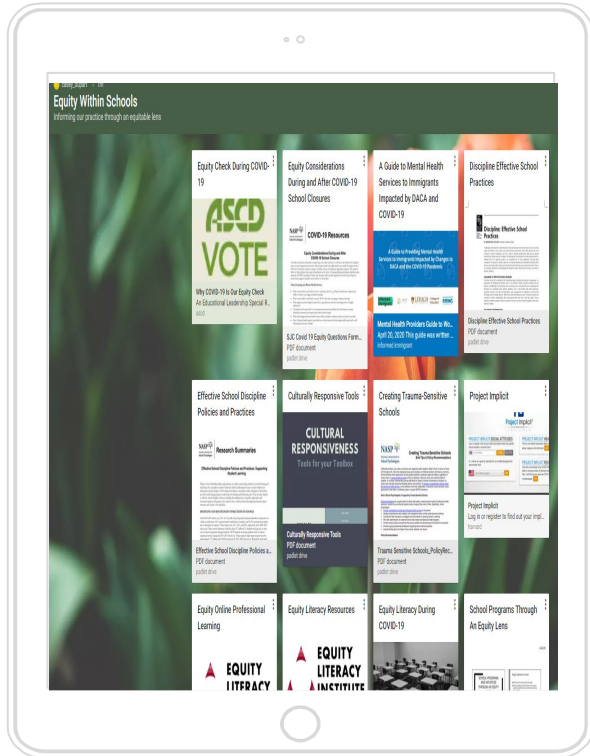




# Equity Within Schools

# Please join the Padlet for resources




<https://tinyurl.com/EquityInSchools>



# Equity Within Schools


Informing our practice through an equitable lens

### Equity Check During COVID-19



Why COVID-19 Is Our Equity Check An Educational Leadership Special R...  
ascd


### Equity Considerations During and After COVID-19 School Closures



Equity Considerations During and After COVID-19 School Closures


SJC Covid 19 Equity Questions Form...  
PDF document  
padlet drive

### A Guide to Mental Health Services to Immigrants Impacted by DACA and COVID-19




Mental Health Providers Guide to Wo...  
April 20, 2020 This guide was written ...  
informed immigrant

### Discipline Effective School Practices



Discipline Effective School Practices  
PDF document  
padlet drive

### Effective School Discipline Policies and Practices



Effective School Discipline Policies and Practices: Supporting Student Learning


Effective School Discipline Policies a...  
PDF document  
padlet drive

### Culturally Responsive Tools



Culturally Responsive Tools  
PDF document  
padlet drive

### Creating Trauma-Sensitive Schools



Trauma Sensitive Schools\_PolicyRec...  
PDF document  
padlet drive

### Project Implicit



Project Implicit  
Log in or register to find out your impl...  
harvard


### Equity Online Professional Learning



### Equity Literacy Resources



### Equity Literacy During COVID-19



### School Programs Through An Equity Lens



# Housekeeping

- × Please mute your microphone
- × Feel free to raise your hand
- × Please utilize the chat box
- × To start off: Put your name and current role in the chat box

# Hello!

**I am Casey Dupart, MA, MS, BCBA,  
LBA**

**Director of Equity, Diversity, &  
Inclusion**

**Utah State Board of Education**





# Norms Overview

- × Engage constructively with alternative perspectives
- × Grapple with *multiple perspectives*
- × **Build stamina** for engaging with new & challenging ideas
- × Tolerate ambiguity

# Norms Overview

- × Recognize the power in positionality
- × Value **collaboration** over competition
- × Stay student focused
- × Acknowledge & utilize expertise of *everyone*

