

Evidence of Racism Found in Curriculum

< Back

Discussion Details

US History Fall

Closure - Education and Racism today

20 pts

Provide at least one-full paragraph (minimum of five sentences) stating your position on the following statement.

"A lack of formal education is one of the largest obstacles our nation faces today in its battle to rid our society of any form of racist behavior."

You must assume either a position of agreement or disagreement in order to receive full credit. If you are back and forth with your response your grade will suffer. Be clear in your stance.

School: Center Grove
High School

Date: July 18, 2021

Class: US History Course
online

Teacher: Bradley
Timmons

School: Center
Grove High
School

Date: July 18,
2021

Class: US History
Course, online

Teacher: Bradley
Timmons

Take Quiz

We believe that Black and oppressed people will not be free until we are able to determine our destinies in our own communities ourselves, by fully controlling all the institutions which exist in our communities.

2. WE WANT FULL EMPLOYMENT FOR OUR PEOPLE.

We believe that the federal government is responsible and obligated to give every person employment or a guaranteed income. We believe that if the American businessmen will not give full employment, then the technology and means of production should be taken from the businessmen and placed in the community so that the people of the community can organize and employ all of its people and give a high standard of living. . . ."

—The Black Panthers, *Ten Point Plan*

How did the Black Panthers exemplify the idea of "black power"?

You Answered

- The Black Panthers emphasized peaceful protests, leading to an increase in nonviolent social change.
- The Black Panthers encouraged separate community institutions for African Americans.
- The Black Panthers developed programs for African Americans to help themselves and their communities.
- The actions of the Black Panthers led to increased cooperation with police.

Correct Answer



**SAVE THE DATE: AN IN*SOURCE
WEBINAR**



**Indiana's SEL Competencies:
Revised to Address Inequities
and Empower All**

**WEDNESDAY, AUGUST 3, 2021
11:30 AM-1:00 PM EST/10:30 AM-12:00 PM CST**

PRESENTERS:
Jessica Yoder
Indiana Department of Education

HOSTED BY:
Cathy Boswell and Jill Summerlot
IN*SOURCE Program Specialists

REGISTER NOW

The Indiana Department of Education (IDOE) partnered with Butler University, CASEL, and a group of stakeholders to develop the PK-12 Social-Emotional Learning Competencies and indicators for Indiana. IDOE realized that the SEL competencies could be more explicit about how SEL can advance educational equity. Social justice concerns and recent human rights movements (BLM, Me Too, etc.) have made educators more aware that effective social and emotional learning requires difficult conversations about equity and systemic injustice. IDOE partnered with Region 8, CASEL, and CISELS to bring together a group of stakeholders to examine and review the current PK-12 IDOE SEL competencies and indicators from an educational equity and culturally responsive lens to ensure they are explicit about how SEL can advance educational equity in social and emotional learning. This stakeholder group was put together to center the voices of content experts and community members to provide suggestions for revisions of competencies and indicators to reflect a greater focus on educational equity and culturally responsiveness. This presentation will review the SEL updates and the process used to create those updates.

Please register by 4:00 pm EDT on Tuesday, August 2nd.

This webinar is free and open to the public. Certificates of attendance are available for attendees. Professional Growth Plan points subject to approval from each attendee's organization . To serve you more efficiently, we require advance registration. Each person must register individually in order to receive a certificate of attendance. Our federal grant requires us to collect demographic information on each attendee.

For more information, please call 800.332.4433 or email insource@insource.org. If you are unable to attend this webinar, similar topics are archived at insource.org

REGISTER NOW

From: [REDACTED]

Date: July 15, 2021 at 12:37:09 PM EDT

To: [REDACTED]


Subject: Research Flaws

Research Flaws

The Impact of Enhancing Students' Learning:
Meta-Analysis of School Based Universal Intervention


AGE.

Published in 2011. Term "social justice" was only mentioned once in the entire 29 pages. Huge shifts have taken place concerning emphasis on social justice, race, and sexuality 2011.

One reviewed article in this meta-analysis is from 1963., most prior to 2007. 

EXCLUSIONS.


Studies that reported negative effects of Social Emotional Learning were excluded from this analysis.

