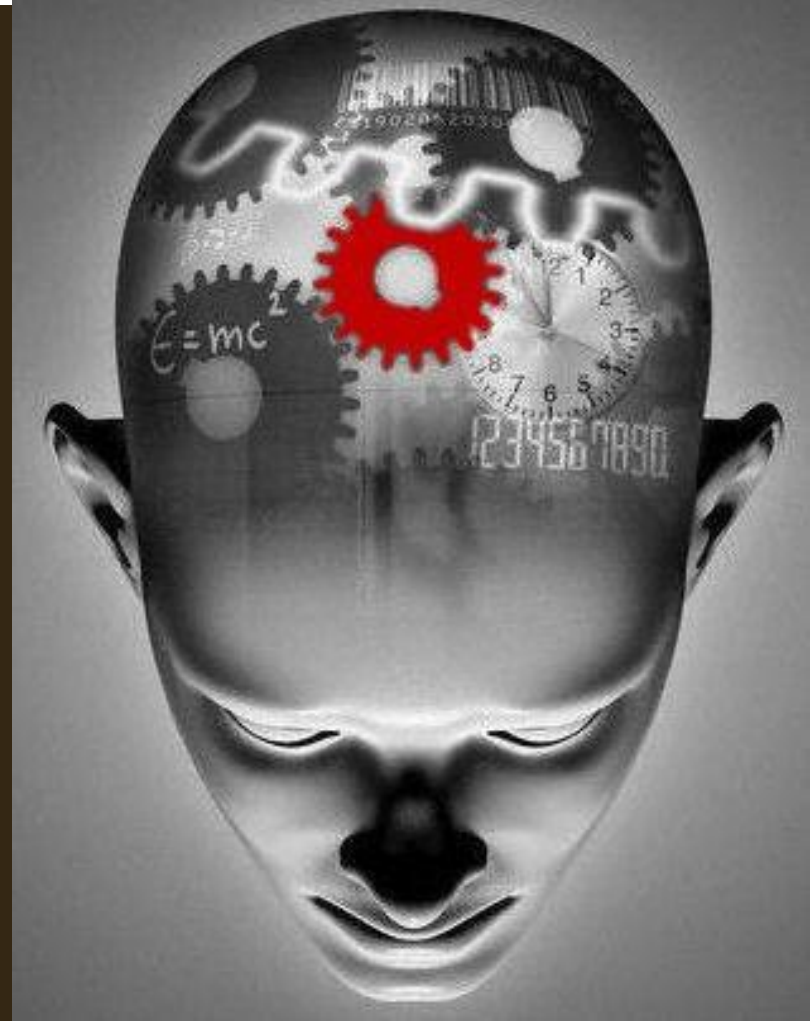




NATIONAL
EQUITY
PROJECT

Deliver on the promise
of a quality education

Hidden Brain: Implicit Bias

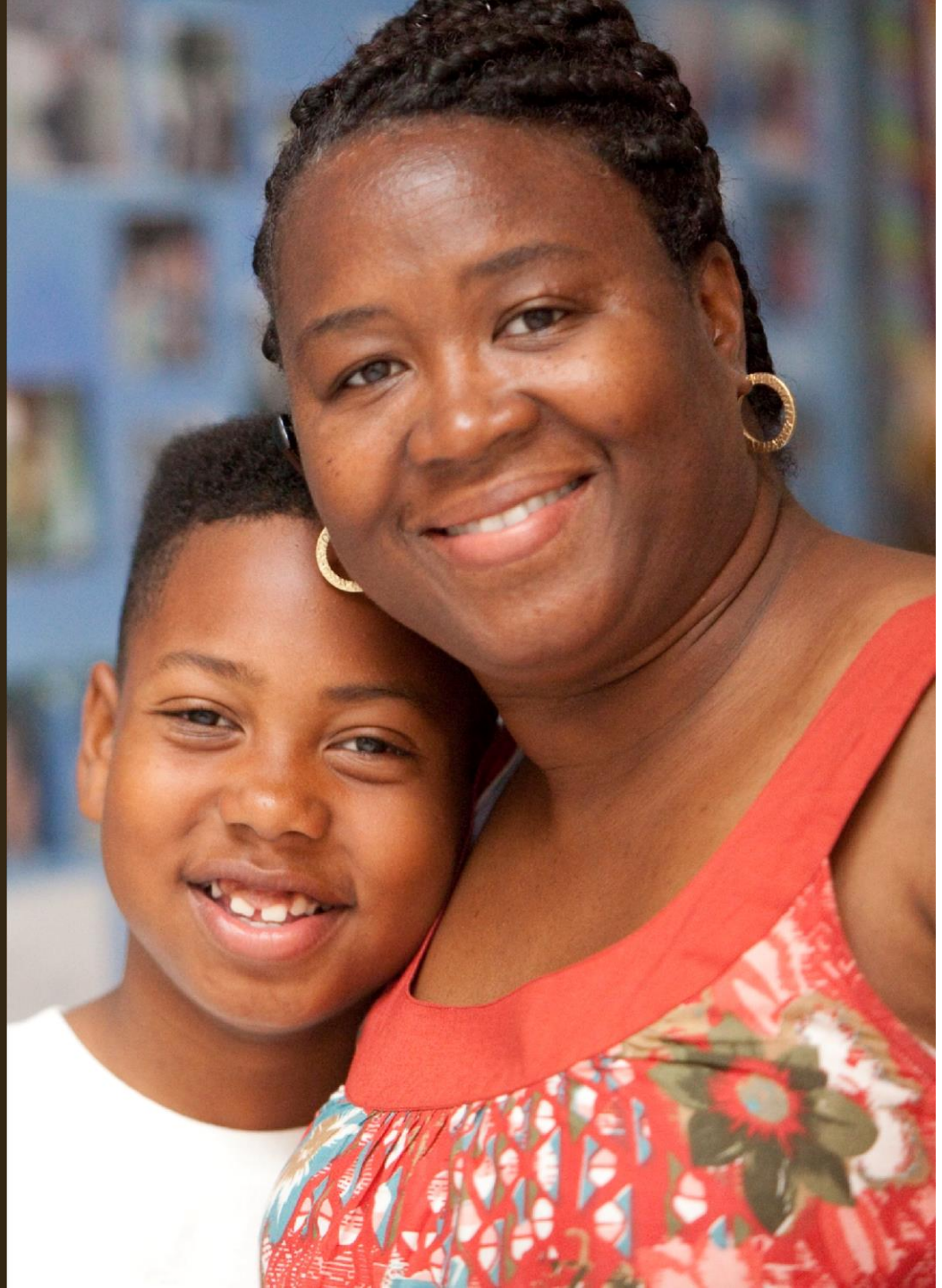





We believe every young person has
the right to a quality education.

“Leading for
Equity means
taking
responsibility
for what
matters to you.”

Julian Weissglass
Ripples of Hope (1998)





What thoughts and feelings come up
for you?