# Safe Space

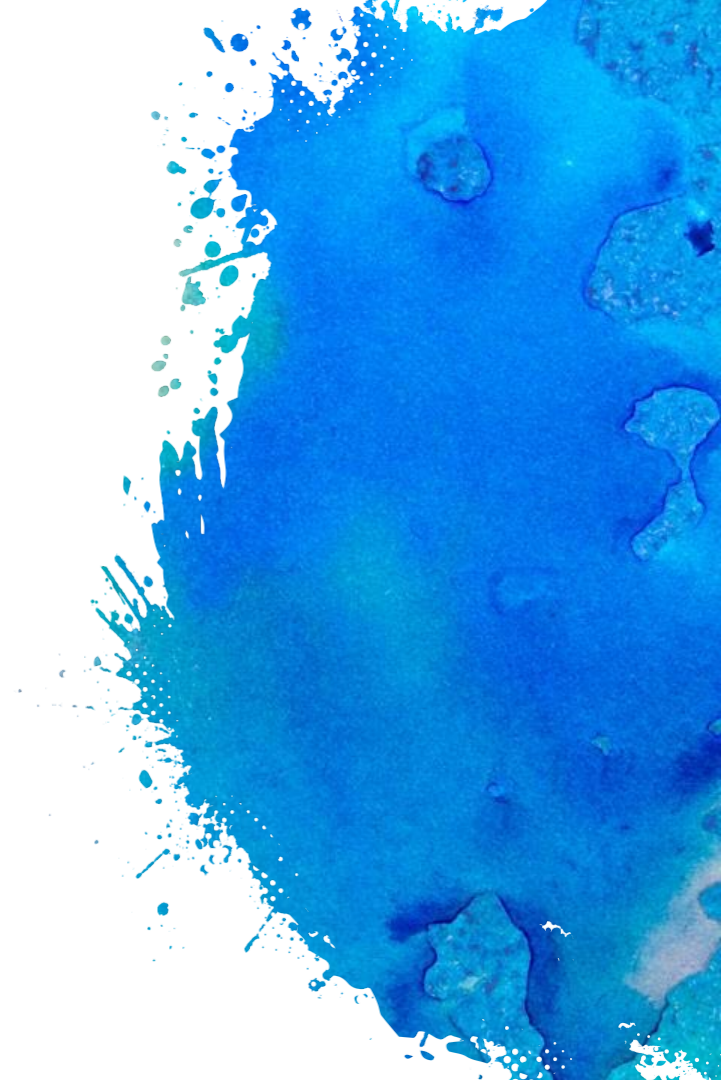
- × *BUT* a **brave** space as well
  - × We are here to get it right
    - × **Not be right**



# Today's Topics

- Privilege Defined
- Privilege in Schools
- Being a Culturally Responsive Educator
- Implicit Bias
- Intersectionality
- × Microaggressions
- × Equity
- × Equality
- × Trauma
- × Historical & Systemic Racism

# Implicit Bias



# What Comes to Mind?

- × Text CASEYDUPART591 to 37607
- × [PollEv.com/caseydupart591](https://PollEv.com/caseydupart591)





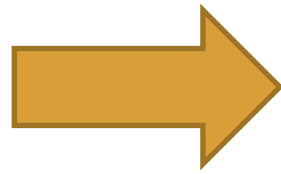
# Implicit bias. What comes to mind?

captain  
melinda1.  
2.gates  
america

- × Bias in judgment of behavior from implicit attitudes & implicit stereotypes *without intentional* control.

