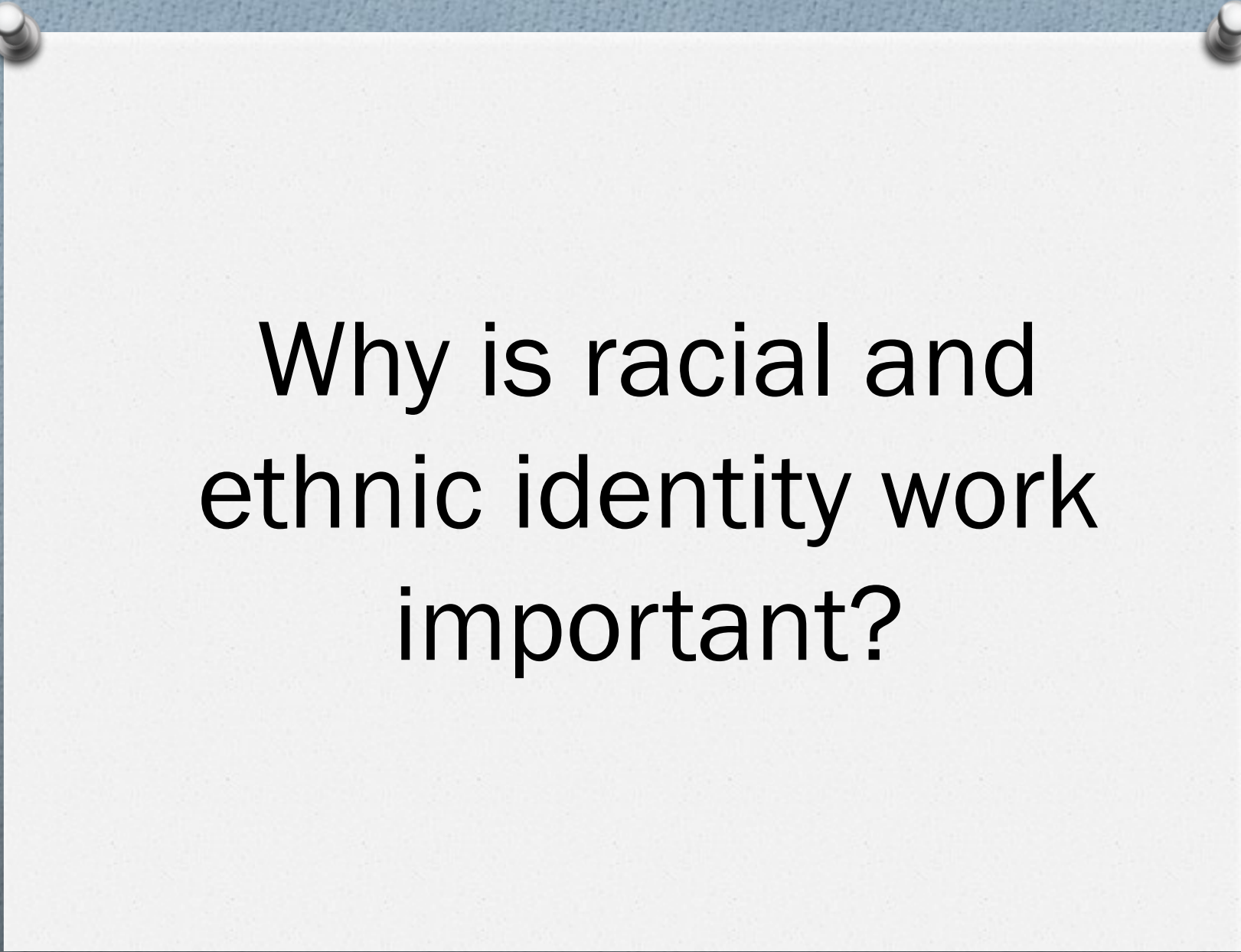


Addressing Institutional Racism in Schools

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Why is racial and
ethnic identity work
important?