Studies that measured the effects of Social Emotional Learning on students already identified as having social, emotional, academic problems were excluded, so none of the positive or negative findings apply to them. 

AGE APPROPRIATE:

The studies reviewed were from research with five to eighteen year olds. At only one point in this paper did they analyze outcomes based on a specific age. This leads to the erroneous conclusion that age appropriateness with these lessons need not be considered.

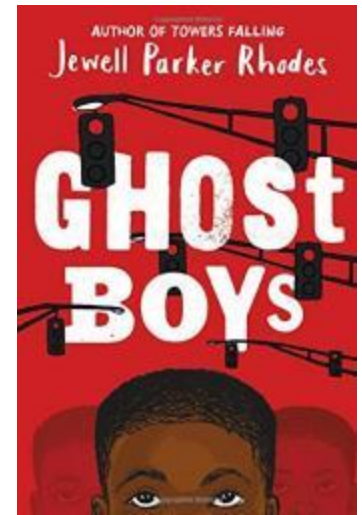
MEASUREMENT:

There was no standardized measuring instrument used to determine effectiveness of Social Emotional Learning. Reports were parent, teacher, and self-reporting. Furthermore, since no studies were analyzed that reported negative outcomes, we don't know if there were any. 

ACADEMIC GAINS:

Academic gains based on standardized tests were reportedly 11%. However, only 16% of the studies reviewed even reported on academic gains following Social Emotional Learning Instruction at all. That is statistically weak support, if not outright deception. 

Summary: Set in an impoverished Chicago neighborhood, this somber story blends history with current events. Jerome Rogers, a black 12-year-old, is playing outside with a toy gun when he is shot and killed by a white policeman who views him as a threat. Now Jerome wanders the earth with other “ghost boys” whose deaths are all connected to bigotry. Ironically, the only human who can see Jerome is Sarah, the young daughter of the officer who took his life. Jerome meets the ghost of Emmett Till and learns the horrific details of his murder. Emmett, like the other ghost boys, cannot rest until the world is swept clean of discriminatory violence; maybe Jerome can help if he can make Sarah understand that her father’s act was a result of deeply ingrained racism. Rhodes writes in short, poetic chapters that offer graphic depictions of avoidable tragedies; her hope for a better world packs a powerful punch, delivering a call to action to speak out against prejudice and erase harmful misconceptions. Ages 10–up. *Agent: Michael Bourret, Dystel, Goderich & Bourret. (Apr.)*



My daughter was required to read *Ghost Boys* in 7th grade 2020-2021 (purple team). I didn't realize this until I came home and asked her about this specific book from the SEL information meeting. I feel horrible as a parent that I was not aware that she read this last year until tonight.

I asked my daughter what took place when they read the book and she said they were divided in smaller groups. They would be assigned different roles in the group (such as a character in the book from the chapter they read), have worksheets to complete with questions from the chapter and to discuss how it related to current issues going on in the country.

Mrs. Hoover stated in the meeting last night that it was in the libraries and could be checked out but it was NOT a part of the curriculum. Both the black team and the purple team are now confirmed to have read it last school year. How can you stand in front of parents and say this is not part of the curriculum when clearly it is.

Lauren [REDACTED]

Text Excerpts from “Ghost boys”

- “The woman pounds her gavel. Quiet. Quiet in the courtroom. **Black Lives Matter!** Someone hollers (p. 52).”
- “She nods. I love Dad more than anything. But seeing you, I wonder how he could’ve— Shot Me? Yes. Maybe someone might shoot me. Naw, you’re a girl. **And White** (p 69).”
- “Have you heard of **racial bias**? No. Heard prejudice can affect your thoughts, actions? Whether consciously. Knowing. Or unconsciously? I’m not racist. Possibly you were responding to **unconscious stereotypes of black me as large, threatening, and dangerous?** (p. 86).”
- “Outside, thousands of protestors stomp, shout in the streets. Some chant: **No justice, No peace!** They carry signs : Justice for Jerome; Black Children’s Lives Matter; Stay Woke; Is My Son Next? (p 105).”
- “Why was the child shot in the back? (p 130).”
- “The streets are dangerous. Gangs. Bullies. Drive-bys. **Police with guns** (p 163).”

