

Toolkit: Communicating about Racial Equity in a Charged Environment



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Background: *Why prepare for challenging conversations about racial equity?*

All around the U.S. and in the state, conversations are happening around racial equity in practice in schools. Being responsive and setting clear expectations for what students will experience in the classroom can be beneficial to relationships in the school community. Also, it's crucial that students, educators, and staff feel supported in their work towards racial equity through tensions that may arise. Above all, the goal is to bridge divides and ensure that every student feels welcome and a sense of belonging at school so they can reach their full potential.

This toolkit is designed to support communications related to racial equity, including but not limited to the current politically charged moment involving Critical Race Theory. This is not designed to be a Critical Race Theory 101, but you can find some background information on that topic in [Additional Resources](#).

School District Communications & Engagement Planning Worksheet

Modify this worksheet to fit your needs and community; keep or delete prompts and example text based on what's most helpful to you; and fill out whatever you can as a starting point for a more detailed plan of action.

Pre-Step 1: Planning for and Preventing Crisis

It's a good idea to meet with your core staff at least annually to prepare for potential crises. Discuss and write down what you envision might be possible, what you might do to prevent the issue from happening (such as working on school climate and healing activities within your school community), how you'll respond if situations occur, what communication will be, who will lead, and how you might move through short-, mid-, and long-term responses. This planning doesn't ensure that crises won't occur, and it's typically not any one person's fault that causes a major crisis, but it's beneficial to feel prepared.

Pre-Step 2: Assess Starting Conditions

Use these starting condition questions, modified from the [ODE Decision Tree tool](#).

1. **What is your interior condition?** What is your team's condition? What is the condition of those who are involved? Are you calm and steady, full of turmoil, reacting?
2. **What kind of a situation is this?** Examples: urgent, complex, urgent and complex, foundational, situational, short-term/long-term, etc.
3. **What is your timeline for when you need to act or respond?** What other parameters will support your process? What does harm reduction look like in this state of urgency?

Pre-Step 3: Investigate

Before planning and taking any action, follow these steps and others that make sense depending on the situation.

1. **Gather and verify information:** Determine the accuracy, completeness, and magnitude of the information you have received. What needs further investigation before proceeding? Was information obtained from more than one person's perspective?
2. **Notify people who need to know what's happening** prior to your public response and before wider engagement begins. Begin with legal counsel and others for guidance and support. Do this in a way that can ensure privacy, such as by phone or in person if the situation is very delicate.
3. **Prepare a document** with information, details, questions, and process undertaken in case you need a clear report and to avoid confusion on your team.

Step 1. Assess the Situation Before Taking Action

Consideration	What do you know so far?
<i>What did your thorough investigation reveal and what important details emerged? What needs more investigation? Do you have all possible information before taking action?</i>	
<i>What do you know about your school community's likely response to this situation? What is the likelihood of escalation?</i>	
<i>What is at stake or at risk depending on the approach you take and decisions you make?</i>	
<i>How will people be impacted? Who is likely to be affected most based on how your school district reacts to this issue?</i>	Try to break this out for different groups, such as students who are closest to the issue, community relationships, etc.
<i>Who else do you need to talk to to get all possible information and perspectives relevant to the unfolding situation?</i>	
<i>What is there that can be gained or strengthened depending on the action you take?</i>	
<i>What is in your control?</i>	
<i>What is outside of your control?</i>	

Step 2: List 3 Desired Results

This step helps you work backwards from desired results towards shaping your plan and approach.

Goals	
1	Ex. What will happen with those most affected or at risk?
2	Ex. What will happen for the school community?
3	Ex. What would success look, sound, and feel like?

Step 3: Plan Engagement

To reach your goals, you'll likely need to engage specific people and groups as part of planning, decision making, and even de-escalation. Who are they, what kind of relationship do you have with them, and what will you ask them to do? Add rows as needed

Group or person	Relationship status	Request
	Ex. strong, tentative, needs building	

Step 4: Decide on Approach

Having analyzed risks, strengths, relationships, and what's in your control, what steps can you and your team take to reach the desired results? This can be used to create a more robust work plan.

What needs to happen?	Who is responsible?	By when?
<i>Ex. How will coordination and decision making happen? (Try out Oregon's Decision Making Tool)</i>		
<i>Ex. Who do you need to engage in conversation?</i>		
<i>Ex. What resources or supports need to be in place?</i>		
<i>Add more rows as needed</i>		

Step 5: Create Communication Strategy

Who needs what form of communication? What do they need to hear? What action do you want them to take (or avoid)?