# What Does Research Support?

Minimizing impact of implicit bias can help in reducing

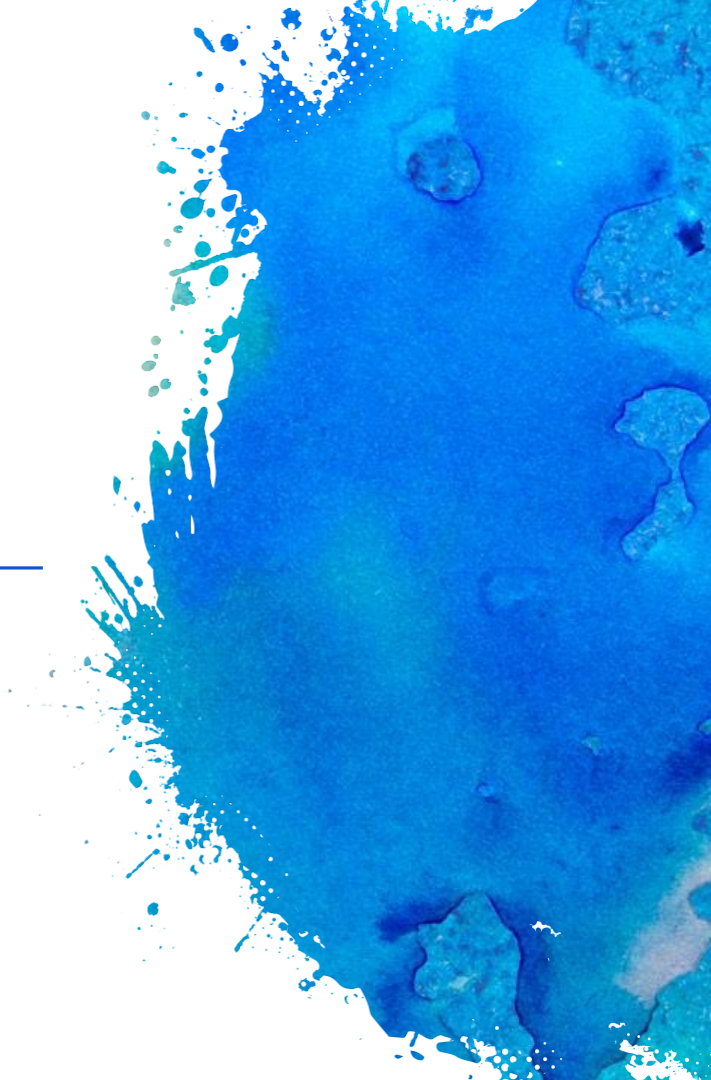


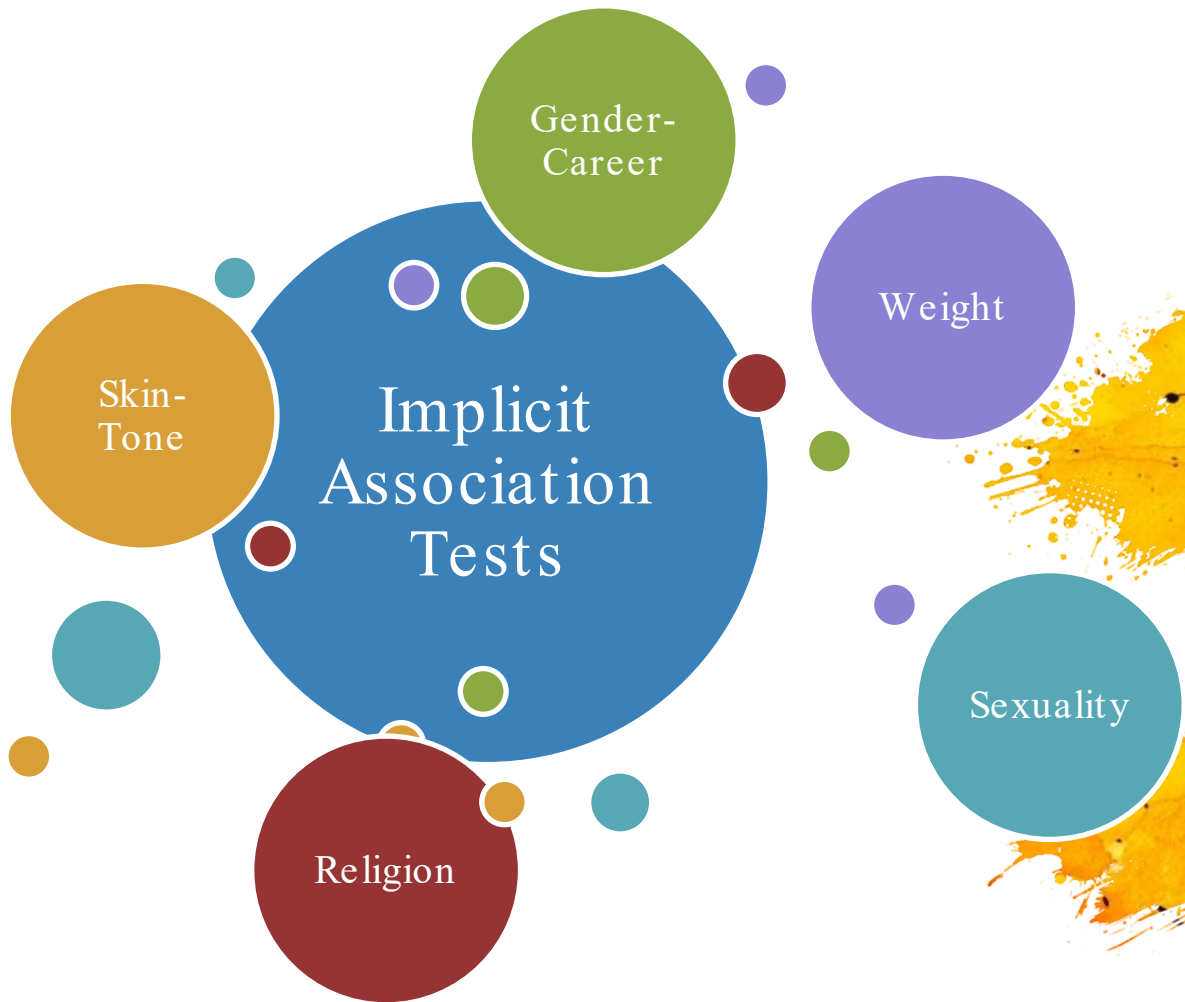
Girvon, Gion, McIntosh & Smolkowski, 2016; NASP, 2013; Okonofau, Walton & Eberhardt, 2016; Skiba et al., 2002



