A YEAR OF PURPOSE

SEPTEMBER

BLACK TO SCHOOL

HOW TO PARTICIPATE IN THE YEAR OF PURPOSE FOR THE MONTH OF SEPTEMBER:

- Wear the Black Lives Matter At School shirt
- Review the BLM at School reflection questions and write up your anti-racist action plan for the year
- Create a graffiti wall: "What are we going to do differently this year to further the movement for Black lives in our school?"
- Post a video about BLM at YOUR School to social media
- Participate in our BLM at School Twitter chat

Pledge to support BLM at School all year long!

SY 20-21
MTI CENTRS SUPPORTS THE BLM at SCHOOL YEAR OF PURPOSE AND ACTION

MTI is participating in the National Black Lives Matter at School Year of Purpose. We will participate in the national focus and action while also providing local support and opportunities for action including curricular planning and sharing through the MTI CENTRS grant.
Your Union: Collective Action

Mission Statement:
Madison Teachers, Inc. is a member-led organization which advocates for its members and students in order to advance quality public education for all students.

“Public schools have a moral responsibility to provide a quality education, broad and equitable in nature, to all students with no exceptions, exclusions or disparities.”

MTI Equity and Diversity Statement and Committee Charge:

The Board of Directors of MTI, speaking on behalf of our members, unequivocally support the spirit and work of anti-racism within our Madison Metropolitan School District and our larger Madison community. We believe public schools have a moral responsibility to provide a quality education, broad and equitable in nature, to all students with no exceptions, exclusions or disparities. Though these are our stated beliefs and mission, we acknowledge our actions and inactions have fallen short of these ideals and our silence has served to uphold the inequitable status quo. We stand with all students, families, community members and educators dedicated to the work of dismantling the historical and systematic racism within our education system. We call our members to articulate our shared values and as a collective body, in the work of ideas and beliefs toward as educators, unity to the ideal.
The Uprising for Black lives has prompted the Black Lives Matter at School movement to expand its proposed activities to a “Year of Purpose,” in addition to the annual Week of Action held during the first week of February. The centerpiece of the Year of Purpose is asking educators to reflect on their own work in relationship to antiracist pedagogy and abolitionist practice, persistently challenging themselves to center Black lives in their classrooms.
A YEAR OF PURPOSE AND ACTION
Awareness
The objective is to build racial equity awareness and analytical capacity across our association, fostering an understanding of key concepts, such as institutional and systemic racism, implicit bias, racial equity and multiracial systemic solutions. Shared knowledge and conceptual clarity helps normalize explicit and constructive conversations about race.

Capacity Building
The objective is to equip members, leaders, staff and partners with the skills, tools, strategies, resources and relationships to be effective leaders and advocates in the fight for racial justice in education.

Action
The objective is to engage and activate members, leaders and stakeholders in on-the-ground efforts to combat institutional racism and advance racial justice. Some actions are external — organizing to advance changes in our schools and communities — while others are internal — implementing equitable practices that change the association’s work.
WHAT IS RACIAL JUSTICE?

Racial justice is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice — or racial equity — goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.
1. Be present. Be open.
2. Listen deeply.
3. Speak with brevity and honesty.
4. Consider impact as well as intention in words.
5. Take the learning. Leave the story.
6. Allow for moments of discomfort and non-closure.
Here are the core assumptions for understanding oppression:

- Oppression and injustice are human creations and phenomena, built into our current economic system, and therefore can be undone.

- Oppression (e.g. racism, colonialism, class oppression, patriarchy, and homophobia) is more than just the sum of individual prejudices. Its patterns are systemic and therefore self-sustaining without dramatic interruption.

- Systemic oppression exists at the level of institutions (harmful policies and practices) and across structures (education, health, transportation, economy, etc) that are interconnected and reinforcing over time.

- Systemic oppression has historical antecedents. We must face our national legacy and current manifestations of racism and economic inequality in order to transform them.

- Without rigorous examination, behavior is reproductive. By default, current practices, cultural norms and institutional arrangements foster and maintain inequitable outcomes.
I PLEDGE TO SUPPORT BLACK LIVES AT SCHOOL ALL YEAR LONG

BLM
BLACK LIVES MATTER AT SCHOOL

@BLMSCHOOL

BLACK LIVES MATTER AT SCHOOL

#BLACKLIVESMATTERATSCHOOL
NONE OF US ARE FREE UNTIL WE ARE ALL FREE.