Elements of a Courageous Conversation

- o Accept and expect non-closure
- o Stay engaged
- o Experience discomfort
- o Speak your truth

Accept/Expect Non-closure

*Accept that it is okay if you
can't come to agreement.*

Stay Engaged

*Physically stay in the room
even if you disagree with
someone's point of view.*

Experience Discomfort

*Ask yourself why you are
feeling the way you are feeling.
Why do you think you are
uncomfortable?*

Speak Your Truth

*Share your personal
story and how something
affected you.*



What's an LKSD?

What's special about us?

Southwestern Alaska

- o Off the “road system”
- o About the size of West Virginia
- o 21 villages, 28 schools, 4276 Students
- o 96% Alaska Native students



Bethel, AK



We are Yup'ik!



Village Store



Process

- o Many, many meetings!
- o Community coalition brought in Undoing Racism workshops
- o Local Tribal group addressed School Board
- o School Social Work department took lead
 - o Attending trainings
 - o Offering initial trainings

Funding

- o Initial small state grant for Suicide Prevention
 - o School Social Work department, focusing on Historical Trauma and Institutional Racism
- o School district federal grant for Drop-Out Prevention
 - o Part of focus is on Trauma Sensitive Schools
 - o Encouraged to look at same issues

Administration Buy-In

- o Ultimately, this was critical to continuation and outcomes.
- o Scheduling workshops as required for all district employees
- o Funding costs of travel, lodging, etc.

Letter from Superintendent

This is an initiative of the highest priority. It is about helping our sites and departments to work more collaboratively for the benefit of our students. It is about bringing us together, rather than being divisive. It is about developing empathy and looking at who we are as individuals and an organization. It is about helping our departments and sites move from functioning as silos with little awareness of developing the greater good of the district to functioning as a whole with a servant leadership and service attitude.

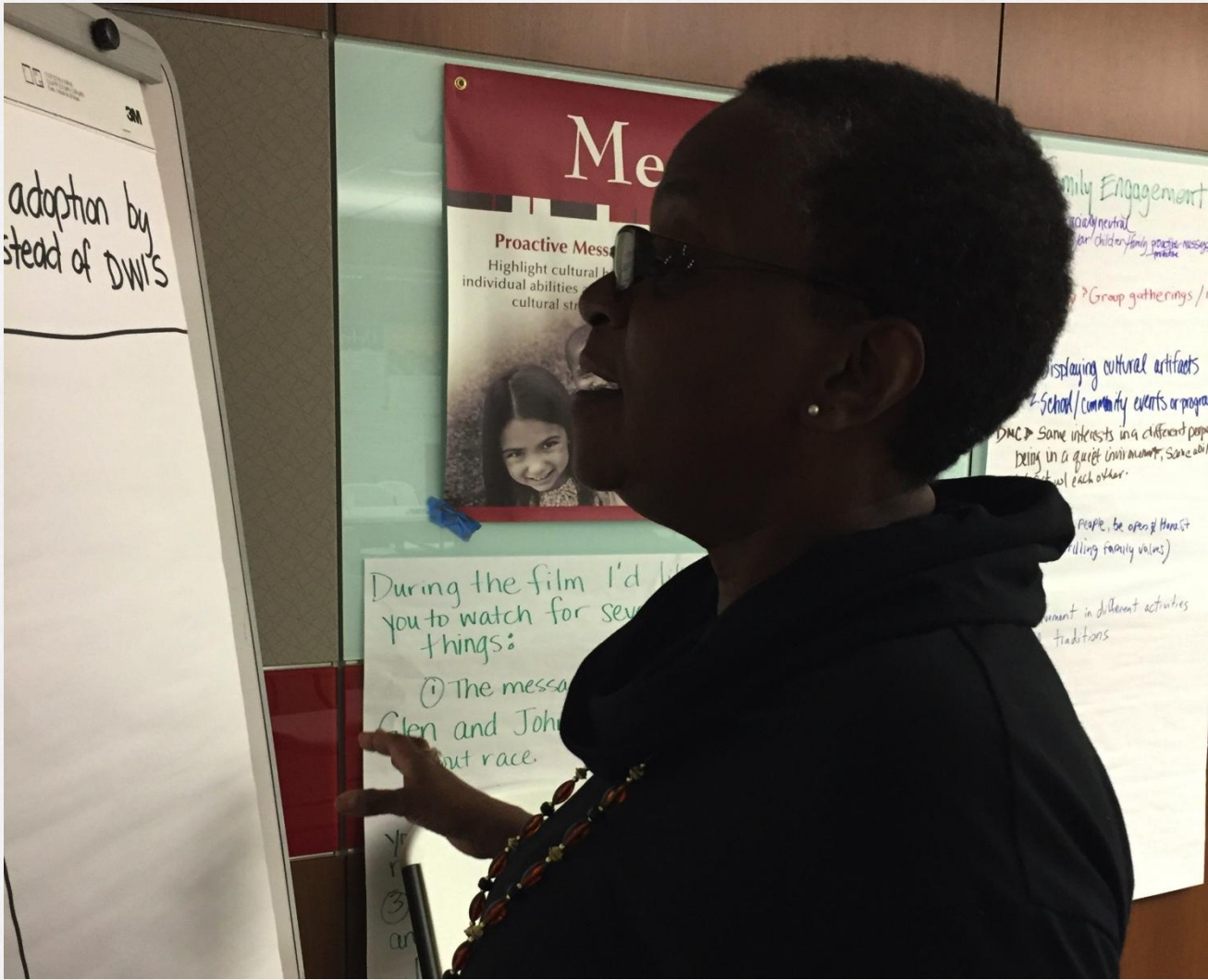
You should view this training beyond a strict cultural sensitivity training. It is designed to produce a more cooperative environment in which we are all more self-aware of how our interactions impact others.