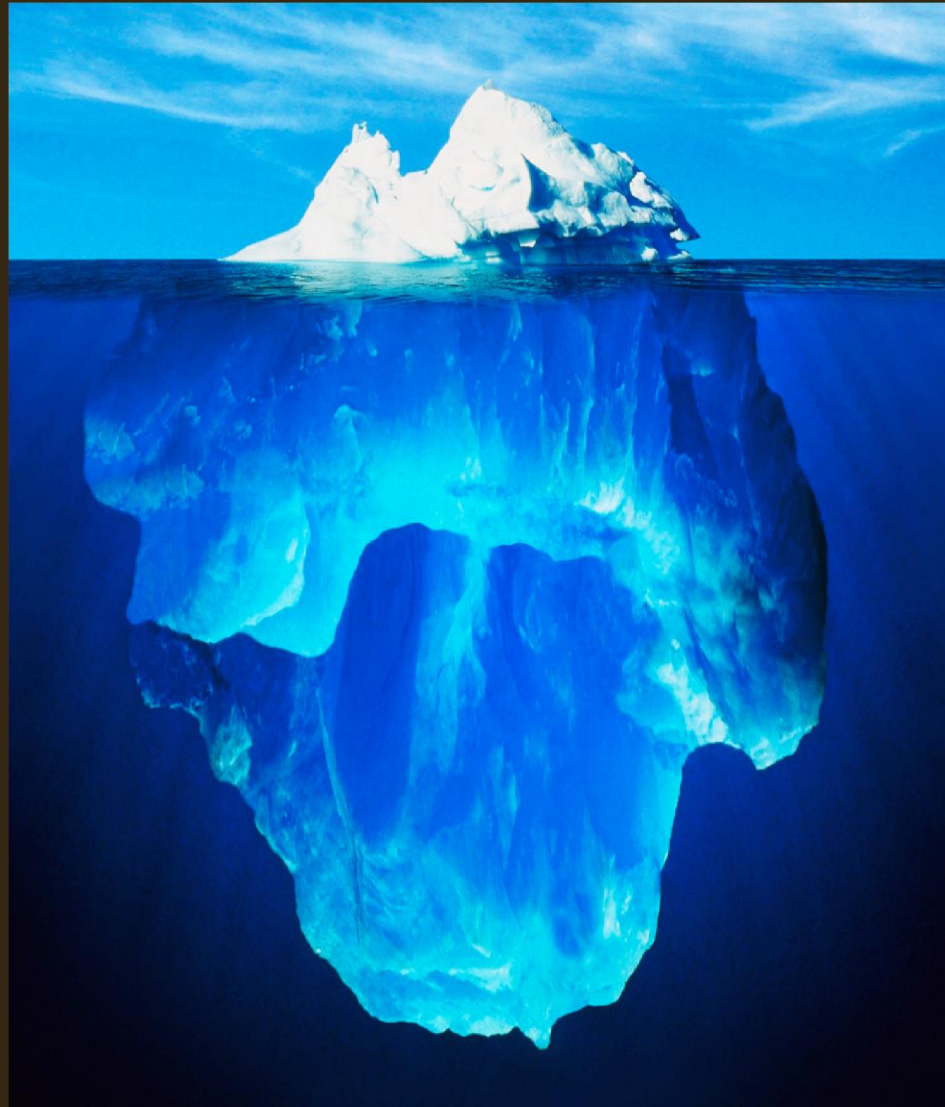
What is at play here?

Turn & Talk

The unconscious mind...

The unconscious parts of the mind are most of the mind – where most of the decisions and many of the impressive acts of thinking take place.

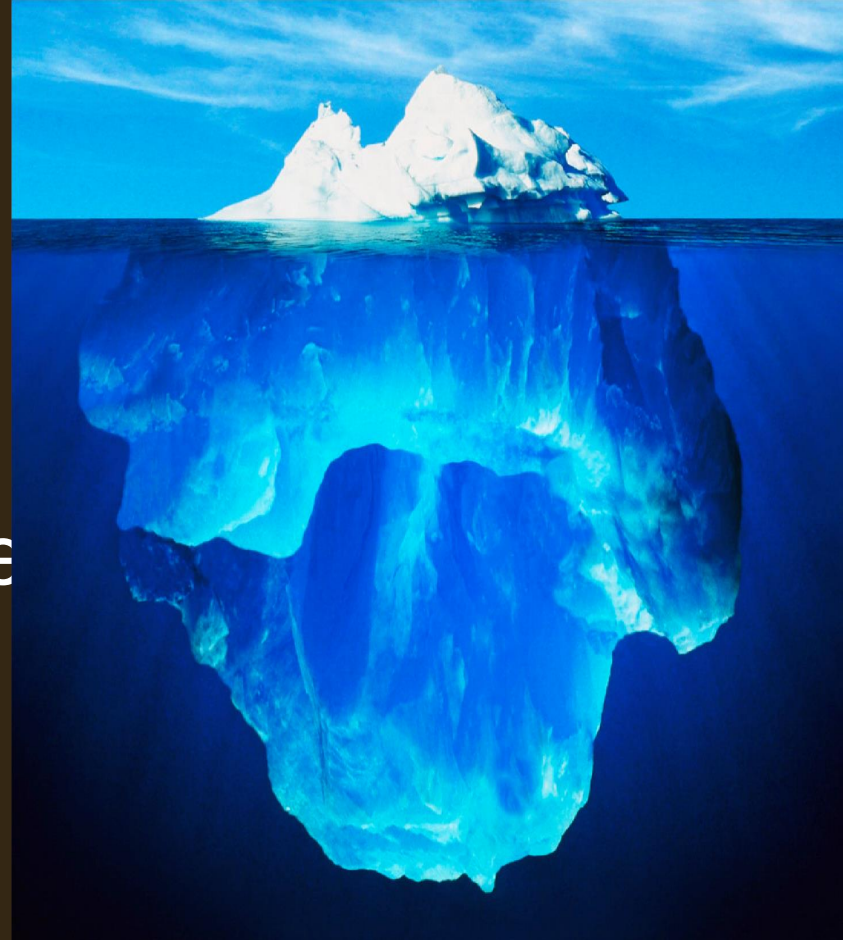
David Brooks, *The Social Animal*



The unconscious mind...

Only 40% of the mind is conscious.

The unconscious mind processes 11 million pieces of information a second.



The unconscious mind...


People are meaning making machines – individually and collectively – the unconscious mind helps us make meaning.

It takes in data...sorts it...and makes meaning of it.

Our unconscious is traveling at light speed while our conscious mind is taking a slow walk.

It helps us to survive...fight, flight, freeze.





The Unconscious Mind & Implicit Bias

Implicit bias is the process of associating stereotypes or attitudes towards categories of people without conscious awareness. This results in actions and decisions that are at odds.