Text Excerpts from “Ghost boys” cont.

- “I’m making a website. ‘End Racism, Injustice.’ Did you know **black people are shot by the cops two and a half times more than white people**? But they’re only about thirteen percent of the population. **In 2015, over one thousand unarmed black people were killed.** It’s awful. (p 178).”
- “It’s not that simple, I say, weary. Mike, Eddy, Snap only had words, fists. **Policemen have guns** (p 180).”
- “Cops get scared a lot. **But they shouldn’t get more scared just because someone’s black** (p 181).”
- “*I see images of Sarah, grown, writing books, **protesting for change...*** (p 183).”

Replies to Jamie's comment on [redacted] post

View Post



Agreed. And the first sign of mention of my child having to identify his race or gender coming home from Pleasant Grove, again, I will be at the front door. Please keep us looped in..my 3rd grader coming home asking why the color of his skin is a question on a questionnaire for an art project....I'm telling you

4h Like Reply

2 🙄 🙄



[redacted] you need to be at the next meeting. You need to say this to their faces. Spray is poison and he is allowing this garbage to happen.

4h Like Reply

1 🙄



[redacted] second that! You need to attend the next school board meeting!!

3h Like Reply

2 🙄



[redacted] she's at CG! [redacted] please be sure to come!

2m Like Reply

1 🙄

Re: [EXTERNAL] Curriculum question

Mrs. Ar [redacted]

I appreciate that you reached out. As I was out of the office part of last week, I am catching up on my communications, so thank you in advance for understanding my delayed response.

At this time Center Grove is not explicitly using Critical Race Theory in our curriculum. Considering the need to create an inclusive environment for all students, families, and staff, our district administration is working through a process to determine how and what we can do better to support equity for all. This is important work, and we are committed to providing a caring culture that supports the needs of diverse people.

Thank you for being interested and involved your child's education. One of the best aspects of the CG community is the amazing families our schools serve.

Take care and thank you again,
Nora

NORA HOOVER
Assistant Superintendent of Teaching & Learning
CENTER GROVE COMMUNITY SCHOOL CORPORATION
317-881-9326
@NoraLearning



Moments Post



was going on so close to home.

2h Like Reply



Who was this presentation given to?


1h Like Reply




My son (3rd grade/PG) brought home a "word art," document where his main word on his was WHITE. I, originally thought this was odd, as we do not talk/behave that way in our home. But then, a few days later, a questionnaire came home where he was prompted to highlight not only his race, but gender. What was even more frustrating was then the other questions, not directly related to race or gender were the smallest font on his final document. I immediately tossed both documents after a deep conversation about we are all equal and he should be treated and treat all as such. Highly disgusted by all this - honestly.

< [redacted] post ...


was going on so close to home.
2h Like Reply

 [redacted] 🖱️
Who was this presentation given to?
1h Like Reply


 [redacted] 🖱️
My son (3rd grade/PG) brought home a "word art," document where his main word on his was WHITE. I, originally thought this was odd, as we do not talk/behave that way in our home. But then, a few days later, a questionnaire came home where he was prompted to highlight not only his race, but gender. What was even more frustrating was then the other questions, not directly related to race or gender were the smallest font on his final document. I immediately tossed both documents after a deep conversation about we are all equal and he should be treated and treat all as such. Highly disgusted by all this - honestly.


Just now **Angry** Reply 1 😡

2:20 [signal] [wifi] [battery]


<  [redacted] Active 1h ago [phone] [video]

MON 12:39 AM





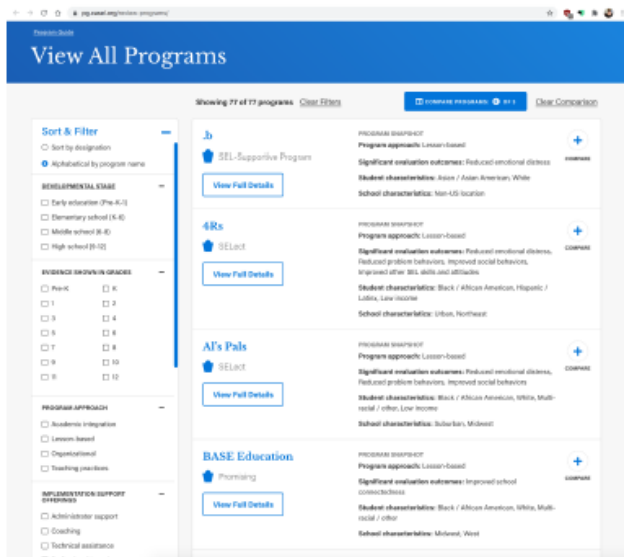
None of these words except for read child brother with my son used to describe himself. But if you look in there there's a lot of white. There's no mention of him being a Christian and it looks like they gave him the option of being a boy or some other option because he said he was a boy or an attack helicopter.