FY16

- o Six workshops completed
 - o 1-3 with Site Administrators and School Community Advocates
 - o 4-6 District office personnel
- o Total of 162 school district employees

April, 2016





adoption by
instead of DWI's

Me

Proactive Messages
Highlight cultural
individual abilities
cultural str

During the film I'd like
you to watch for several
things:

- 1 The message
Glen and John
not race.

Family Engagement

proach/neutral
for children/family proactive messages
proactive

Group gatherings /

displaying cultural artifacts
School/community events or programs

DMC Some interests in a different popu
being in a quiet immigrant, some abo
with each other.

People, be open & honest
(sharing family values)

ment in different activities
traditions

School Specific Curriculum

- o Courageous Conversations Activity Cards
- o Case Scenarios
- o Putting knowledge to Practice areas

Courageous Conversations

- During a break at an in-service meeting, you overhear a colleague making disparaging remarks about the parenting skills of a particular racial or ethnic group.
- During a staff meeting, your supervisor makes a negative comment about the work ethic of a particular racial or ethnic group.

Continued

- o While meeting with other staff members about a student of color who is having academic difficulties, a colleague remarks, “None of their parents care about education.”
- o A student of color remarks to his teacher that over the weekend, he and his siblings got to have pizza and soda while they watched a game on TV and that his parents had beer. The teacher repeats this to you and states “they must have been drunk.”

Continued

- o You're working on a curriculum committee and discussing how to incorporate multi-cultural aspects into the daily curriculum. A colleague questions why it matters.
- o You are meeting with parents of a student of a particular racial or ethnic group that is different from yours. They remark that you don't know anything about their culture.

Continued

- o You are asked by an outside agency to mentor a student of color. You respond by suggesting that it might be better to find someone of the student's own ethnic or racial group to help support the development of the child's own healthy racial and ethnic background. The provider asks you why you think this would be important.

Case Scenarios

- o Small group discussion
- o Asked to **Identify at least three ways that racial and ethnic identity work can be integrated into working with this student and this classroom**
- o Provide one proactive and one protective message that can be used with the youth in this scenario.

Case Scenario 1

o BACKGROUND INFORMATION

Billy is a 12-year-old male who is Alaska Native. He is in seventh grade. Billy is the oldest of five children. His paternal grandparents live with his family. His grandparents are actively involved in traditional cultural activities and teachings with the children. His father works with the tribal government.

o SCHOOL BACKGROUND

Billy is a good student and athlete. However, this year he has begun to have some behavioral issues. He seems to be respectful with female staff, but is having some conflicts with male staff. Billy has twice walked out of class, making remarks like, "This is all bullshit." In a recent History class, his teacher stated that the Native population of the United States lost their land because "they were ignorant about land ownership laws." Billy stormed out of class, swearing at the teacher.

