A1- PBIS, BLACK LOVES MATTER, & JUST & EQUITABLE LEARNING ENVIRONMENTS

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• Topic: Equity
• Keywords: Anti-Racism, Equity, Ally
HERE WE ARE..AGAIN

I CAN’T BREATHE
SYSTEMIC RACIAL BLACKNESS

The manifestation of white supremacy and white superiority are evident in everyday system and processes.

- Beyond individual acts, how society operates as a whole
- Embedded in *normal* practices
SYSTEMIC ANTI-BLACKNESS

Conscious and unconscious – even if individuals do not see themselves as racist, they likely still benefit from a system that elevates white faces and voices while systematically suppressing those of Black individuals

- Education
- Hiring practices
- Criminal justice
- Access
DISPROPORTIONALITY

- Black students make up 19% of pre-school population but 47% of those receiving one or more suspension (white students 41%/28%)
- Black students are 3.8 times more likely to receive one or more out of school suspension
- Black students are 2.3 times more likely to be referred to law enforcement or be arrested at school
- 4th grade NAPE- 28 points behind white students- it is not an achievement gap- it is an opportunity gap. You can’t hold students to a standard they were never exposed to

https://ocrdata.ed.gov
ESTABLISHING EQUITY IN EXPECTATIONS, EXPERIENCES, AND ENGAGEMENT

• Defiance
• Disrespect
• Disruptive

Recognize the cultural context of your students and families- use information to inform practices

Moving from a deficit- to strength’s based perspective

Black students are punished more harshly and more frequently than white students for the same offenses.
SCHOOL TO [DEATH] PRISON PIPELINE

The school-to-prison pipeline is a common metaphor used to describe the ways in which students are pushed out of the education system and into the juvenile and criminal justice systems through policies and practices within schools that involve law enforcement.

FACTORS
- School Exclusion: Includes suspensions, expulsion, disciplinary transfers and “zero tolerance” disciplinary codes.

MINORITY POPULATIONS
- Consequences are often disproportionately placed on minority and low-income populations, with poor students more likely to experience criminalized school discipline during elementary school.

CRIMINAL JUSTICE TOOLS
- Using tools such as metal detectors and surveillance technology, and importing police officers into schools, to mirror a prison setting.

95% of suspensions, out of the 3.3 million children suspended from school each year, are for nonviolent offenses such as violating the dress code or “disruptive behavior.”

DISRUPTING THE PIPELINE: Multisystemic Therapy (MST) is an evidence-based intervention for at-risk youth and their families. MST helps keep youth out of the juvenile justice system by implementing customized interventions within the home, school & community. For more information, visit www.mstservices.com.

Sources: americansbar.org | justicepolicy.org
BLACK LIVES MATTER
MY LIFE MATTERS
THEIR LIFE MATTERS
THE ERASURE OF BLACK KIDS’ CHILDHOODS

CHILDREN, WHAT DO YOU WANT TO BE WHEN YOU GROW UP?

ALIVE!
BLACK LIVES MATTER: THE LOGIC BEHIND THE MOVEMENT
BLACK HOUSES ARE ON FIRE...

AND NOT ENOUGH PEOPLE, PLACES, OR PROCESSES ARE PUTTING THEM OUT...OR PREVENTING THEM

THAT IS WHY WE CANNOT SAY ALL LIVES MATTER

ALL LIVES CANNOT MATTER *UNTIL* BLACK LIVES MATTER
RACISM, ANT-RACISM, & ANTI-BLACKNESS:

• It is not enough to just not be racist
• It is not enough to just be a “good person”

Racist:
One who is supporting a racist policy through their actions or inaction or expressing racist ideas

Anti-Racist:
One who is supporting an anti-racist policy through their actions or inaction or expressing racist ideas
RACISM, ANT-RACISM, & ANTI-BLACKNESS:

Racist:
Supporting a racist policy through their actions or inaction or expressing racist ideas

Anti-blackness:
More than a feeling of being Black in an Anti—Black world. A framework illustrating society’s inability to recognize the humanity of Black people. Disdain, disregard, disgust for the existence of Black People

Anti-Racism:
Supporting an anti-racist policy through their actions or inaction or expressing racist ideas. Catch-all term referring to all minoritized groups
THE TIME [HAS BEEN] IS NOW...

- The luxury of ignorance or denial is not allotted to Black individuals
  - Can not turn the news or television off....the images are embedded in our hearts and minds
  - Can not afford to be colorblind...instead, have to be acutely aware of being Black
WHAT SIDE OF HISTORY WILL YOU STAND ON?

Be sure you put your feet in the right place, then stand firm.

Abraham Lincoln
BE SELF-REFLECTIVE

• Recognize white privilege
• Recognize unconscious bias
  • When you see a Black male walk into your class
  • When a Black girl talks “loudly”
• Reflect on your own actions as a teacher, as a friend, as a family member

WE CANNOT CORRECT WHAT WE ARE NOT WILLING TO CONFRONT
TALK ABOUT IT

• Students notice- ignoring the discussion is ignoring the experience of your students

• It is not too early...kids as young as 3 recognize race
  • Research resources
  • Utilize professional learning networks within your building- you do not have to do it alone

• Discuss race, equity, fairness
ANTI-RACIST: A VERB OR A NOUN

According to Merriam-Webster:
transitive verb
: to unite or form a connection or relation between

He allied himself with a wealthy family by marriage.

intransitive verb
: to form or enter into an alliance

two factions allying with each other
BE AN ALLY

I. Listen
   1. Instead of speaking for those who don’t have a seat at the table - move over and give them the mic

II. Understand systemic racism (beyond police brutality and headlines)
   • Learn the [full] history
   • Read the research
   • Talk to Black people

III. Speak up
   1. For Black students and colleagues
   2. Against injustice
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BE AN ALLY, cont.

IV. Target racism in education
   IV. Hiring practices
      #representationmatters
   V. De-colonize the curriculum
   VI. Evaluate equitable distribution of resources across schools and districts
   VII. Increase access to AP and advanced placement courses

V. Petitions and Political engagement
   IV. Evaluate political policies
   V. Vote
RE-EVALUATE & CHALLENGE THE STATUS quo

“Who defines the norm, and hence, the deviation’
Thomas Szasz

• Evaluate school policies with a critical eye
  • Discipline
  • Special education placement
  • Access to advanced coursework
  • Post-high school opportunities
  • Transformative experiences
AND THE BEAUTY IS THIS... EVEN IF WE GOT THE CHANCE TO PICK, WE WOULD STILL CHOOSE BLACK AGAIN!
RESOURCES

• Teaching Tolerance: talking to kids about race
• White Fragility
• How to be Anti-Racist
• A Commitment to Racial Equity from the Center on PBIS
• Anti-Racist Learning Resources from PBIS
• White Privilege: Unpacking the Invisible Knapsack
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Session A1

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   a. Find the Evaluation Link in the “Files” Tab, or
   b. Click on “Evaluations” in the navigation menu

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