3 Processes

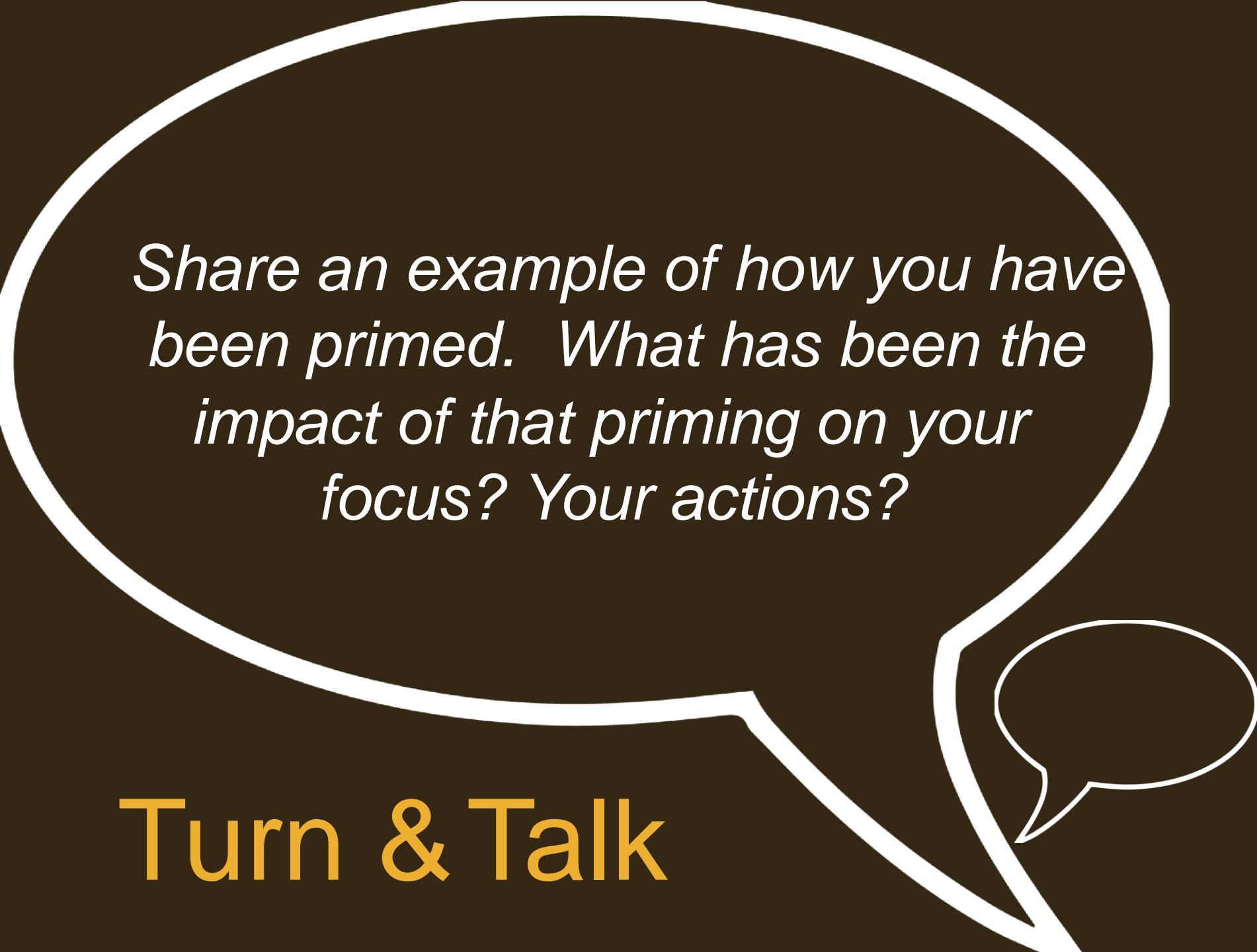


Priming

Associations

Assumptions





Share an example of how you have been primed. What has been the impact of that priming on your focus? Your actions?

Turn & Talk

Implicit Bias

- Bias kicks in before you are even aware it exists (lives in our unconscious mind).
- It occurs through the building of synapses image by image, message by message over time.

Implicit Bias



Messaging...whether
conscious or not...produces
associations.

Our Brain in Action

Please state the color of the text

Red

Blue

Green

Black

Green

Red

Black

Blue

Black

Blue

Green

Red

Green

Green

Black

Blue

Blue

Red

Purple

Red





Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana. (AFP/Getty Image Chris Graythem)

AP Associated Press

A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it



Headlines
make a
difference.



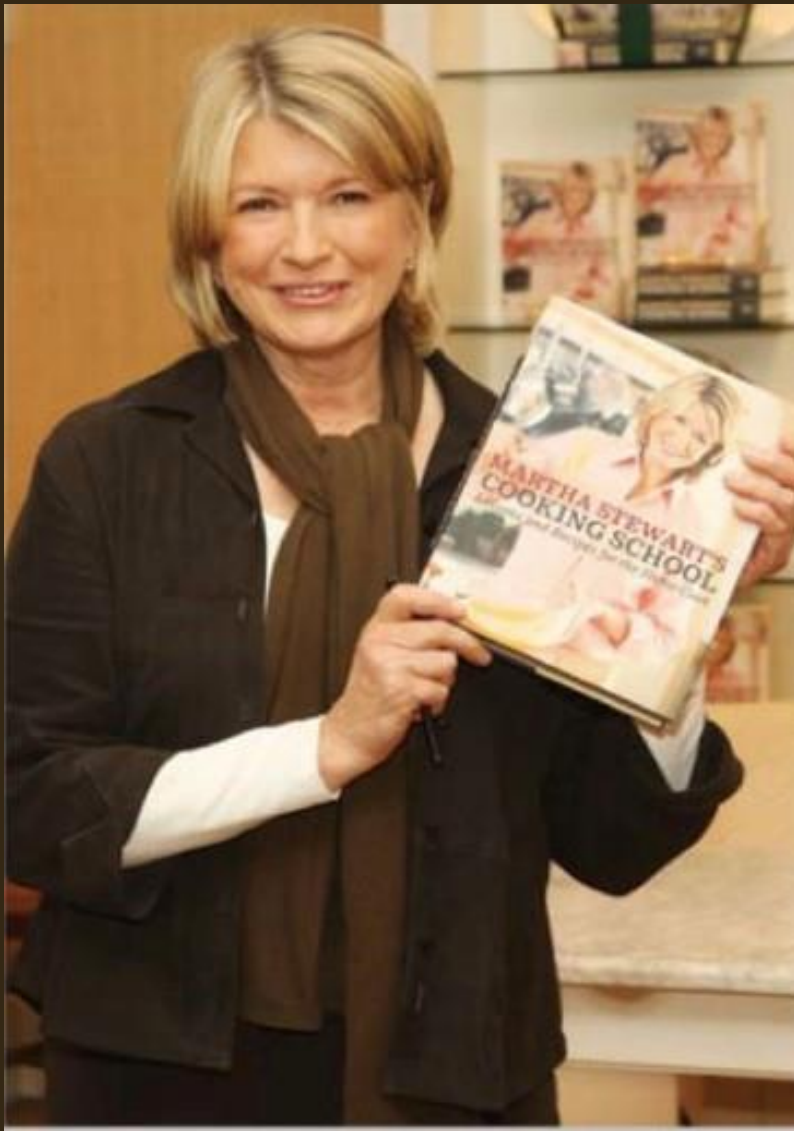
Court
decisions
make a
difference.

7 years ago, homeless mom Tanya McDowell got 5 years in prison for enrolling her son in a school outside her listed district.

Today, wealthy actress Felicity Huffman got 14 days for paying \$15K to rig her daughter's SAT scores. Huffman says she's "deeply ashamed."

[Show this thread](#)