Case Scenario 2

o BACKGROUND INFORMATION

Nicole is a 6-year-old Korean child. Her family has recently moved here. Nicole is the oldest of 3 children; the other two are not yet in school. It appears that both of her parents have limited English, although her father does all the speaking. You are not sure how much English her mother has. Both parents work and Nicole and her siblings are cared for at home by a grandmother.

o SCHOOL BACKGROUND

Nicole attended Kindergarten in Texas last year. She is now in first grade. She is very quiet and works hard at her schoolwork. She sometimes doesn't understand instructions. Nicole used to ask for help more frequently, but some of the other students began mimicking her accent and laughing, so now she often just sits quietly and does nothing. She doesn't seem to be making any friends in the school and is most often isolated on the playground or in the cafeteria.

Case Scenario 3

o BACKGROUND INFORMATION

Taneesha is a 17-year-old black female. She is a junior. She is Muslim and wears the traditional head covering and clothing. Taneesha has three older brothers who have all graduated from high school and gone on to college.

o SCHOOL BACKGROUND

Taneesha is an excellent student. She plans to go on to become a doctor, like both of her parents. Taneesha has come to you expressing that she “feels sad” because she is the “only” non-Christian in the school, to her knowledge. She would like to play basketball and go to the dances at the school, but she isn’t allowed to. She has expressed that “no-one else understands her life.”

Case Scenario 4

o BACKGROUND INFORMATION

Elsa Evan is an 8-year-old female, who is Alaska Native and white. She transferred to your school two months ago after an OCS/ICWA placement with her paternal grandmother. She has never lived in a village before or had any prior contact with her extended family.

o SCHOOL BACKGROUND

Elsa has been enrolled in four different schools over the past three years. She has a history of multiple absences and lapses between enrollments. She is enrolled in 3rd grade, but has obvious difficulties with language and math skills.

Behaviorally, Elsa is most often very quiet and withdrawn. She doesn't respond to adults or students. On three occasions, when Elsa was confronted or pushed to respond or participate, she "threw a fit," screaming and crying and collapsing on the floor.

Other students have remarked that Elsa "thinks she's gussak," and that she "thinks she's better than" them.

Putting it into Practice

o Activity: Brainstorm ideas in 6 different areas

1. Family Engagement
2. Student Engagement
3. Curriculum Planning
4. Community Collaboration
5. Staff Development
6. Strengthening Staff Relationships

⑤ Staff Development

PRD - provide staff dev. sessions about ^{providing} PRD to students
- new teacher orientation / 1st yr / culture sessions
w/ further dialogue 2-3 more times

D M C: Respect; Communicate
✓ Patience, helping each other.

PREP - Incorporate cultural opportunities
- Teaching cultural standards (New teaching
to AR)

D.M.C.
✓ - New teacher adoption by local
✓ family instead of D.W.I.S. ✓

② Student Engagement

PRD.

1. Second Step, teachable moment in classroom. "discrimination"
2. Yupik name, naming ceremony in classroom

DMC - Compare & Contrast multi-cultural experiences
Variety of ethnic groups "Cultural Days" ✓✓✓✓✓✓✓✓

P.RE
✓ Recognizing Cultural Contributions
in Society of different (ethnic/racial) groups

DMC - "sister" class to promote cultural exchange
- using diverse curriculum resources (that expose to other cultural)

PRD: Look for it. Act on it.
Observe students @
Playground. Talk to
your child/student.

DMC - Listening/understanding your students.

③

*

✓✓ Cu
ins
PREP Speak
senior C

Addressin
Similarit
-PRD - fo
app

DMC: ✓ Cha
to be

Lessons Learned so far...

- o Be prepared for both the wonderful and the awful
- o Mostly great participation and feedback
and
- o The fear is real
- o White Fragility – it's a thing!

And now???

- o What changes?
- o When does it change?
- o What makes it change?
- o What is your role in facilitating that change?

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