Audience	Communication Method	Call to Action
Parents, families & caregivers		
School board		
Staff		
Students		
Others?		

Step 6: Refine Key Messages

For each audience, what do you want them to know? This could be a place to write down stories and examples to ground the message as well.

Parents, families & caregivers	
School board	
Staff	
Students	
Others?	

Thoughts and reflections:

Next steps:



This worksheet has been modified using a document created by the [Partnership for the Future of Learning](#) that is licensed under their [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

Effective approaches to challenging conversations

Start the conversation with boundaries and clarity

- **Invite direct conversation to prevent spread & escalation:** *I'd like to connect with you about your concerns directly. Would you be willing to speak with me one-on-one before you bring your concerns to other groups of people?*
- **Set time, tone, and purpose (in advance if you can):** *I'm looking forward to a constructive conversation during our 30 minutes together. First, I'd like to hear more about your perspective, and I'll fill you in about how decisions are being made towards the end.*
- **Establish connection:** *I want to get to know you better... and Let's figure this out together.*

- **Ask for clarity:** *Help me understand better why you're saying... and Tell me more about your concerns when it comes to...*
- **Use tone and non-verbal cues to your advantage.**

Continuing and ending the conversation

- **Empathize and ask for fair consideration in return:** *I see how much you care about your child. I hope you can understand that it's my responsibility to show the same level of care for all students in our [school/district]... that's why...*
- **Establish expectations and gain consent to offer clarity:** *Based on what you shared earlier, I believe I can alleviate your concerns by providing you with more information. Would you like to learn more?*
- **Support staff with success stories:** *Consider sharing a story about that educator in action or about a similar classroom activity and how you've seen it work well.*
- **End the conversation with an ask:** *Thank you for your time today. As you continue to think about this issue, I hope you will bring additional questions and concerns to me directly.*

How to Ground Your Conversations in Story, Experience, and Engagement

All the talking points in the world won't be as effective as your ability to speak to these things:

- **What is your responsibility as a leader?**
 - While it's good to be equipped with facts and prepared to debate, it's best not to try to be an expert on something other than your own experience and deep knowledge.
 - Talk about what you do know, such as what's happening in your district and what you feel you are responsible for as a leader.
- **What is your vision / the vision for your district?**
 - Being future oriented, excited, and hopeful can be a powerful thing, if you feel the time is right.
 - Talk about bringing communities together, especially if there are some people or groups who are emphasizing divides: *Being at school should mean being a part of the community while working together to build on our strength and bridge what has divided us in the past.*
- **What is the plan to arrive at the vision?**
 - Describe the end goal that a lot of folks will be willing to vocally support even if there's a loud and vocal minority: *Our district's goal is to make sure every student has equal opportunities to succeed in school and has access to accurate, comprehensive and relevant curriculum. We are ensuring that each and every student has access to knowledge and skills as well as opportunities to grow, learn and thrive.*

- Share how the district plans to arrive at that goal, for example being vocal about the importance of culturally responsive education: *Our district recognizes the knowledge and unique lived experiences of the students in our classrooms. We are committed to strengthening high-quality, culturally-sustaining and revitalizing instruction, leadership, and pathways to graduation and post-secondary transitions.*
- **What are some key turning points and experiences you can share?**
 - It's harder to debate a story than a philosophical stance. Describe what really happens in the classroom and alleviating fears of "worst case scenarios."
 - Being real with people about pain points but talking about what is possible now and in the future: *It's important to acknowledge the long and painful history of race and education in our state. Students are ready for systems and institutions to change for the better, and that's why our district is making sure racial equity is central.*
 - This works well if you're also expressing openness to hearing the stories and concerns of others too.
- **What is the experience of people most impacted that you've engaged with?**
 - Do the engagement work and share what you're hearing
 - Supporting teachers and students: *We trust educators to reinforce equity in the classroom, and we trust students to share and learn about what's happening in the world around them.*
 - It is difficult to disagree with someone who says: *I've talked to students, and I'm hearing that they want...*

Sample Messages Related to Racial Equity

Instructions: Evaluate where your audience/conversation partner is on the spectrum of emotion surrounding the issue of racial equity in education. Then, use corresponding messages in the tables below to invite them to shift to a more positive emotion.