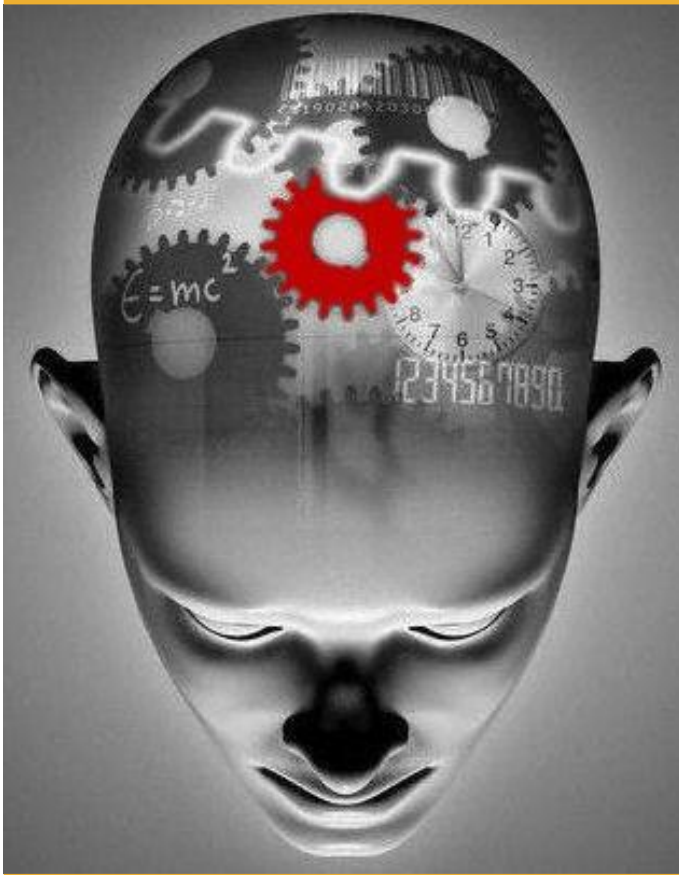




It's not LL Cool J

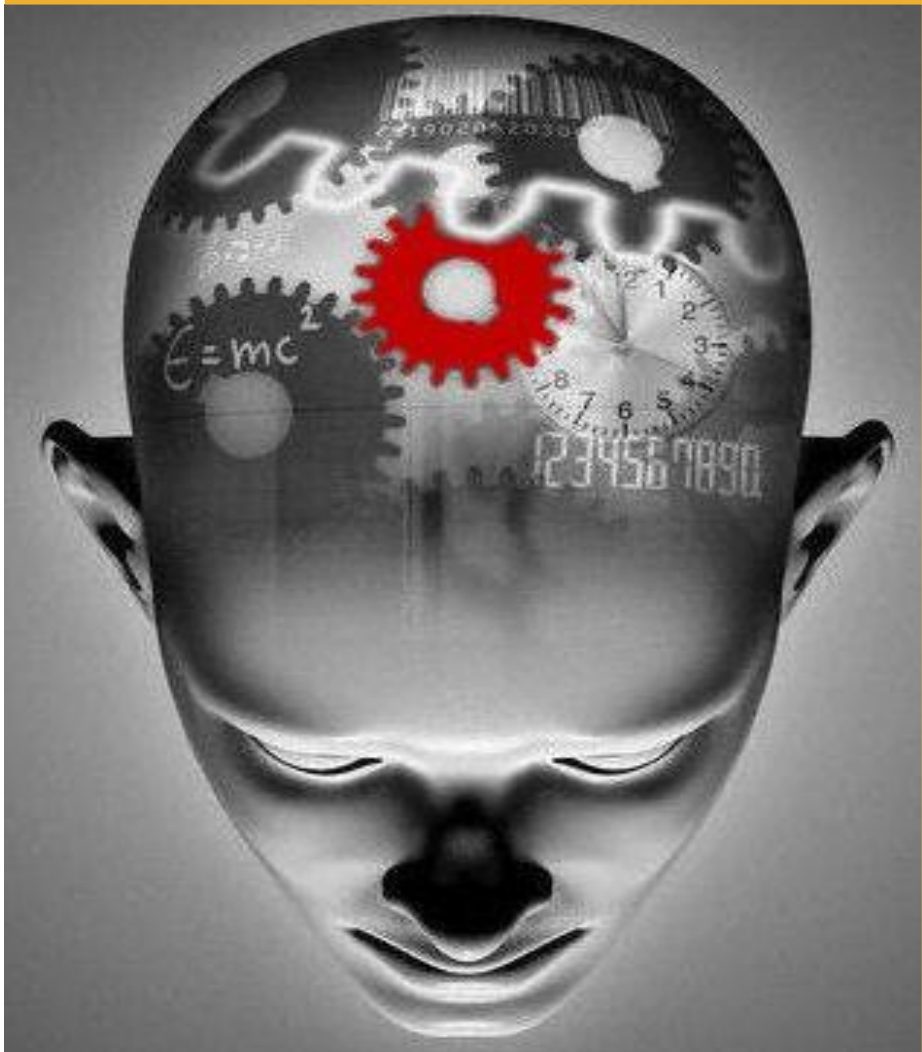
Who is a convicted felon?

Assumptions



The mind is sorting
and coding...

The body is
responding.

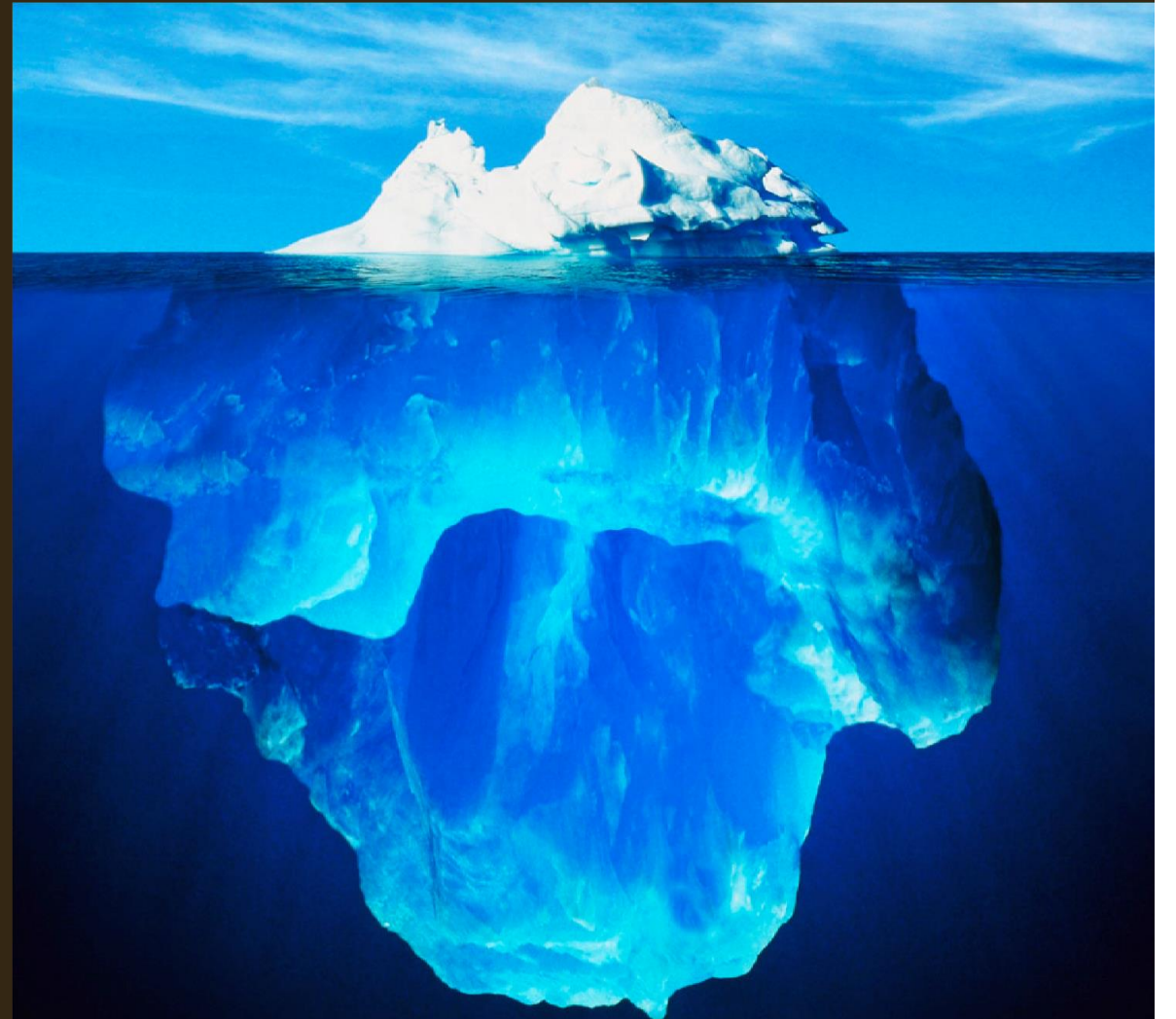


We can't avoid mentally absorbing categories defined by the society in which we live. They permeate the news, T.V., films, programming, and all aspects of culture. Because our brains naturally categorize, we are vulnerable to acting on the attitudes those categories represent.

Some Promising News

Biases are malleable.

We can influence the unconscious and build new synapses thus new mental associations.



