

Racial Inequality and Racial Injustice Seminar Group Reports -- August 26, 2020

Thank you for contributing to our learning. Four of the six groups contributed to this summary. I have identified the groups and members below. I hope you can use this information to continue your work on racial equality and racial justice.

Tasks

Each group was tasked to describe what racial inequality and racial injustice look like in their schools and to address the following.

As a current or aspiring school leader, how are you addressing racial inequality and injustice of Black people in your learning environments?

Identify actions that conscientious educators can take to create learning environments that begin to address racial inequality and injustice, particularly for Black people.

Group Members: Brittnei Kanhai, Christopher Smith, April Leong, Lakendra Malizia, Nadine Telesford, Sonya Johnson

In your groups, take a moment to describe what racial inequality and racial injustice look like in your schools.

- Teachers have different backgrounds and pathways to education.
- There are not individual people that is a threat, the system is a threat.
 - o The system allows for lack of accountability
- People in affluent neighborhoods are getting pods.
- The teachers have low expectations.
- Social conversations are more prevalent rather than academic conversations.
- Lack of technological education
- Lack of access:
 - o Resources
 - o Rigorous courses: AP classes
- Hesitant to speak on race
- No connection between PD and practice
- Quick to suspend
- Lack of collegial support
- No accountability for teachers who do not put children at the center of their mission

As a current or aspiring school leader, how are you addressing racial inequality and injustice of Black people in your learning environments?

- Encourage honest conversations
- Never be afraid to speak up
- Encourage members of our team to be a change agent
 - o Create a culture where your team is committed to your work
- Spend more time investing in the children: kids are always first
- Holding teachers and staff accountable

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- Junior Citizens Academy
 - o Created a partnership with police
 - o A platform where students can have access to conversations with law enforcement
- Become an AP for All school to grant access
 - o And done with fidelity
- Intentional PD

Identify actions that conscientious educators can take to create learning environments that begin to address racial inequality and injustice, particularly for Black people.

- Restorative justice
- Race relations conversations as a staff
 - o Book club
- Revisiting curriculum

Group Members: Latisha Brace, Tanisha Burke, Steve Eller, Esther Hernandez, Beatrice Lopez, Dominique Petersen, David Zeller

In your groups, take a moment to describe what racial inequality and racial injustice look like in your schools.

- An issue mentioned in our discussion is the lack of involvement in parents and families
- Higher percentage of academic failure among students of color (specifically black males)
- The disparity with suspensions and targeted students or students of color continues to create racial inequality

As a current or aspiring school leader, how are you addressing racial inequality and injustice of Black people in your learning environments?

- A way to address lack of involvement is creating surveys to determine best ways to address families.
- Another way to address racial inequality are address restorative justice practices for our at risk students

Identify actions that conscientious educators can take to create learning environments that begin to address racial inequality and injustice, particularly for Black people.

- Data dives to dissect institutionalized racism. Using classroom data/failure report data to evaluate equitable educational practices (how is instruction and curriculum delivery being individualized/customized responding to the learner variability and specific needs of black males and/or BIPOC students. How is culturally responsive education and leadership monitoring academic progress and being responsive to diverse needs? How is the system held accountable?
- There is a need to revamp/redo curriculum and instructional practices (with student voice and choice)

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- Create opportunities for students (mentorships) that will tailor to long-term achievement for students. How are we creating opportunities for our students after high school?

Group Members: Maria Panagiotakis, Jenn Cepeda, Jason Gibson, Elizabeth Stranzl, Allena Hudson, Tanga

In your groups, take a moment to describe what racial inequality and racial injustice look like in your schools.

- Alternative learning center where student come in with inequalities because they're being suspended from their school and have to attend alternative schools
- The disparity in punitive consequences in regards to suspension for subgroups where more students of color are being suspended
- Citywide gifted and talented schools have low percentage of students of color in the schools demographics. There is the barrier of testing to get into gifted programs.
- Financial inequities between schools and lack of resources and lack of opportunities

As a current or aspiring school leader, how are you addressing racial inequality and injustice of Black people in your learning environments?

- In schools and classrooms using culturally responsive curriculum where students are celebrated and see themselves in positive ways
- Providing access to technology to support students and prepare them
- Provide learning experiences and opportunities outside of the classroom
- Building relationships and trusts and establishing a culture of care and love

Identify actions that conscientious educators can take to create learning environments that begin to address racial inequality and injustice, particularly for Black people.

- Building connections and networking with local community organizations
- Discussing the issues to help to change the school culture.
- Creating or sharing professional learning experiences
- Implementing a Culturally Responsive curriculum
- Data analysis to fuel the change
- Grant writing, making outreach to community organizations
- Assessment of the systems in place, analyzing the data
- Creating a culture of care.

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- Implicit bias training for staff

Group Members: William Fong-Frederick, Michelle Koenig, Olubunmi Fashusi, Flora Maksimovic, Dwayne Britton, Lisa Spyridon, Stacy Renelique, Sam Salnave

Racial Inequity/injustice:

- *no voice given to teachers of color - black teachers not included, in admin positions, left out of decision making process
- *white norms become the baseline
- *Family engagement
 - Family conferences
 - PA
- *Children who are deemed "difficult" are paired with teachers of color
- *White teachers excluding (or take down) black teachers and teachers of color
- *Students of color are socially promoted (passed on)
 - No Child Left Behind
 - Standards
 - Implicit Bias
- *Students of color (students with disabilities) going to alternative environments (District 75, 79)
 - institutionalized segregation
- *Lack of representation in curriculum
- *Special education becomes a dumping ground for black boys
 - Why are referrals for IEPs automatically given for students of colors?
 - Lack of consideration to other possibilities for why students of color are not performing or motivated
- *Students of color with IEPs do not receive the same privileges as white students with IEPs
 - educational advocacy
 - White families and Nickerson Letter (DOE paying for private school)
- *Students of color have higher suspension rates
 - Discipline protocol
- *Access to quality schools
 - School "choice"
- *Testing
 - Deficit perspective

Solutions:

- *Reading books
 - increasing mindfulness and awareness and mindset
- *Equity team/Diversity and Inclusion Council
- *Culturally relevant resources
- *Family communication
 - making sure emails are translated in languages
 - accessibility

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- *Being okay with discomfort
- *Rethinking testing and assessments
 - anti-oppressive education
- *Social Justice Week
 - uprisings/protests in response to police killings
 - not limiting themes to weeks
- *Social Emotional Learning
- *Giving value and platforms for student feedback around social issues
 - student voice in school culture and curriculum