

A photograph of two young students, a boy and a girl, standing in front of a green chalkboard. They are both wearing light blue shirts and dark skirts or pants. The boy on the left is holding a piece of paper and has his right arm raised, holding a piece of chalk. The girl on the right is also holding a piece of paper and has her right arm raised, holding a piece of chalk. The chalkboard has some faint, illegible writing on it. The text "Jefferson County Board of Education" is overlaid in large white letters across the center of the image.

Jefferson County Board of Education

Black History in Our Schools **Every Day**

Black Student Union

1,100 Students in BSUs

Impact on School Community

Culminating Projects:

- JCTMS—Food Pantry
- Atherton—School Impact
- Waggener—West End Food



Curriculum- What is it?

Comprehensive academic **content** that progresses through a series of learning goals connected to grade level standards.



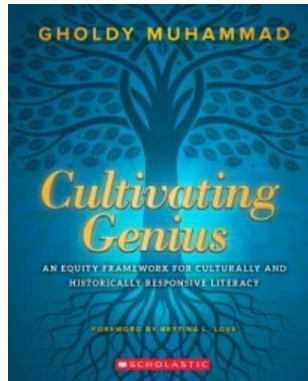
DEFINITION

Important: Good curriculum lends itself to giving teachers and leaders guidelines **AND** autonomy. Choice & agency is still key and essential! But WE must still be responsive to our students needs.

Curriculum Work

FRAMEWORK

1. **Identity:** Personal and Community Identities
2. **Skills:** Develops Skills & Builds on Standards
3. **Intellect:** Knowledge & Intellect Building
4. **Criticality:** Power & Equity Dynamics



Culturally Responsive Approach

Responsivity: Requires **Human Decision and Action!**

- ★ Culturally Responsive Teaching
- ★ Embedded Supports (DEP)
- ★ Tier 2/3 Resources & Programs
- ★ BETI lessons, Simple Pantry, etc
- ★ Multicultural Book List
- ★ Regular Curriculum Reviews
- ★ Collective Lift & Expectations

Anti-Racist Curriculum

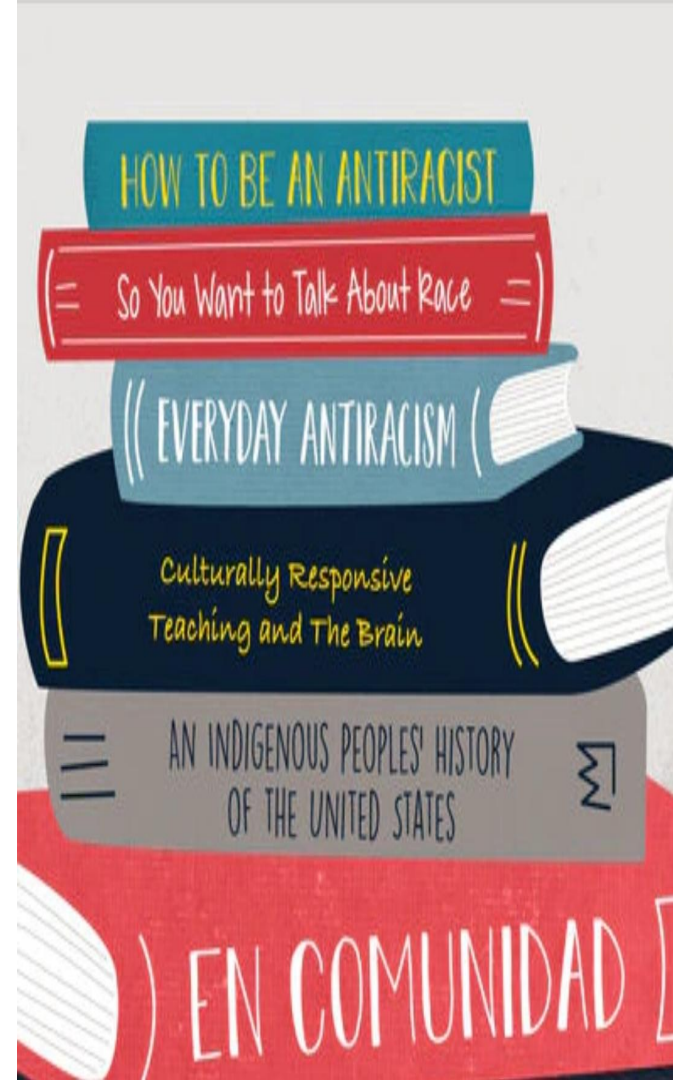
TOTE, BETI

- These collections of lessons challenge the curriculum and problematize it in such a way so that it can be transformed with the intent that students are given a more holistic, diversified view of a specific content area.

SIMPLE Pantry

- Digital resource; connecting content and context in culturally responsive, racially affirming ways that center students as teachers plan lessons and units

Hamilton, Derby, Martin Luther King (the real one)





‘Lit &’

- “Literacy &” Programs connect standards-based literacy instruction to character-building opportunities.
- Programs are in partnership with community vendors.
- “Lit &” bolsters an Afrocentric curriculum centered on culturally relevant practice.

C.A.R.D.S.

