


From: Glass Jason Jason.Glass@jeffco.k12.co.us 
Subject: Recent Jeffco Public Schools Communications

Date: August 28, 2017 at 3:04 PM

To: cheri.jahn.senate@state.co.us, andy.kerr.senate@state.co.us, chris.kennedy.house@state.co.us, justin.everett.house@state.co.us, brittany.petterson.house@state.co.us, repracy29@gmail.com, tim.neville.senate@state.co.us, jessie.danielson.house@state.co.us, tim.leonard.house@state.co.us, lang.sias.house@state.co.us, senatorrachelz@gmail.com

Cc: edbowditch@aol.com



Honorable Jeffco Legislators,

First, a big "thank you" to those of you which I have had the great privilege of meeting. I am grateful for your engagement with our schools and all you do for kids in Jeffco.

Second, some of you have asked about recent communications I have sent out to the community regarding the district's response to the Charlottesville violence and optional resources that our curriculum & instruction team pulled together for educators. I am also including a recently released statement released regarding school closures, which you may be getting some questions about.

For your convenience, I am pasting links to my blog site or cloud drive. Please feel free to distribute as you see appropriate.

[Statement on Charlottesville](#)

[Charlottesville Educator Resource Guide](#)

[Rethinking School Closures](#)

Thanks again for all you do for our kids, schools, and community. Also, please never hesitate to let me know if I can be of service.

Kind regards,

Jason E. Glass, Ed.D.
Superintendent & Chief Learner
Jeffco Public Schools
www.jeffcopublicschools.org

NOTICE TO RECIPIENT: THIS MESSAGE, AND ANY RESPONSE TO IT, MAY BE A PUBLIC RECORD UNDER THE COLORADO OPEN RECORDS ACT.

Resources for Responding to Hate Crimes and Incidents of Hate

These resources were created to prepare educators to work with students and staff proactively, in the hope that thoughtful dialogue will prevent instances of hate or violence, as well as to assist in the aftermath of such instances. This list has been compiled as a living resource and will continue to be updated throughout the school year.

Websites

Teaching Tolerance

- [Talking About Race and Racism \(Grades 9-12\)](#)
- [Teaching the New Jim Crow \(Grades 9-12\)](#)
- [What is a Hate Crime? \(Grades 3-5, 6-8\)](#)
- [White Anti-Racist Biographies: Early Grades \(Grades K-2, 3-5\)](#)
- [Critiquing Hate Crimes Legislation \(Grades 9-12\)](#)
- [Teaching about race, racism and police violence: Resources for educators and parents \(This reprinted article lists many of the resources available through Teaching Tolerance\)](#)
- [Why Talk About Whiteness? By Emily Chiariello Summer 2016](#)
- [What Is The Alt-Right? Article published by Teaching Tolerance 8/13/17 by Cory Collins](#)

Anti-Defamation League

- [Responding to Hate: Information and Resources](#)

Educational Resources

- [Lessons to Teach and Learn from 'Unite the Right' \(new!\)](#)
Blog about the recent 'Unite the Right' rally in Charlottesville, VA with advice about what the teachable moments are including providing a historical context, understanding the alt-right, the First Amendment and promoting respect, equity and justice.
- [Race Talk: Engaging Young People in Conversations about Race and Racism](#)
Strategies and advice for talking with young people about race and racism.
- [Helping Students Make Sense of News Stories About Bias and Injustice](#)
Strategies and resources for talking with students about important stories in the news about bias and injustice.
- [Empowering Young People in the Aftermath of Hate](#)
A guide for educators and families that provide the tools they need to help young people confront hate effectively in the aftermath of hate violence or terrorism in their community.
- [Children's and Young Adult Literature about Race and Racism](#)
From Books Matter, a collection of books about race and racism including biography/history, racism, slavery and racial pride.