OPPOSITION:	 VIOLENCE	 CONTEMPT	 AVERSION
TRANSITION:	 DISCOMFORT	 SADNESS	 AMBIVALENCE
SUPPORT:	 ACCEPTANCE	 AFFIRMATION	 ACTIVISM

“What we can agree on...”

Goal: Move from outright violence and contempt or fear to mild aversion and discomfort.

Our goal is to propel young people in our community towards a promising future.

We can move forward as planned with our school year if we commit to building strong relationships in our community and having direct conversations about issues that arise.

We want our classrooms to be calm and collected so students can learn.

Invite direct conversation: “I’d like to connect with you about your concerns directly. Would you be willing to speak with me one-on-one before you bring your concerns to other groups of people?”

As [leadership role], my responsibility is to support our district and bridge divides in order to ensure a calm, coordinated, and welcoming school environment so that teaching and learning can continue as planned.

All around the state, students, families, and teachers are under a tremendous amount of stress. Let’s start off the school year with care and connection. If you’re worried about something, you can come to talk to me about it.

We are greater than any fear politicians and pundits can stir up, and we [can turn to each other/can practice turning to each other] with trust and support for a great school year ahead.

Above all, [our/my] goal is to bridge divides and ensure that every student feels welcome and a sense of belonging at school — so they can reach their full potential.

Empathize: “I see how much you care about your child. I hope you can understand that it’s my responsibility to show the same level of care for all students in our [school/district] so it’s important that I can listen and hear concerns from many different people.”

“Here’s what’s really happening in our classroom...”

Goal: Move from aversion and discomfort towards ambivalence and acceptance.

Ask: “What concerns you about [making sure every student has a strong understanding of culture and race as part of their education]?”

Students and teachers all benefit from a calm, collected, and [orderly/safe] learning environment.

Learning about truthful histories can bring up painful emotions in young people and adults. We can and should expect strong emotions to come up. Learning environments should create intentional space for listening, sharing stories, healing, and deepening relationships across our differences. These are the conditions for genuine belonging.

A shared, honest understanding of [the past/each other's cultures] bridges divides.

Teachers who talk about culture and race can give students mirrors that reflect their identity, and windows into the world to connect with other cultures.

Young people are curious and need time and space in school to talk about what's happening in the world around them.

Have you seen our district's [strategy/plan]? I'd love to share it with you and explain exactly how racial equity fits into that and into our curriculum.

Talking about race and different cultures isn't about blame; it's about understanding each other.

It's important students see themselves represented in curricula whatever the subject matter - when young people see themselves in the curriculum, they're more engaged, they feel a sense of belonging, and they're more able to learn.

If we listen to students, they are well aware of the inequities they see and have experienced in their world. Teaching truthful histories helps them see themselves as part of a bigger story. It gives them context for why things are the way they are today, so they can help us co-create better systems in the future.

Let's give teachers our trust as they start the year by creating care, connection, and curiosity that students need in order to learn.

"Our district is trying to advance racial equity because/by..."

Goal: Move from ambivalence and acceptance to affirmation and activism.

We all want to live in communities where we know we can depend on each other, no matter what we look like or where we come from.

Learning about different histories, races, and cultures helps us build connections across our differences. Educators [or teachers in our district] are experts at connecting curriculum to students' experiences, perspectives, histories & cultures.

Our work to [describe equity/culturally responsive work] is designed to benefit the specific students in our district who haven't been included in the past.

When students see themselves and each other in the curriculum, they have better relationships with their classmates, the classroom environment is calmer, and the school climate as a whole is improved.

Being at school should mean being a part of the community while working together to build on our strength and bridge divides.

Our district's goal is to make sure every student has equal opportunities to succeed in school and has access to accurate, comprehensive, and relevant curriculum. We are ensuring that each and every student has access to knowledge and skills as well as opportunities to grow, learn and thrive.

As our community returns to school, teachers need our support and trust to do what they do best: create a calm and caring environment for students to learn.

“To really move the needle, we need more vocal supporters like you...”

Goal: Move from affirmation to vocal support and activism.

Our education system and curriculum need to keep up with what students in our district are asking for. That means teaching in an honest and inclusive way, and addressing current events to prepare young people for their future lives and careers.

Our district recognizes the knowledge and unique lived experiences of the students in our classrooms. We are committed to providing culturally relevant and sustaining curriculum and experiences so that students are affirmed and validated for each of their unique histories and identities.

Let's support educators to reinforce equity in the classroom, and let's trust students to share and learn about what's happening in the world around them.