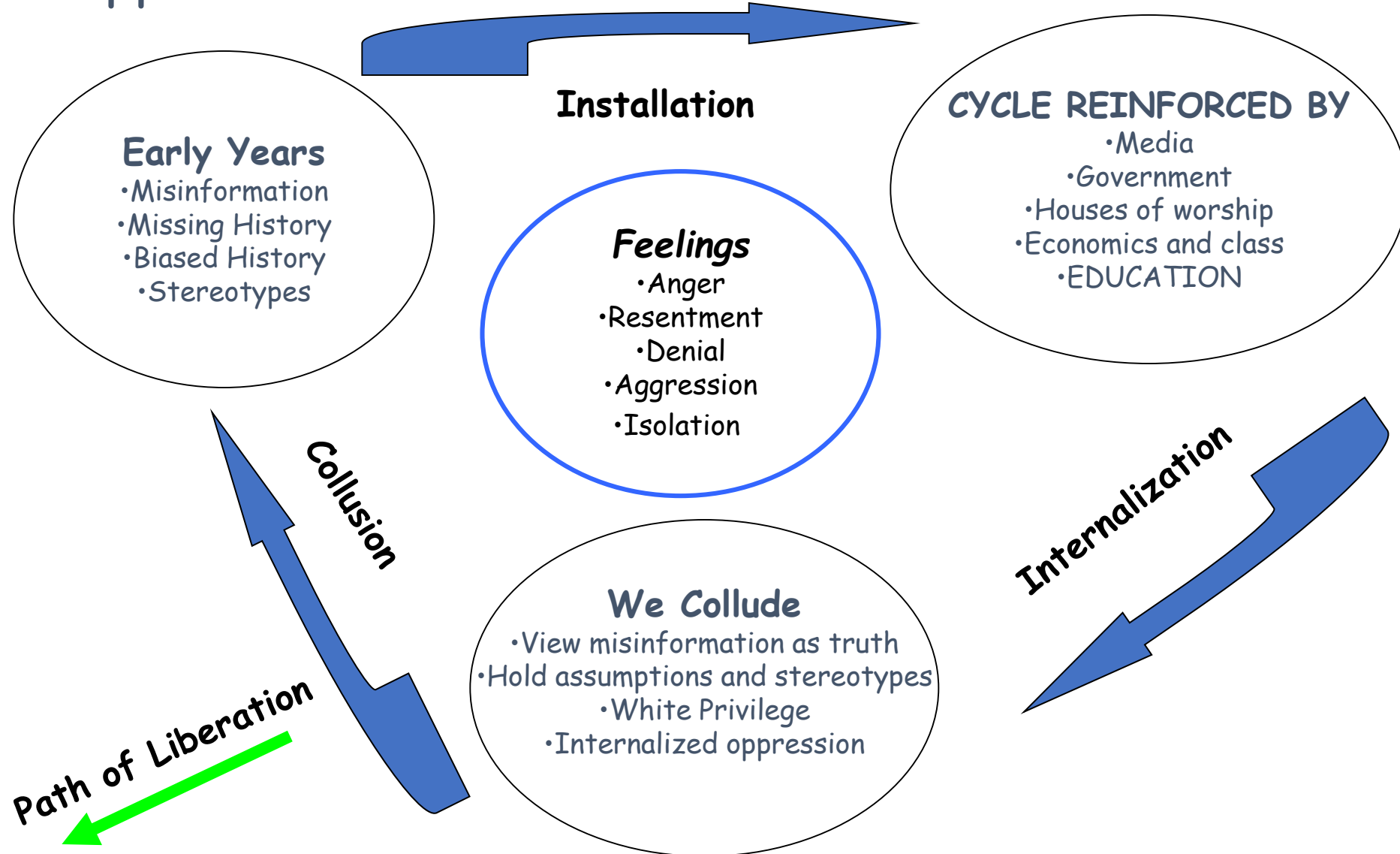
Plasticity

Something that can be shaped and can hold that shape is “plastic.”

Our brains are not fixed in place but can reconfigure.

Cells that fire together wire together.

Cycle of Oppression/Socialization



Groups	Family/Friend	Media	Faith-based	School
Indian Native American				
African Black American				
European White Americans				
Asian/Pacific Islander				
Gays / Lesbians				
Hispanic Latino/Latina				
Circumstance of Poverty				
Circumstance of Disability				

“More and more, I have gotten to think that some part of our brain is still stuck where we were at four and five and eight and it is always there. Under stress, people do regress to an early mode.”

Frances Aboud



Strategy #1

- Recognize what is going on, calm your “lizard brain” and prime it with a good intention.

Strategy #2

*Create New Narratives
(counter stereotypic imaging)*

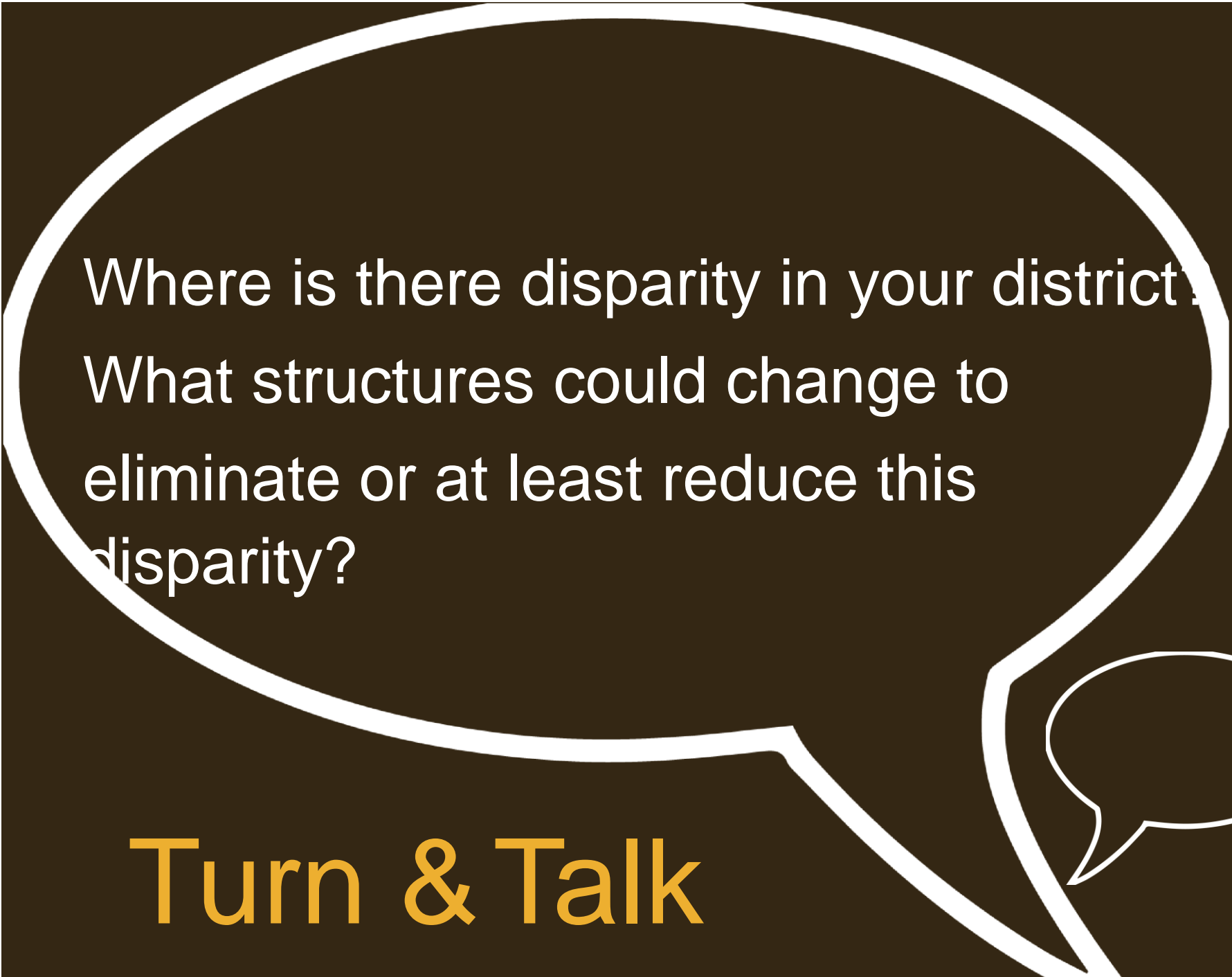


Strategy #3

Know your own cultural frames of reference and identify triggers.

Strategy #4

Identify the disparities and change the structure to have a positive impact.



Where is there disparity in your district?
What structures could change to
eliminate or at least reduce this
disparity?

Turn & Talk

Strategy #5

*Create HumanConnection
(increasing opportunities for
contact, individuation)*

SOULPANCAKE

TAKE A


SEAT

&

MAKE A

FRIEND





What can you do in your role to
create relationships with all types
of
people?

Turn & Talk

Personal Plan of Action



DECIDE.
COMMIT.
SUCCEED.