Relevant Lesson Plans and Curriculum Resources

- [Confederate Monuments and their Removal](#)
- [Noose Incidents and their Historical Context](#)
- [Swastikas and Other Hate Symbols](#)
- [The First Amendment and our Freedoms](#)
- [Teaching about Racism, Violence, Inequity and the Criminal Justice System](#)
- [Outsmarting Propaganda: Combatting the Lure of Extremist Recruitment Strategies](#)
- [Civil Rights Movement](#)

Facing History and Ourselves

- [3 Angles to the Confederate Monument Controversy](#)

Southern Poverty Law Center

- [Campus \(college\) guide to countering alt-right](#)

NEA Today

- [How to respond to incidents of racism, bullying and hate in schools](#)

Articles For Educators

- [The first thing teachers should do when school starts is talk about hatred in America. Here's help.](#) - Washington Post
- [Teaching Activities for: 'Man Charged After White Nationalist Rally in Charlottesville Ends in Deadly Violence'](#) - NY Times
- [Seven Ways that Teachers Can Respond to the Evil of Charlottesville. Starting Now](#) - Alternet
- [Creating the Space to Talk About Race in the Classroom](#) - NEA
- [Ten Ways to Fight Hate: A Community Guide](#)

On Twitter, the hashtag: [#CharlottesvilleCurriculum](#) is a curated place for sharing curriculum for addressing what happened the weekend of August 13th.

Jeffco Curriculum Resources



Teacher Resource Exchange - curated list of strategies and lesson plans for addressing controversial issues

Specific curricular connections exist throughout the Bridge to Curriculum and are listed below.

<p>Secondary Curriculum:</p> <p>Colorado Academic Standards - Social Studies</p> <p>Civics - Grade Level Expectation 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies (grades 6-9 {Civics})</p> <p>Units of Study:</p> <ul style="list-style-type: none"> • Comparative Governments - grade 7 • Expansion Reform and Compromise - grade 8 • Civil War - grade 8 • Reconstruction, Industrialization and Immigration - grade 8 • Contributions of Civilization - grade 11 	<p>Elementary Curriculum:</p> <p>Colorado Academic Standards - Social Studies</p> <p>Civics - Grade Level Expectation 1: (grades K-6) {Civics} <i>for example: Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies.</i></p> <p>Civics - Grade Level Expectation 2: (grades K-6) <i>for example: People use multiple ways to resolve conflicts or differences.</i></p> <p>History - Grade Level Expectation 2: (grades K-6) <i>for example: People have influenced the history of neighborhoods and communities.</i></p>
--	--

<ul style="list-style-type: none"> • Imperialism and the Progressive Era: Challenging and Transforming our American Values - grade 10 • On the Move: Population, Settlement, and Movement - Geography, grade 9 <p>Resources found in the <u>Bridge to Curriculum</u>:</p> <ul style="list-style-type: none"> • <u>National C3 Framework</u> (see pages 30-34) 	<p>Units of Study:</p> <ul style="list-style-type: none"> • Civics: Responsible Citizens Have a Voice - grade 2 • First Americans: Cultural Regions and Interactions - grade 3 <p>Resources found in the <u>Bridge to Curriculum</u>:</p> <ul style="list-style-type: none"> • <u>National C3 Framework</u> (see pages 30-34)
<p>ISTE Standards (International Standards for Technology in Education)</p> <p>Standard 2: Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.</p> <p>Overarching Understanding: Citizens participate productively in physical and digital societies.</p> <p>Overarching Essential Question: What are the rights and responsibilities of being a digital citizen?</p> <p>Resources found in the <u>Bridge to Curriculum</u> ISTE Grade Level Band Resources Digital Citizenship Lessons created by <u>Common Sense Education</u></p> <p>K-2: Screen out the Mean My Online Community Show Respect Online</p> <p>3-6: Rings of Responsibility The Power of Words Digital Citizenship Pledge Super Digital Citizen What's Cyberbullying Cyberbullying: Be Upstanding</p> <p>MS: What's Cyberbullying Cyberbullying: Be Upstanding Cyberbullying: Crossing the Line</p> <p>HS: Turn Down the Dial on Cyberbullying Building Community Online Taking Perspectives on Cyberbullying Breaking Down Hate Speech</p>	
<p><u>Jeffco 2020 Competencies</u></p>	

Self-Direction and Personal Responsibility

- Have the ability to regulate, monitor, and evaluate one's own emotions/behavior and make adjustments in accordance to the demands of a situation.
- Communicate responsibility for their learning and behavior, ask questions and seek resources.

Communication

- Learn how to understand their own feelings and those of others; regulate and express emotions appropriately to build relationships with others.

Civic and Global Engagement

- Recognize the role they play within a larger community and how one's actions impact the community at large.
- Value others' perspectives, demonstrate knowledge of other cultures and languages, and exhibit local and global awareness.
- Advocate for themselves and advocate for others.