 **Reid, child, brother, son... **

CASEL Links to CGSC

SEL Program Guide

- There are 77 individual programs available for purchase through CASEL to satisfy SEL implementation
- Programs are categorized by the following labels: Program approach, Significant evaluation outcomes, Student characteristics, School characteristics



Full Document available

SEL & CASEL Research

Topic/Terms	Definition/Explanation	Notes
CASEL	<p>"CASEL was formed in 1994 with the goal of establishing high-quality, evidence-based social and emotional learning (SEL) as an essential part of preschool through high school education. Both CASEL and the term "social and emotional learning" emerged from a meeting in 1994 hosted by the Fetzer Institute. Meeting attendees included researchers, educators, and child advocates involved in various education-based efforts to promote positive development in children. These SEL pioneers came together to address a concern about ineffective school programming and a lack of coordination among programs at the school level.</p> <p>Schools were being inundated with a slew of positive youth development programs such as drug prevention, violence prevention, sex education, civic education, and moral education, to name a few. SEL was introduced as a framework that addresses the needs of young people and helps to align and coordinate school programs and programming."</p>	<p>CASEL.ORG</p>
5 Competencies	<p>CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students' learning and development.</p> <ol style="list-style-type: none"> 1. Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. 2. Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. 3. Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. 4. Relationship Skills: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. 5. Responsible Decision Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. 	<p>https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11_2020.pdf</p>

Full Document available

CG Schools: Conflicting info on CASEL

Hello Mrs. S [REDACTED]

I believe you misunderstood me in that my comment was that the IDOE does not use all of CASEL's resources; therefore, the IDOE, Mrs. Burger and the Center Grove School District do not use all of the CASEL resources. We use what we believe to be appropriate in meeting our objectives in addressing the state employability standards.

Email from Dr. Arkanoff

However, at the parent meeting on 7/21/2021 there was a slide explicitly stating CG is not using CASEL resources:

Question 29

- Will teachers and counselors attend SEL trainings that have affiliations with organizations such as CASEL or other entities that are promote transformative SEL?

Answer

Professional development will be provided to teachers and counselors by the Center Grove School Counseling and Mental Health team. Center Grove will be explicitly teaching the three SEL competencies within the Employability Skills which are: regulation, connection and collaboration. At the secondary level they will continue to focus on the [Character traits](#). SEL at Center Grove is not aligned to CASEL's approach to transformative SEL.

WINDOWS & DOORS

- Pleasant Grove Elementary School in Center Grove
- Students read the classic book Ruby Bridges. According to Superintendent Arkanoff, the teachers asked for assistance from the school counselor because some of the students were using racial slurs after reading that book.
- The counselor responded by:
 - Identifying this presentation
 - Seek and receiving approval from the principal to implement this training in all 5th grade classrooms.
 - Implemented this training.
 - Parents were not notified about this.
 - When parents inquired about the presentation, it took 13 weeks before they received a copy of these slides.

A brief history lesson: connecting the past to the present

- × Slavery and Jim Crow laws sent the message that people of different races and color (not white) are different and should be treated differently
- × Civil War
- × KKK
- × Segregation (denied services to people of color)
- × Before the Civil Rights Act of 1964, people of color had certain disadvantages:
 - × Citizenship
 - × Right to vote
 - × Right to buy a home in the neighborhood of their choice
 - × These laws were typically made by white business people and lawmakers in order to maintain the power dynamic
- × Black Lives Matter movement



Situation to Reflect Upon...Africa

- Were slaves brought from Africa to America?
- Are African people dying of starvation every day due to famine and starvation?