[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

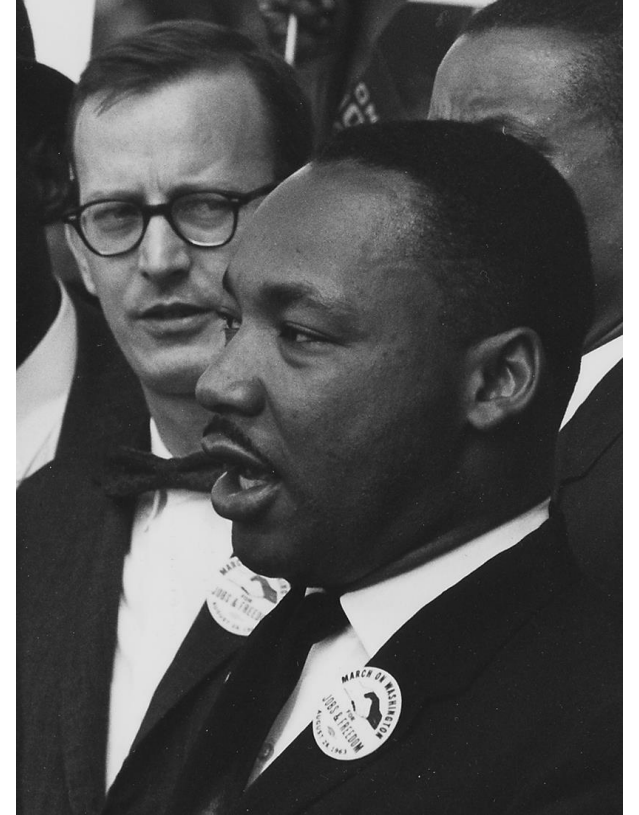
I am
committed to

.....

What actions will you take?

*In the end, we will remember
not the words of our enemies,
but the silence of our friends.*

Martin Luther King

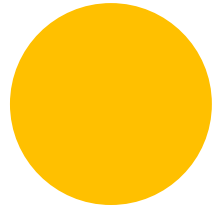
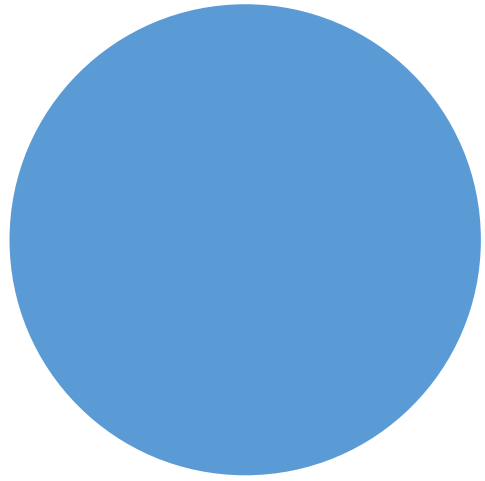


Maya Angelou

Secret to living your
best life...

...just do right.





Affton School District Board of Education

February 18, 2020

Dr. Sarah Booth Riss

Educational Equity
Consultants

**“Community first,
then work.”
-- James Comer**

Voices in the Room



Handshake Partners

1. Share a childhood nickname, if you don't have one, make one up.
2. Share your first car.
3. Share a book you would require a human being to read.
4. They are making a movie of your life, who will play your part?



ROPES

Respect

Open, oops, ouch

Participate, pass

Escuchar, engage

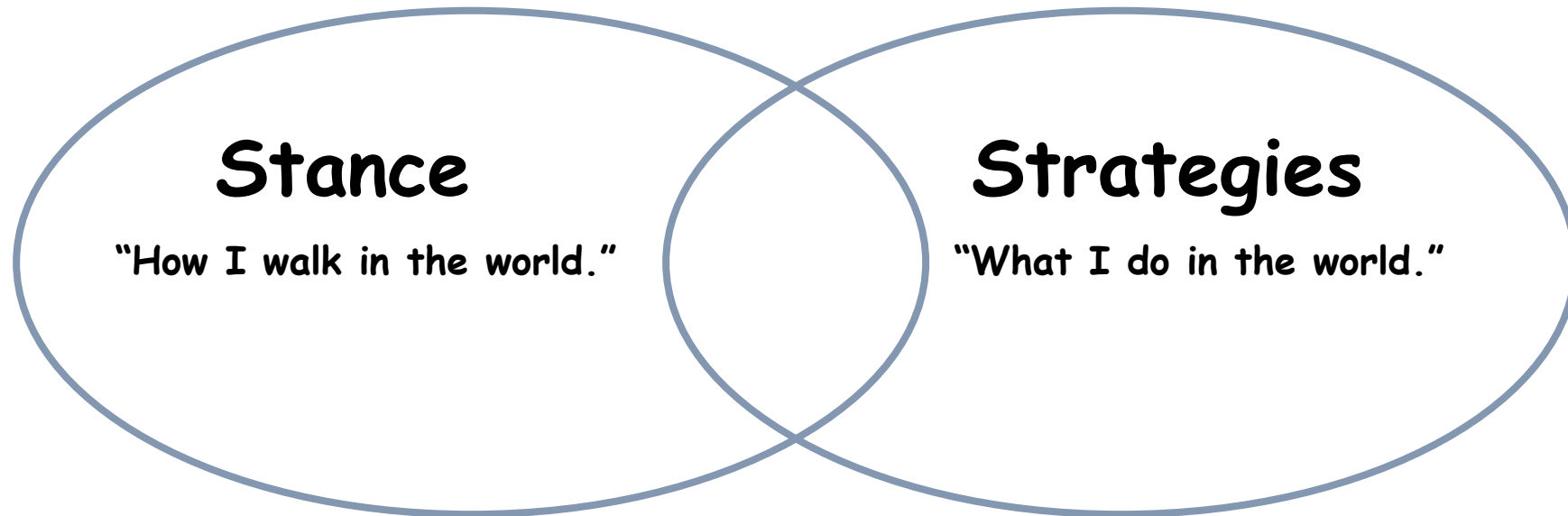
Said here, stays here



JULIAN
WEISSGLASS
ED WEEK -
AUGUST 3,
2001

“Any reform effort designed to reduce the achievement gap that does not help whites and people of color heal from the hurts of racism will not likely succeed over time.

Creating Inclusive Learning Environments



Cultural Competence

Cultural Consciousness - a mind set (some would say a "heart set") that esteems one's own culture while positively engaging with those whose cultures differ from our own. It honors differences and sees diversity as a strength from which everyone profits. - **Stance**



Cultural Efficacy - educating with your personal values and behaviors and your classroom and school's policies and practices in a manner that is inclusive with cultures that are new or different from you and the school. - **Strategy**

About growth

Learning about each

Understanding each other

Valuing each other

Feeling great about your new understanding

Seeing things differently

Talking about hard things with the goal to learn and grow together

Strength and courage to take action so all are treated and valued equally

A focus upon equity is....

A focus upon equity is not..

- Blaming



- Shaming



- Feeling guilty

Conversations

- We acknowledge one another as equals.
- We try to stay curious about each other.
- We recognize that we need each other's help to become better listeners.
- We slow down so we have time to think and reflect.
- We remember that conversation is the natural way humans think together.
- We expect it to be messy at times.