It's important to acknowledge the long and painful history of race and education in our state. Students are ready for systems and institutions to change for the better, and that's why our district is making sure racial equity is central.

Ask: If you speak to other [parents/community members], would you be willing to share some of what we talked about so their concerns can be alleviated?

Attribution: Some messages derived from [Partnership for the Future of Learning](#)

4 Messages About Critical Race Theory

1. Ask: When you say "Critical Race Theory" I'm curious what you're referring to specifically in our curriculum. Are you willing to tell me more and also hear more from me about what's really happening in our classrooms?
2. It is true that Critical Race Theory is mainly used in higher education and is not a required part of any curriculum used in our district. However, a lot of people are using the label of “Critical Race Theory” to refer to anything related to racial equity.
3. Critical Race Theory helps people describe how racial inequity is baked into all of our social and political structures - it's about institutions and laws, not blaming individuals or examining interpersonal dynamics.

4. Indoctrination through Critical Race Theory just isn't happening. Young people are curious and are going to talk about issues related to race and other identities. We need to equip students with the tools they need. to think critically about issues of race, racism, and inequity.

Sample Letter to School Community/Board

Subject: Sharing our district's commitment to [equity/anti-racism] as we return to school

To [our school community/school board],

In the past weeks and months, we have faced extraordinary challenges together. We've worked hard to build on the strengths of our district while meeting the needs of young people during a global pandemic. Oregon's education professionals, including school board members, have pulled off heroic efforts to provide care, connection, and continuity of learning for our students. Families and caregivers are essential partners, and we understand that you need and deserve opportunities to provide input and a clear understanding of what the student experience will be in the classroom. The [school/district name] will return to school in that same spirit of care and connection.

Care and connection means making sure every student and every person that enters our school buildings experiences a sense of belonging and has access to equitable, high-quality education. Every student benefits when we center equity for students of color, experiencing disability, tribal members, emerging multilingual, navigating poverty, houselessness, foster care, and non-dominant gender identities and sexual orientations.

Holding racial equity with special consideration is crucial in our district. Our demographics have shifted in recent years [describe]. To understand fully what racial equity means for our district, here's how we're ensuring that each and every student can reach their full potential. We are committed to:

- Implementing programs to enroll all students and regularly engage families, especially those who have not had access or have not been attending;
- Strengthening high-quality, culturally-sustaining and revitalizing instruction, leadership, and pathways to graduation and post-secondary transitions;
- Creating access to well-rounded education by centering student learning that builds on strengths, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate;

- Providing mental, social, & emotional health supports for students and staff with culturally responsive trauma-informed care, social emotional learning (SEL), racial equity and anti-racist approaches, and a strengths-focused multi-tiered system of support;
- Safeguarding student opportunity in recognition of the disproportionate and severe impact of the pandemic and our response on students and families; and
- Serving students in transition from one community to another or to a new school (kindergarten, 6th, & 9th grades) so they feel a sense of support and belonging in order to overcome any fear and isolation.

Our district is committed to affording every student a full academic learning experience without restriction as they regain their learning stride. So, let's start the year together with understanding, grace, and patience, for everyone's sake as we adjust back to in-person learning. If questions or concerns arise, we can bridge divides by reaching out directly to educators and other school leaders prior to other forms of escalation. We are here and happy to meet with you. It's also important that educators feel trusted to bring equity in the classroom with care for all of their students, and that students feel competent and prepared to discover and discuss the world around them.

Thank you for being a part of this community,
[signoff]

Tips for Media Requests

- **Vet Thoroughly:** Before responding, always vet the person thoroughly. Don't assume they are unbiased or operating in good faith, as there have been many incidents where the reverse has been true.
- If you accept the interview, then it's time to prepare. Before any interview, think about the most important points you want to make. Your goal in any interaction with a reporter should be to convey your key points/messages.
- In an interview, you are not talking to the reporter: you're talking to the audience that media outlet reaches. To reach that audience, you must stick to your messages. Think through your three key talking points and find creative ways to repeat them. Don't feel the need to provide a direct answer to every question a reporter asks. What do you want them/your audience to know? If you feel like you're repeating yourself...you're doing it right!
- Start with values and commitment to making sure all students receive an equitable, high quality education.
- A personal story can help make your messaging memorable, have lasting impact, and demonstrate real-world experience and authority on an issue. Weave yours into your messaging.
- Don't get too caught up in details and past mistakes. Emphasize solutions and future plans. Respond in a way that is supportive to educators and staff, particularly staff of color. Media that

sensationalize equity and stir up fear will do so no matter what you say. It's important to stay calm and on message.