4 of 30 pages shown

Vocabulary- Let's get on the same page!

- Diversity- celebrating/ valuing the differences of others
- People of color- people who are not white
- Stereotype- a general statement about a group of people based on incomplete information (ex. All members of a group share the same traits and think/act the same way). It is a BELIEF.
- Prejudice ("pre"/"judge")- a negative attitude or opinion towards a person or group of people not based on knowledge. It is an ATTITUDE.
- Bias- a preference for or against an individual or group that interferes with fair judgment
- Discrimination- ways that people are treated unfairly based on their identity in a group or based on their differences. It is an ACTION.
- Injustice- an unfair violation of the rights of others



Microaggressions

→ Subtle statements with an undercurrent of prejudice



- These often unintended acts of discrimination tend to reinforce stereotypes, show disapproval of another person's identity, and sends the message that they are "less than" and don't belong
- "All lives matter" - - while no one denies that this is true, all lives can't matter until Black Lives Matter!
- Insensitive jokes - - "Indian giver," "You people," "Chinese people have slanted eyes, etc."
- Lights turned off: "Now the room is dark, just like you"
- "If you can't speak English then go back to where you came from"
- "If you didn't commit the crime, then police wouldn't have to draw their guns" (assumes that they are guilty)
- Store owner following people of color around the store
- "I can't be racist because I have several black friends"
- "Asians are good at math" or "Asians need to speak up because they are too quiet" (assumes they should assimilate to the dominant culture)



Privilege and Power

- ❖ VIDEO: [Privilege explained in a \\$100 race](#)
- ❖ The notion that white people typically tend to have greater access to power and resources than people of color in the same situation do simply because they are white (**unearned privileges**)
 - ❖ More likely to be treated humanely as an individual
 - ❖ More likely to be given compassion for mistakes made (vs jail/interrogated/ searched, resulting in PTSD)
 - ❖ More likely to be presumed innocent if charged with a crime
 - ❖ More readily able to accumulate wealth (ex. able to help your kids with college, first car, downpayment on home, etc.)
 - ❖ Not having to decide whether to weigh the need for protest or confrontation vs the discomfort or inconvenience of speaking up/ taking a stand because you know that you are safe

Being an "Ally"/ Being "Anti-Racist"

- **Anti-racist:** Being against racism AND agreeing to take action and speak out against any racism you see until racism is eliminated and everyone gets to be their whole self and honored for that!

- **Reasons we should stand up for others in situations of injustice:**

Those experiencing injustice:

- May lack POWER to change the situation
- May feel threatened
- May feel alone
- May feel that standing up for themselves won't change things
- May have past experiences where no one stood up for them

Note: It is not easy to stop people when they are treating others unfairly. There may be situations where it is unsafe to act on injustices. In this case, seek the help of an adult

4 of 30 pages shown

Ways to be Anti-Racist ("spark" change)

- * Identify your biases as well as how your personal experiences (or lack of personal experiences) shape your response to issues of race
- * Don't exclude others on the basis of race
- * Pay attention to language- what you say and how you say it
- * Educate yourself- don't rely entirely on a person of color to teach you. Share what you learned with others
- * Develop friendships with diverse individuals and groups that may be outside of your comfort zone/ circle of friends (not just with people that are like you)
- * Find ways to identify with people from different ethnic groups even though you may be from different backgrounds (you can be from different cultures/ backgrounds AND enjoy doing the same things)
- * Speak up when inappropriate thoughts, stereotypes, or ideas are shared about people of color- even if they aren't around
- * Visit communities that are different than your own
- * Don't make generalized statements about a group of people based on faulty or limited beliefs/ assumptions
- * Think of each person as an individual

Ways to be Anti-Racist ("spark" change)--continued

- * Encourage empathy- hear the thoughts and feelings of those impacted by racism and be sensitive to what they went through
- * Provide year-round access to educational materials that tell the stories of people of color
- * Celebrate other cultures
- * Reflect and consider ways that you may have contributed to the continuation of oppression (ex. microaggressions). If you did harm to a person of color, don't be defensive. Just listen.
- * Activism-small and large efforts towards social change (if you aren't part of the solution then you are part of the problem!)
 - * Boycotts, protests, rallies, marches, petitions, fundraisers, lobbying, direct service
- * Assume that racism is everywhere, every day...because it is!
- * Support people of color in positions of leadership
- * Risk your unearned benefits to benefit others. Witness acts of injustices and support people of color
- * Don't do it alone! You can't end racism and injustice by yourself!

Panorama Survey

- Center Grove has implemented the use of the Panorama Survey
- Superintendent Arkanoff told us the data was available only in aggregate. It was not possible to identify individual student responses.
 - However, on 7/21/2021 at an SEL Parent Information Meeting, that statement was contradicted. Christy Berger, Director of Counseling and Mental Health, said they used Panorama to identify students that need additional mental health interventions.
- CG has provided parents an opt—out. However, they refuse to move to an opt-in to collect this individually identifiable, protected health information about our kids.

ABOUT THIS SURVEY

WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. Educators may also refer to SEL as “non-cognitive skills,” “soft skills,” “21st century skills,” “character strengths,” and “whole child development.”

Social-emotional learning is an important part of a well-rounded education. A [2017 meta-analysis](#) from CASEL (the Collaborative for Academic, Social, and Emotional Learning) shows that investment in SEL has led to improved classroom behavior, better stress management, and 13 percent gains in academics.

A 2019 report from the Aspen Institute, “[From a Nation at Risk to a Nation at Hope](#),” compiles evidence confirming that supporting students' social, emotional, and cognitive development relates positively to traditional measures like attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being.

[Research](#) also shows that promoting student SEL starts with adults. In order to cultivate student SEL, caring adults in school buildings need to feel supported and validated. Adult social-emotional learning is the process of helping educators build their expertise and capacity to lead, teach, and model SEL. It involves cultivating adults' own social and emotional competencies, well-being, and cultural competency, as well as a positive school climate that promotes SEL.

HOW CAN SCHOOLS MEASURE SOCIAL-EMOTIONAL LEARNING?

By asking students and teachers to reflect on SEL through surveys, districts can gather actionable data to prioritize supports. Panorama's SEL Survey helps educators measure and improve SEL in four areas:

1. Student: Skills and Competencies

The social, emotional, and motivational skills that help students excel in school, career, and life.

Example topics: Growth Mindset, Self-Efficacy, Social Awareness

2. Student: Supports and Environment

The environment in which students learn, which influences their academic success and social-emotional development.

Example topics: Sense of Belonging, Diversity and Inclusion

3. Student: Well-Being

Students' positive and challenging feelings, as well as how supported they feel through relationships with others.

Example topics: Positive Feelings, Challenging Feelings

4. Teacher and Staff: Well-Being and Adult SEL

Teacher and staff perspectives on their professional well-being, the work environment, and their capacity to support student SEL.

Example topics: Well-Being, Professional Learning About SEL

Student: Supports and Environment



Cultural Awareness and Action


How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

Question	Response Options				
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what someone of a different race, ethnicity, or culture experiences?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that students at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are you encouraged to think more deeply about race-related topics with other students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you sharing your thoughts about race-related topics with other students at your school?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do students at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Almost always
When there are major news events related to race, how often do adults at your school talk about them with students?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help students speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

FREE-RESPONSE QUESTIONS

What do you wish your teachers knew about your experiences of race, ethnicity, or culture at school? 

What is the most important thing your school can keep doing to support students of different races, ethnicities, and cultures? 

Student: Supports and Environment



Diversity and Inclusion

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures. *Please note that this measure is only available for students in Grades 6-12.*

