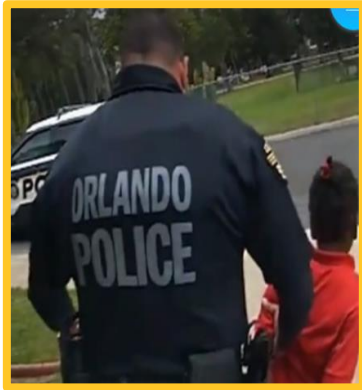# Promoting Educational Equity to Reduce Racial Inequalities in Justice Outcomes

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Laboratory for the Study of Youth Inequality and Justice

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Education, Socialization, Assimilation, Colonization, Racialization, and School Safety

Educational Inequalities and Racial Inequities

Educational Inequalities

- Achievement
- Attainment
- S.T.E.M. Opportunities
- Extracurricular Activities
- Advance Placement
- College Prep
- Counseling
- Choice
- Place
- Funding
- Testing
- Technologies

Safety, Vulnerability, and Marginalization

- Punishment
- Securitization
- Criminalization
- Bullying
- Hate
- Discrimination
- Blocked Opportunities
- Victimization
- Trauma

Racial Inequities

- Ethnicity
- Colorism
- Nationality
- Immigration
- Intersection with other inequities
  - Gender
  - Gender Identity
  - Sexual Orientation
  - Socioeconomic Status
  - Religion
  - Ability
  - Family

Four General "Responses" or "Alternatives" to Discipline and Punishment

Comprehensive School Safety Initiatives (School Climate, School-Wide Positive Behavior Interventions and Supports)
Safety (e.g., rules and norms, physical safety, social-emotional safety)

Relationships (respect for diversity, school connectedness/engagement, social support, leadership, and students' race/ethnicity and their perceptions of school climate),

Teaching and Learning (social, emotional, ethical, and civic learning; service learning; support for academic learning; support for professional relationships; teachers' and students' perceptions of school climate),

Institutional Environment (physical surrounding, resources, supplies)

School Improvement Process (history relational trust, communication and collaborative effort)

Community Engagement (families, stakeholders are included each of the aforementioned aspects of school climate)

Readiness (ability to incorporate, pivot, and adapt)

Trauma-Informed Schools
School Culture and Infrastructure
(School administration should support and promote trauma-sensitive approaches)

Staff Training (Incorporate staff training on trauma)

Links to Mental Health Professionals (Schools should create links to mental health consultation and services for staff, students, and families)

Academic Instruction for Students who have Experienced Trauma (Specific strategies can be used to support the learning needs of students who have experienced trauma)

Nonacademic Strategies (Build nonacademic relationships with students. Support and facilitate participation in extracurricular activities)

School Policies, Procedures, and Protocols (Balance accountability with an understanding of traumatic behavior)

Restorative Justice
(Repair Harm; Reduce Risk; Empower Community)

Affective Statements and Questions (which explore how the parties involved have been affected by the incident)

Small Conferences (planning and preparation, as they involve a variety of stakeholders)

Proactive and Responsive Circles (develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems)

Fair Process (transparent in actions, opportunity for voice, impartial in decision making)

Reintegrative and Management of Shame (shame that's appropriate to the circumstances and serves to help the person find a way back into positive social relationships)

Restorative Staff (modeling prosocial behavior, affective language, and following school policy)

Community Restorative Approach with Families (inclusion, engagement, design, implementation)

Culturally Relevant Pedagogy
Cultural Competence (understand culture and its role in education; interrogate identity, culture, biases, and privilege)

Sociopolitical Consciousness (personal and sociopolitical issues that impact their students)

Positive Perspectives on Parents and Families (parents and families are critical partners in education)

Communication of High Expectations (students know that you expect them to engage in lessons, challenge themselves, and achieve at a high level)

Learning within the Context of Culture (in-depth understanding of culture if we want to bring about true understanding among diverse populations)

Student-Centered Instruction (focus of instruction from the teacher to the student)

Culturally Mediated Instruction (integrates diverse ways of knowing, understanding, and representing information)

Reshaping the Curriculum (critical view of curriculum, pedagogy, retention and tracking)

Teacher as Facilitator (shifting roles from a lecturer to a facilitator who provides resources, monitors progress and encourages problem solving)

Institutional and Educational Racism still Foundational

Alternatives, Interventions, or Fundamental Transformation?

Is social control central to schooling?

Would addressing institutional and educational racism mitigate disparate punishment?

Is educational stratification foundational?

Safety for whom? Who is defining school safety and the parameters of understanding, implementation, and policy?

Is having law enforcement at school fundamental to safety in communities and schools with long histories of racial tension or conflict?

How do we disentangle the complexities of racial/ethnic minority students distrust of police but also their reports of police as necessary for safety?

Thank you to
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