Margaret Wheatley

ne of the most **sincere**
forms of *respect* is
truly listening
hat **another** has to say

Bryant H. W

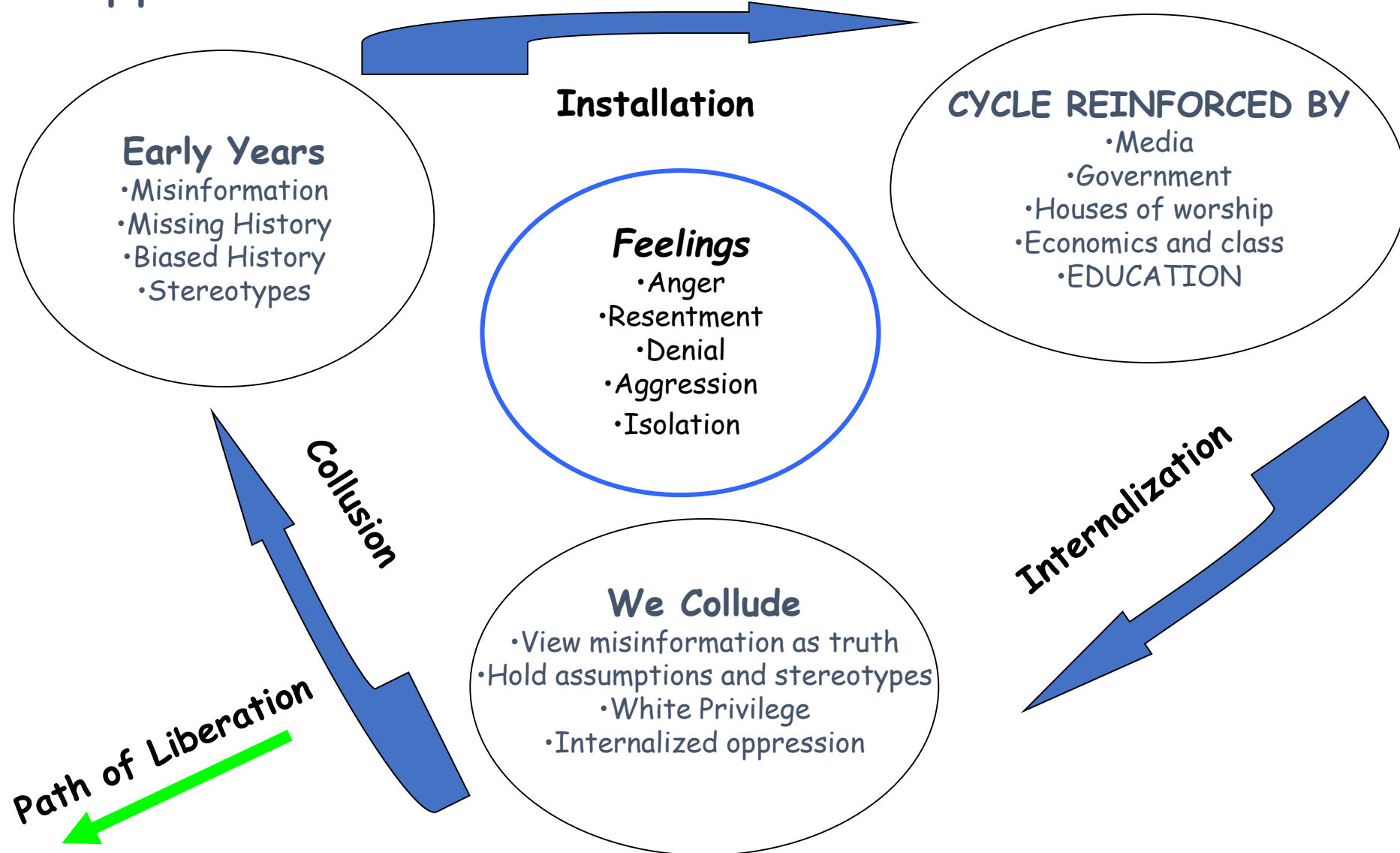
A listening
Pair



Listening Pairs

Describe the teacher who had the most impact on you.

Cycle of Oppression/Socialization



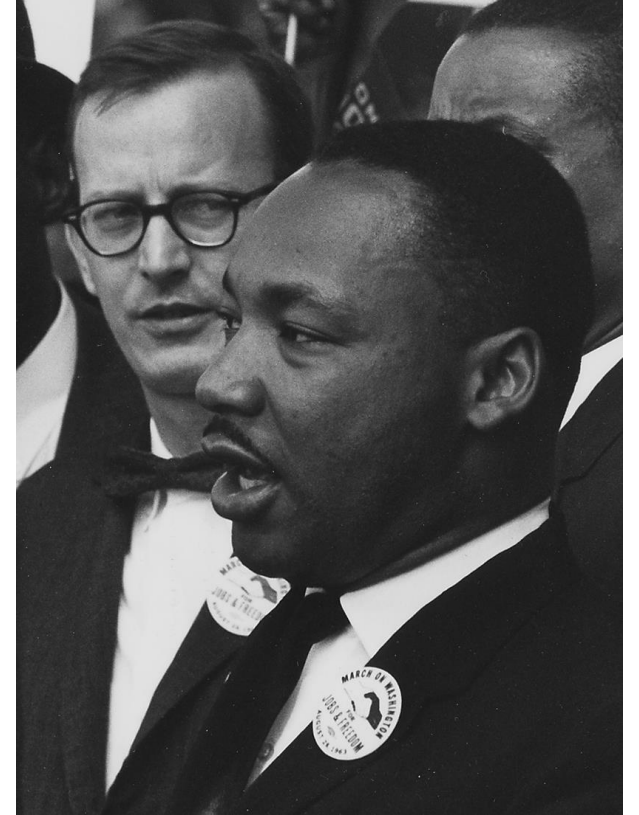
Although educators cannot, by themselves, solve all the problems caused by racism in society, it is possible for us to **construct healing communities** in which people can learn how to listen and give attention while others heal."

Major Topics

- Team Building
- Courageous Conversations
- Intent vs. Impact
- Fabric of Oppression
- Table of Oppression: Internal Oppression and White Privilege
- Definitions
- Strategies to foster achievement of all
- Creating a welcoming community environment
- Implicit Bias

*In the end, we will remember
not the words of our enemies,
but the silence of our friends.*

Martin Luther King





Educational Equity Consultants, LLC

**8420 Delmar Boulevard, Suite 500A
Saint Louis, MO 63124**

001-2311-6319-0000-0000-1

20.000.10.2.20

Date	Invoice #
1/24/2020	1737

Bill To
Affton School Distict Ms. Erica Chandler Director of Communications 8701 MacKenzie Road Affton, MO 63123

314-997-6500

P.O. No.	Terms
	Due on receipt

Description	Amount
Professional Development Program - Focus Groups - February 5, 2020 - Two Facilitators - Dr. Mary Ferguson and Mr. Tony Neal	1,350.00
Total	\$1,350.00

314-997-6500

Educational Equity Consultants, LLC
8420 Delmar Boulevard, Suite 500A
St. Louis, MO 63124
314-997-6500

SERVICE AGREEMENT

**Professional Development Program
Affton School District
Focus Groups
February 5, 2020**

Educational Equity Consultants, LLC and the Affton School District have reached an agreement for a Professional Development Program – Focus Groups for Faculty and Staff and Parents to be held on February 5, 2020 from 4:15 pm – 5:00 pm for Faculty and Staff and from 6:00 pm – 6:45 pm for Parents. The Professional Development Programs will be facilitated by Dr. Mary Ferguson and Mr. Tony Neal.

Affton School District – Focus Groups

\$1,350

It is further agreed that Educational Equity Consultants, LLC will receive \$1,350 for the Professional Development Program – Focus Groups.

Total \$1,350

Authorized Representative
Affton School District

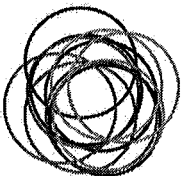


Anthony Neal
Educational Equity Consultants

Date

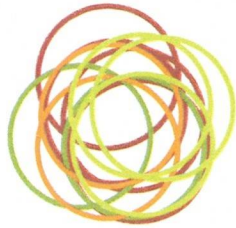
1/24/2020

Date



Educational Equity Consultants

Where Change Starts With One And Ends With All



Educational **Equity** Consultants

Where Change Starts With One And Ends With All

July 16, 2020

Dr. Chris McGee
Exec. Dir. Of Academic and Student Services
Affton School District
8701 Mackenzie Road
Affton, MO 63123

Dear Chris:

Enclosed are two copies of the Service Agreement between Affton School District and Educational Equity Consultants LLC to provide a Professional Development Program – Cultural Competency Training to be held on August 18, 19 and 20, 2020.