Grades 6-12

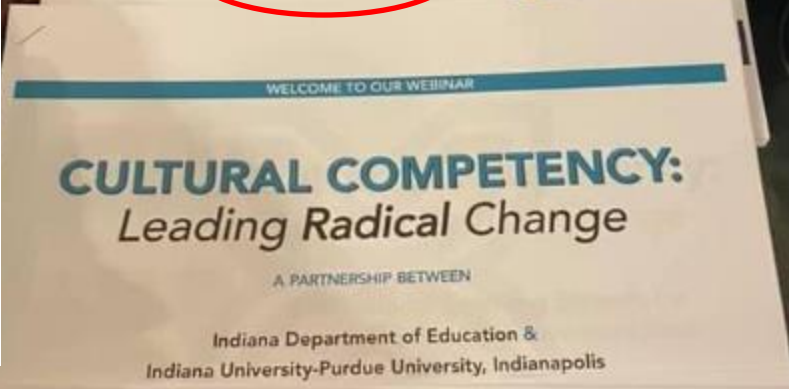
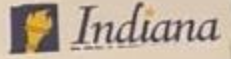
Question	Response Options				
How often do you spend time at school with students from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you have classes with students from different racial, ethnic, or cultural backgrounds?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how often do students from different races, ethnicities, or cultures hang out with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?	Not at all common	Slightly common	Somewhat common	Quite common	Extremely common
How fairly do students at your school treat people from different races, ethnicities, or cultures?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
How fairly do adults at your school treat people from different races, ethnicities, or cultures?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly

Links of Christy Burger to CRT



Trauma-Sensitive Classrooms in General Education Settings

Christy Berger
Christy Gauss
Dr. Brandie Oliver



5:17 2 Messages
Inbox School board meeting/SEL
Siri found new contact info
Christy Berger bergerc@centergrove.k12.in.us add...

CB Christy Berger 3:44 PM
To: [Redacted]

Ms. [Redacted]
Thank you for your email and for viewing the presentation during the board meeting.

I do not believe that critical race theory is something that should be discussed at the K-12 level. I believe that CRT may be suitable/applicable coursework at the graduate level and takes many years to study. CRT is not what is appropriate for elementary and secondary students, and I do not believe that teaching a single perspective is appropriate in public education. I believe my role as an educator is to provide a safe place for all students to learn and grow.

Thank you for reaching out and let me know if you have any other questions!

Christy

Christy Berger MSW, LSW
Director of School Counseling and Mental Health
[317-881-9326 ext. 1643](tel:317-881-9326)



Tweets Tweets & replies Media Likes

Education For Liberation Retweeted
Scott Jaworski @Scott_... · 12/29/20 ...
"Every child should walk into schools and classrooms and media centers and have access to literature that is a mirror of themselves."
Tune in to episode 6 of the [#LeadingAndLearning](#) podcast as we chat with Dr. Jackson and [@AnnelaTeemant](#) of [@WeAreE4L](#) [#INspirEDleaders](#)

Education For Liberation Retweeted
Christy Berger @Christy... · 12/29/20 ...
"The ultimate goal of education is to develop all the skills, knowledge, and dispositions within a learner so that they can access freedom for themselves!" [@WeAreE4L](#) 🙌🙌

Scott Jaworski @Sc... · 12/22/20
Episode 6 of [#LeadingAndLearning](#) is now available! [@MelissaABlossom](#) and I have a critical conversation with [@WeAreE4L](#) that you won't want to miss....

education for liberation network

Link from Christy Burger Tweets



Teacher2Teacher

A special feature by guest editors Awo Okaikor Aryee-Price, Maria Fernandez, and Christopher Rogers

Making Black Lives Matter at School

Awo Okaikor Aryee-Price
Bridgeton, NJ

Maria C. Fernandez
Washington, DC

Christopher Rogers
Philadelphia, PA

In a country that has always defined norms and rules through a White, cis-hetero, Judeo-Christian, ableist lens, we have no option but to imagine and then build a radically different world in which Black lives matter. As educators, much of what is involved in how we create and design learning environments for our students must be situated in understanding the experiences of Black children, Black families, and Black communities. By creating more humanizing learning environments – by leveling up our expectations for how we treat Black students in school – we inevitably and consequently create a foundation for the treatment and support for all students.

We could not possibly set out an easy list of edicts that determine an isolated safe-zone for Black students within what we know to be a world still deeply invested in furthering Black suffering. Instead, we ask that educators meditate and reflect on some critical questions about how to make Black lives matter in the classroom, at school, and in the community. We also offer some fundamental guiding principles that drive any effort to center the mattering of Black lives.

Please use these questions as a starting point for conversations with your colleagues about how to transform pedagogy, practice, and organizing (within and outside the school environment). Like all transformative inquiry, this incomplete set of questions should lead to further questions and inquiry.

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