- Know what NOT to say. Don't go "off the record" - any part of a conversation, even before or after an interview, can be on the record.
 - Note that we have examples of recorded district activities being brought to the news, or even people recording phone calls. On this topic, you may end up on the record, even outside of an interview setting, without knowing it - in any number of professional situations.
 - Reporters are trained to listen and even take lengthy pauses between questions, so it's important to stop talking when you have delivered your message.
 - Never say "no comment." - It doesn't advance your messages and can make you look deceptive/like you're hiding something.
 - If you don't know the answer to a question, it's okay to say, "Let me get back to you on that."
- Avoid traps: Don't adopt your frames you are not in agreement with. Try not to repeat back language from the reporter's question, especially when answering in the negative (ie. "No, accepting this funding doesn't signal our approval of...")
- Seek support as needed, such as further media training, digital privacy support, PR support, and messaging guidance as needed.
- Prepare the final thing you'd like to say. Even if you repeat yourself, the audience will remember the last thing you said better than something in the middle of a segment.

Bridging Techniques

If a question takes you off your chosen message, bridge back to it with phrases like:

1. Let me tell you what the real issue is...
2. I don't know about that, but what I can say is...
3. That may be up for debate right now, but what isn't up for debate is...
4. I can tell you from my own experience...
5. I can't speak to that, but I can tell you that...
6. I've been [teaching/working in education] for X years and what I've seen is...
7. That's not quite right. The fact of the matter is...
8. That's not what the pushback around Critical Race Theory is truly about. It's about...
9. Our only agenda is improving education and equity for each and every student.
10. It's important to understand that at the heart of the issue is...

Preparing Your Top 3 Messages for Media

- Who am I talking to (Who is my real audience)?
- What do I want to say (What are my top three messages)? A good message is a short, compelling roadmap that does three things:
 - Defines the problem you're trying to solve

- Outlines your broad vision for a solution
 - Offers specific actions your audiences can take to solve the problem
- What's the toughest question I might be asked? How do I want to respond?

Scenario Recommendations for Advancing Racial Equity

School districts' responsibilities for advancing racial equity in Oregon

- [Every Student Belongs](#)
- [Bullying, Harassment, & Intimidation](#)
- [Civil Rights](#)
- [Student Success Act](#)

Responding to board who is pushing back against racial equity work:

1. Ensure that your board members receive training on their role and the relevant rules that govern their work. Work with the [Oregon School Boards Association](#) to encourage board members to attend both individual and full-group training opportunities early in their terms.
 - a. Make sure board members understand and can use parliamentary procedure and [Robert's rules of order](#).
 - b. Make sure board members are aware of and complying with Oregon's [public meeting laws and public records laws](#), including the strict rules around executive sessions and serial communications. Failure to adhere to these laws could have serious consequences for you, your board, and your school district.
2. Don't approach controversial or divisive situations solo. Consult with people in your district as well as external partners as the situation develops, including COSA and OSBA, for support.
 - a. Part of the role of superintendent is communicating with district stakeholders; consider ensuring that community leaders are aware of pending decisions and their opportunity to provide public comment and written feedback to the board, as it is the board's responsibility to listen to the entire school community.
 - b. Keep lines of communication open and continuous with board members and community when difficulties arise.
 - c. As superintendent, you may already meet regularly with each board member. Consider speaking to board members who are supportive of racial equity work about how to move forward.
3. Work with board members towards a shared rationale about how the district is supporting students, in addition to following the law.

Responding to parents who are concerned about racial topics in the classroom:

1. Invite direct conversation: "I'd like to connect with you about your concerns directly. Would you be willing to speak with me one-on-one before you bring your concerns to other groups of people?" (ex. Facebook, news media, parent groups)
2. Ask: "What are you most concerned about?" and keep asking curious questions to unpack their concerns.
3. Empathize: "I see how much you care about your child. I hope you can understand that it's my responsibility to show the same level of care for all students in our [school/district] so it's important that I can listen and hear concerns from many different people. I appreciate you giving me a chance to do that by hearing your concerns. I will do my best to resolve the situation, and I believe we can figure it out together."
4. Establish expectations: "Have you seen our district's strategy plan? I'd love to share it with you and explain exactly how racial equity fits into that and into our curriculum. Based on what you shared earlier, I believe I can alleviate your concerns by providing you with more information. Would you like to learn more?"
5. Show support for educators of color if they are receiving criticism. Consider sharing a story about that educator in action or about a similar classroom activity and how you've seen it work well.
6. End the conversation with an ask, such as: "I respect that you may still have concerns, but would you be willing to see how the semester goes? It might surprise you." or "I'm glad we've come to an agreement. If you speak to other parents, would you be willing to share some of what we talked about so their concerns can be alleviated too?"