As you will see, Mr. Neal has signed each copy of the Service Agreement. After an authorized representative of the Affton School District has signed each copy of the Service Agreement, retain a copy for your records and return a copy of the service agreement to our office.

Your invoice is enclosed.

If you have any questions or need additional information, please let me know. The opportunity to work with Affton School District is appreciated.

Sincerely,

Mary Ruskin
Business Manager

Educational Equity Consultants, LLC
8420 Delmar Boulevard, Suite 500A
St. Louis, MO 63124
314-997-6500

SERVICE AGREEMENT

**Professional Development Program
Affton School District
Cultural Competency Training
August 18, 19 and 20, 2020**

Educational Equity Consultants, LLC and the Affton School District have reached an agreement for a Professional Development Program – Cultural Competency Training scheduled for August 18, 19 and 20, 2020.

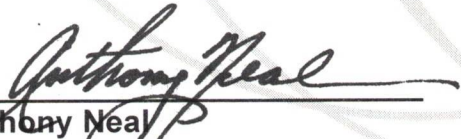
<u>Affton School District – Cultural Competency Training</u> August 18, 2020 – Six Hours - Five Facilitators	\$6.750
<u>Affton School District – Cultural Competency Training</u> August 19, 2020 – Six Hours - Six Facilitators	\$8.100
<u>Affton School District – Cultural Competency Training</u> August 20, 2020 – Six Hours - Five Facilitators	\$6.750

It is further agreed that Educational Equity Consultants, LLC will receive \$21,600 for the Professional Development Programs – Cultural Competency Training.

Total \$21,600

Authorized Representative
Affton School District

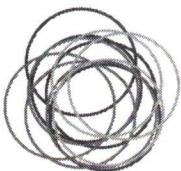
Date



Anthony Neal
Educational Equity Consultants

7/16/2020

Date



Educational Equity Consultants

Where Change Starts With One And Ends With All

Educational Equity Consultants, LLC
8420 Delmar Boulevard, Suite 500A
St. Louis, MO 63124
314-997-6500

SERVICE AGREEMENT

**Professional Development Program
Affton School District
Cultural Competency Training
August 18, 19 and 20, 2020**

Educational Equity Consultants, LLC and the Affton School District have reached an agreement for a Professional Development Program – Cultural Competency Training scheduled for August 18, 19 and 20, 2020.

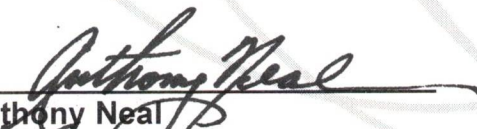
<u>Affton School District – Cultural Competency Training</u> August 18, 2020 – Six Hours - Five Facilitators	\$6.750
<u>Affton School District – Cultural Competency Training</u> August 19, 2020 – Six Hours - Six Facilitators	\$8.100
<u>Affton School District – Cultural Competency Training</u> August 20, 2020 – Six Hours - Five Facilitators	\$6.750

It is further agreed that Educational Equity Consultants, LLC will receive \$21,600 for the Professional Development Programs – Cultural Competency Training.

Total \$21,600

Authorized Representative
Affton School District

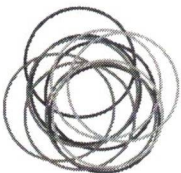
Date



Anthony Neal
Educational Equity Consultants

7/16/2020

Date



Educational Equity Consultants

Where Change Starts With One And Ends With All

Educational Equity Consultants, LLC

**8420 Delmar Boulevard, Suite 500A
Saint Louis, MO 63124**

Date	Invoice #
6/22/2020	1767

Bill To
Affton School District Dr. Chris McGee Executive Dir of Academic and Student Svc 8701 MacKenzie Road Affton, MO 63123

314-997-6500

P.O. No.	Terms
	Due on receipt

Description	Amount
Professional Development Program - Cultural Competency Training - August 18, 2020 - Six Hours - Five Facilitators	6,750.00
Professional Development Program - Cultural Competency Training - August 18, 2020 - Six Hours - Six Facilitators	8,100.00
Professional Development Program - Cultural Competency Training - August 18, 2020 - Six Hours - Five Facilitators	6,750.00
Total \$21,600.00	

314-997-6500

Educational Equity Consultants, LLC

**9378 Olive Blvd., Suite 307
Saint Louis, MO 63132**

Date	Invoice #
12/18/2020	1804

Bill To
Affton School District Dr. Chris McGee Executive Dir of Academic and Student Svc 8701 MacKenzie Road Affton, MO 63123

314-997-6500

P.O. No.	Terms
	Due on receipt

Description	Amount
Professional Development Program - Calling People In vs. Calling People Out - January 4, 2021 - Mr. Tony Neal	450.00
Total	\$450.00

314-997-6500

Educational Equity Consultants, LLC

**9378 Olive Blvd., Suite 206
Saint Louis, MO 63132-3224**

Date	Invoice #
3/5/2021	1816

Bill To
Afton School District Dr. Chris McGee Executive Dir of Academic and Student Svc 8701 MacKenzie Road Afton, MO 63123

314-997-6500

P.O. No.	Terms
	Due on receipt

Description	Amount
Professional Development Program - Leading for Equity - March 4 and 18, 2021 and April 1, 15 and 29, 2021 - Dr. Sarah Riss	1,125.00
Total	\$1,125.00

314-997-6500

Educational Equity Consultants, LLC

**9378 Olive Blvd., Suite 206
Saint Louis, MO 63132-3224**

Date	Invoice #
5/20/2021	1821

Bill To
Affton School District Dr. Chris McGee Executive Dir of Academic and Student Svc 8701 Mackenzie Road Affton, MO 63123

314-997-6500

P.O. No.	Terms
	Due on receipt

Description	Amount
Just Organization - Leadership & Racism Institute 2021 - June 21 - 24, 2021 - Registration for Travis Bracht	1,625.00
Just Organization - Leadership & Racism Institute 2021 - June 21 - 24, 2021 - Registration for Jason Buck	1,625.00
Just Organization - Leadership & Racism Institute 2021 - June 21 - 24, 2021 - Registration for Christopher McGee	1,625.00
Just Organization - Leadership & Racism Institute 2021 - June 21 - 24, 2021 - Registration for Paul Hoggatt	1,625.00
Total	\$6,500.00

314-997-6500

Educational Equity Consultants, LLC
9378 Olive Boulevard, Suite 206
St. Louis, MO 63132
314-997-6500

SERVICE AGREEMENT

**Professional Development Program
Affton School District
Cultural Competency Training
Two Day Retreat
August 18 and 19, 2021**

Educational Equity Consultants, LLC and the Affton School District have reached an agreement for a Professional Development Program – Cultural Competency Training – Two Day Retreat - scheduled for August 18 and 19, 2021.

**Affton School District – Cultural Competency Training
Two Day Retreat**


August 18 and 19, 2021 – Five Facilitators \$14,000

It is further agreed that Educational Equity Consultants, LLC will receive \$14,000 for the Professional Development Programs – Cultural Competency Training.

Total \$14,000

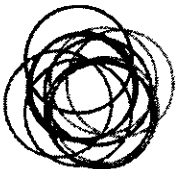
**Authorized Representative
Affton School District**

Date



**Anthony Neal
Educational Equity Consultants**
4/15/2021

Date



Educational Equity Consultants

Where Change Starts With One And Ends With All

Educational Equity Consultants, LLC

**9378 Olive Blvd., Suite 206
Saint Louis, MO 63132-3224**

Date	Invoice #
4/15/2021	1826

Bill To
Afton School District Dr. Chris McGee Executive Dir of Academic and Student Svc 8701 Mackenzie Road Afton, MO 63123

314-997-6500

P.O. No.	Terms
	Due At Time Of Service

Description	Amount
Professional Development Program - Cultural Competency Training - Two Day Retreat - August 18 and 19, 2021 - Five Facilitators	14,000.00
Total	\$14,000.00

314-997-6500