TAKE THE PLEDGE TO SUPPORT BLACK LIVES AT SCHOOL ALL YEAR LONG

END ZERO TOLERANCE
MANDATE BLACK HISTORY & ETHNIC STUDIES

HIRE BLACK TEACHERS
FUND COUNSELORS
NOT COPS

Solidarity!
For Social Justice
The learning environments we aspire to create reflect a deep understanding of the experiences of Black children, families, and communities, as well as our own ongoing work of critical self-reflection and personal transformation.

- Are we creating humanizing communities that respond to the concerns of our students?
- Are we committed to leveling up our expectations for Black students?

We invite educators and educators-in-training to meditate on the questions that follow, and—given that no such list can be comprehensive—to pose questions of their own. Only through deliberate reflection can we realign our teaching practices to meet our current challenges and invent new practices where there are none.
REFLECTION
QUESTIONS AND
PLEDGE

What are we going to do differently this year to further the movement for Black lives in our school?

#MTIBLMatSchoolYearofPurposeandAction
Preparing Our Classrooms for Discussion Around Race:

MMSD Tool

READINESS INDICATORS

Teaching Tolerance

Let’s Talk
CENTERING THE PRINCIPLES OF BLM

Each month we will focus curriculum in work around select principles

KID FRIENDLY VERSION
Grounding the Year in Restorative Beliefs and Assumptions

Restorative Justice is the commitment to build a loving community that is sustainable and growing. If someone in the community hurts someone else, we focus on communication and solving problems instead of punishing people.
## Grounding the Year in Restorative Beliefs and Assumptions

Introduction & discussion one or two assumption(s) each day

<table>
<thead>
<tr>
<th>Assumption 1</th>
<th>Assumption 2 &amp; 6</th>
<th>Assumption 3 &amp; 4</th>
<th>Assumption 5</th>
<th>Assumption 7</th>
</tr>
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<tbody>
<tr>
<td>We believe that everyone has a self that is good, wise, powerful,</td>
<td>We believe that the world is profoundly interconnected AND Human Beings are Holistic</td>
<td>All human beings have a deep desire to be in relationship. AND Everyone has gifts and all are needed for what they bring.</td>
<td>Everything we need to make positive change is already here.</td>
<td>We need practices to build habits of living from the core self.</td>
</tr>
</tbody>
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- What does that look/feel/sound like?
- How will we help each honor this?
- Essentials of Restorative Circles (K-12)
- Establishing Circle Lessons
- Ladder of My Beliefs (secondary)
- Virtual Circle resources
- 20 Face to Face Advisories Teaching Tolerance (grades 5-9)
STANDARDS FOR SOCIAL JUSTICE
The 15 Standards and 4 Domains

Anchor Standards and Domains

**Identity**
1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirms and accurately describe their membership in multiple identity groups.
3. Students will recognize that people’s multiple identities intersect and create unique and complex identities.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

**Diversity**
6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**Justice**
11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

**Action**
16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
Identity 4 ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.

Identity 4 ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are.

Identity 4 ID.6-8.4 I feel good about my many identities and know they don’t make me better than people with other identities.

Identity 4 ID.9-12.4 I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
Omar’s mother is serving as a chaperone on her son’s field trip. On the bus ride, the teacher, Ms. Robin, overhears a conversation between Omar and Peter. “What is your mother wearing on her head?” Peter asks. “It’s called a hijab,” Omar replies. “Many Muslim women wear them.” “Why does she wear it?” “Our religion teaches us that the hijab is a way of being humble and modest. Muslim women wear it to show they love God.”
MONTHLY Planner MTI Black Lives Matter at School Year of Purpose and Action

MONTH OF: NOVEMBER

SUGGESTED FOCUS Social Justice Standards: SPANISH
1. Students will recognize that people's multiple identities interact and create unique and complex identities.
2. Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
3. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
4. Students will express empathy, respect, understanding, and connection.
5. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
6. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
7. Students will express empathy when people are excluded or motivated because of their identities and concern when they themselves experience bias.
8. Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.

RECOMMEND FOR DEVELOPMENTAL CONTINUUM FOR THESE STANDARDS:

Curated by Madison Teachers Inc. (MTI) 2020
I pledge to participate in the MTI BLM at School Year of Purpose and Action by: