

Resources for Districts in Times of Crisis

Mary Antón, Ed.D. January 12, 2020

dr.maryanton@gmail.com

This list of considerations was originally published in January of 2020 after the Capitol Riots Insurrection

In the Short Term:

Consider the needs of each stakeholder group:

- Students (BIPOC and white separately and together)
- Teachers/Staff (BIPOC and white)
- Parents
- Community
- Administration

Who is the team that can mobilize in an emergency to provide support and guidance for administrators, teachers, parents and students? Ideally this group should be able to provide diverse perspectives and different skill sets to support the community.

Establishing and convening a “crisis team” group periodically can make the process of responding easier in the moment.

Questions to consider:

- Is there a physical safety risk at this time? How will we plan for this possibility?
- Who is at risk and how? How are BIPOC at greater risk than white members of your community?
- What supports are already in place? How can people tap into them?
- What supports (emotional/physical) need to be in place? How will we locate them?
- How are we ensuring that the physical and emotional needs of students, faculty and families of color are being supported by culturally competent clinicians, practitioners and administrators?

Information and Communication:

- Where is the information about how to support or the needs of BIPOC coming from? What assumptions are being made, what needs might be missed or overanticipated?
- What are the needs for communication outward to the schools and community?
 - How do you ensure that you have centered the perspective of BIPOC in these settings?
- Who will be the communication voice for your district? How do you want principals and teachers to respond to inquiries?

Community:

- How are you centering the needs of the most impacted communities at this time?
- How are you tapping into the strengths and knowledge base of community organizations (churches, youth groups, ministries, non-profit organizations run by BIPOC)

Ideology:

- What are your non-negotiables? How will you respond if actions outside the community (or within your schools) violate those non-negotiables?
- How deep is your understanding of the message you send if you say nothing?

One consideration for the future - what has the preparation been in your district that will allow for respectful dialogue in classrooms with teachers at all levels. How students are prepared to have courageous conversations across race, how teachers are prepared to talk about race will make a difference when crises come up. Students who are prepared to talk about the complexity of the history of our interactions across lines of difference, who have an understanding of the true mechanisms that reinforce oppression against marginalized groups in the US, will be better able to dig in deeply in times of crises.

A Fourth Grade Example - In one school I work with in the Southwest, a fourth grade teacher talked about the work she has been doing all year to help students understand their own identities and the ways that we carry implicit bias into the projections we make about who others are. In the beginning of the year, they watched and talked about Chimamanda Ngozi Adichie's [The Danger of a Single Story](#), as they watched in real time the unfolding of the Capitol attack, students were reflective and somber. Sharing statements like, "If it had been us (brown like the students), we'd all be dead now". In this community of multiple races and viewpoints, one student added in "I guess now we need to think about the single story of Republicans". Providing students and teachers the tools to be able to critically examine our polarized world and to commit to reaffirming the dignity of all is of great importance. [Affirming Dignity in the Time of Elections](#)

Resources and Links

[All Sides for Schools](#): Resources for Examining Bias in Media, News across different media platforms compared.

Ed Elements [Resources in the Time of Crisis](#)

This is a comprehensive and growing list of resources put together specifically after the insurrection at the Capital in January 2021 and updated in May 2022.

Learning Forward Blog: [How to Support Educators in this Time of Crisis](#)

Tamisha Williams and Lori Cohen: [Preparing Yourself for Tomorrow: suggestions to educators in response to events of today](#)

Self Care for BIPOC and white, ways to respond to students

[Educators Condemn and Reflect on the Capitol Attack](#)

Read the words that various district and state leaders used after the capitol attack.

How do these align or not with what you would say? What challenges might you face in your districts?

[Resources from one school's library](#)

Studying the Events of January 6, 2021

EdWeek [Teaching about the Capitol Attack - Dozens of Resources to Get Started](#)

[Storming the Capitol: The Last Stand of Trumpism?](#) A Q & A with John a powell and Ian Lopez from the Othering and Belonging Institute at UC Berkeley.