Competency, Awareness, and Responsiveness to Diverse Students (C.A.R.D.S.):

- Partners with UofL to better equip JCPS educators for teaching in a diverse district.
- Provides JCPS teachers with tuition assistance
 - master’s degree
 - graduate certificate in diversity literacy
- Equips teachers to shift their thinking



ROOTS 101



—First Annual BHM Challenge

—Future Ancestors

—Student Tours

—Celebrating Black Educators

Louisville Teacher Residency



- Understand the expectations of the JCPS **Racial Equity Policy**.
- Understand the ways in which school expectations of the JCPS Racial Equity Policy are monitored and reported upon.
- Analyze the role of classroom educators and school leaders in **fulfilling the expectations of the JCPS Racial Equity Policy**.
- Analyze their own biases through **deconstruction of structures and systems that maintain or perpetuate institutional racism**.
- Curate resources to **combat bias, racism, and prejudice in their classrooms and schools**.
- Engage with the JCPS **Affirming Racial Equity Tool** to audit and revise existing lesson/unit plans.
- Align their next steps as teacher leaders to the JCPS **Equity Screener**.
- Revise previously completed artifacts to better represent anti-bias and **anti-racist pedagogy and practices**.



Juantrice Denson



- King Elementary School Community Black History Project
 - Ms. Denson's kindergarten class learned about Langston Hughes.
 - We researched his journey and accomplishments.
 - Students chose one of the poems he was most famous for and recited it in a unique way.
- Racial Equity and Black History in the Classroom
 - The Louisville Teacher Residency program was very intentional about ensuring that all residents understood what racial equity meant and what it looked like within JCPS.
 - ARE Tool
 - What it is, What it looks like. How to implement it.
- What Black History Means to Me
 - The Three Ps:
 - Progress
 - Perseverance
 - Possibility



Shenay Sullivan-Bullard



WHAT BLACK HISTORY MEANS TO ME?

Black History is the foundation and blueprint of excellence that continues to shape my life and my community.

RACIAL EQUITY

The LTR program provided a firm and thorough understanding of JCPS Racial Equity Plan, the ARE Tool, and the Racial Equity Analysis Protocol (REAP) and how each is utilized to ensure that all students receive an equitable education.

CLASSROOM EXPERIENCE BLACK HISTORY

- Began on August 10, 2022, in my fourth-grade class at Maupin Elementary. I will continue to acknowledge, honor, and educate my students about Black excellence throughout history.
- Maupin Elementary has created an experience for our students that includes read-Ins, Student Council presentations, wax museum, and other student and community appearances.

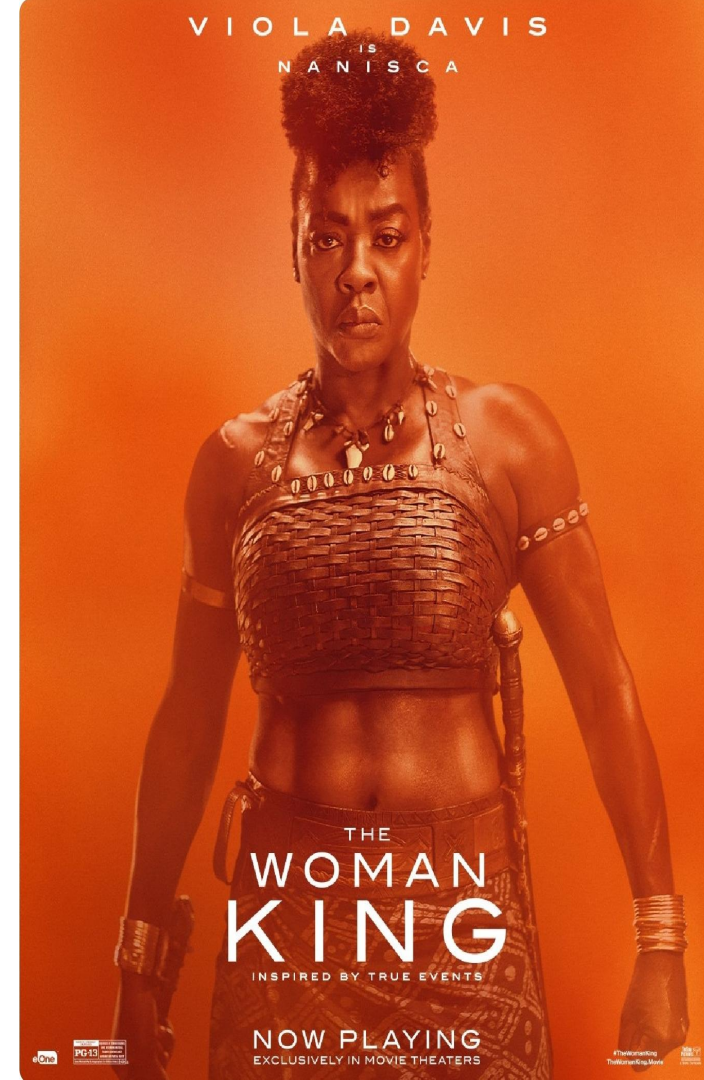
RACIAL EQUITY

- High-quality learning experiences, equitable texts, curriculum/resources that resonate with my students.
- Project-Based Learning—Historic Experience: The American Revolution, where students demonstrate their understanding of the war **and** the African Americans who contributed and impacted our country during this time.



Cinema to Address and Affirm Racial Identity

- A historical account of Dahomey women
- A **celebration** of African History
- An acknowledgment of the contributions of women of color
- A true display of military acumen
- A collection of experiences and eyewitness accounts
- An exemplar demonstration of civility and equity
- A formidable model for the modern world



First Annual W.E.B. DuBois and Grace James Academy Black History Competition



Sankofa

Student Voice and Challenge



A black and white portrait of a middle-aged man with dark hair, wearing thick-rimmed glasses, a dark suit jacket, a white shirt, and a patterned tie. He is looking slightly to the right with a faint smile. A white rectangular box is superimposed over the lower center of the image, containing the word "Questions" in a bold, black, sans-serif font. The background is dark and out of focus.

Questions