Responding to media:

1. Before responding, always vet the person thoroughly. Don't assume they are unbiased or operating in good faith, as there have been some misleading situations.
2. Respond in a way that is supportive to educators and staff, particularly staff of color.
3. Start with values and commitment to making sure all students receive an equitable, high quality education.
4. Don't get too caught up in details and past mistakes. Emphasize solutions and future plans.
5. Don't go "off the record" - any part of a conversation, even before or after an interview, can be on the record.
6. It's ok to talk about racial equity. Racial equity is a standard and central for the Oregon Department of Education and it is not optional to implement and reinforce. Media that sensationalize equity and stir up fear will do so no matter what you say. But your supporters and people who are on the fence need to know you are prepared to be vocal about doing the right thing.
7. Seek support. Get media training, digital privacy support, PR support, and messaging guidance as needed.

Assuming some positive community support, what can schools do to harness that energy?

1. You can get started now on establishing community groups seeking to further equity work in your district. In fact, starting September 15, 2022, school districts are required to establish an

[educational equity advisory committee](#). The start date in 2022 doesn't mean you can't jumpstart a committee in advance of that date, and it may serve your district well to be prepared and have a committee in place in advance of that date.

2. Hold a restorative conversation with parents to discuss dreams and fears across races and identities.

Anticipate what comes next:

1. What fades on a national level may take more time to dissipate at a local level.
2. After fears are stoked, anticipate public records requests.
3. Educators may remain under pressure if they feel a sense of vigilance from family members around these issues, which puts stress on them during an already stressful time.

Additional Resources

The resources below are for your interest and knowledge about current cultural, academic, and educational dialog from multiple perspectives, and unless they were created by ODE or COSA, they serve as references rather than recommendations. Comment on this doc if you have additional resources to share.

Guidance:

[ODE Mental Health Toolkit](#)

[ODE Community Engagement Toolkit](#)

[ODE Decision Making Tool](#)

[Guide to Countering the Attacks on CRT](#) (Race Forward)

[Equity in a Divided Community](#) (WSSDA WASA)

About Critical Race Theory

[What is Critical Race Theory](#), by Sylvia Duckworth, with [accompanying notes](#)

[Common Misconceptions about CRT](#)

[Critical Race Theory \(1970s-present\)](#)

[An Introduction to Critical Race Theory](#) by Richard Delgado and Jean Stefnacic

Video: [What is critical race theory?](#) With Prudence Carter

Podcast: [Know Your History - Into America](#) with Kimberlé Crenshaw

[Strategy against Critical Race Theory](#) from Citizens for Renewing America

Perspectives:

[It's not enough for teachers to call themselves 'anti-racist.' Here's how we can live that value.](#) (Chalkbeat)

[Working for Racial Justice as a White Teacher](#) (Atlantic)

[For Our White Friends Desiring To Be Allies](#) (Sojourners)

More helpful [articles](#) from Kappan about race and the American story

Practice:

[Culturally Responsive-Sustaining Education Framework](#) (NYSED)

[What is Culturally Responsive Education? \(in multiple languages\)](#)

[Culturally Responsive Practices Gallery](#)

[A Brief Guide to Making Your Schools More Culturally Responsive](#)

Video: [Race Conversations in the Classroom](#)

Video: [Being Culturally Responsive as a White Teacher](#)

[Culturally Responsive Education Resources for Federal, State, and Local Stakeholders](#) (New America)

Organizing and Engagement:

[EJ-ROC's Organizing Toolbox: Tips for Building a Strong Parent Base](#)

[We Power Policy: Transformative Alignment Toolkit](#)

[NYU Metro Center: Planning a campaign for anti-racist/culturally responsive education](#)

[Best of School Board Resolutions](#)

Messaging & Terminology:

[Truth in Our Classrooms Bridges Divides](#)

[Racial Justice in Education: Key Terms and Definitions](#)

[Talking About Racial Equity in Education](#)

[Making the Case for Equitable and Just Public Education](#)

We Make the Future [Messaging Guide](#)