# Project Implicit

- <https://implicit.harvard.edu/implicit/takeatest.html>
- Implicit Association Tests
- 10 minutes








# Microaggressions






You're really  
pretty for a  
Black girl.



Where are you  
*really* from?

- × “Brief, everyday exchanges that send denigrating messages to individuals of socially marginalized groups”
- × Sue et al., 2007



They are just raised  
that way.



Wow. You are  
so articulate.

## Subtle

- Verbal, non-verbal, and/or environmental

## Unintentional

- Perpetrators typically often intend no offense and may be unaware they are causing harm

## Ambiguous

- Can usually be explained away by seemingly nonbiased and valid reasoning

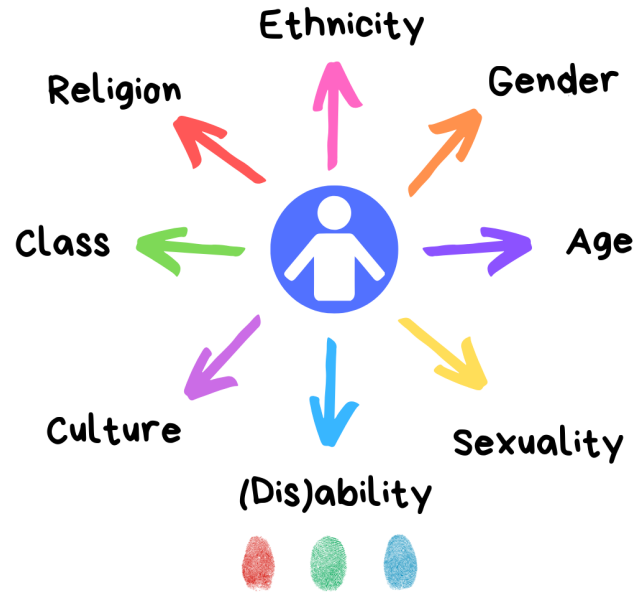
# Intersectionality



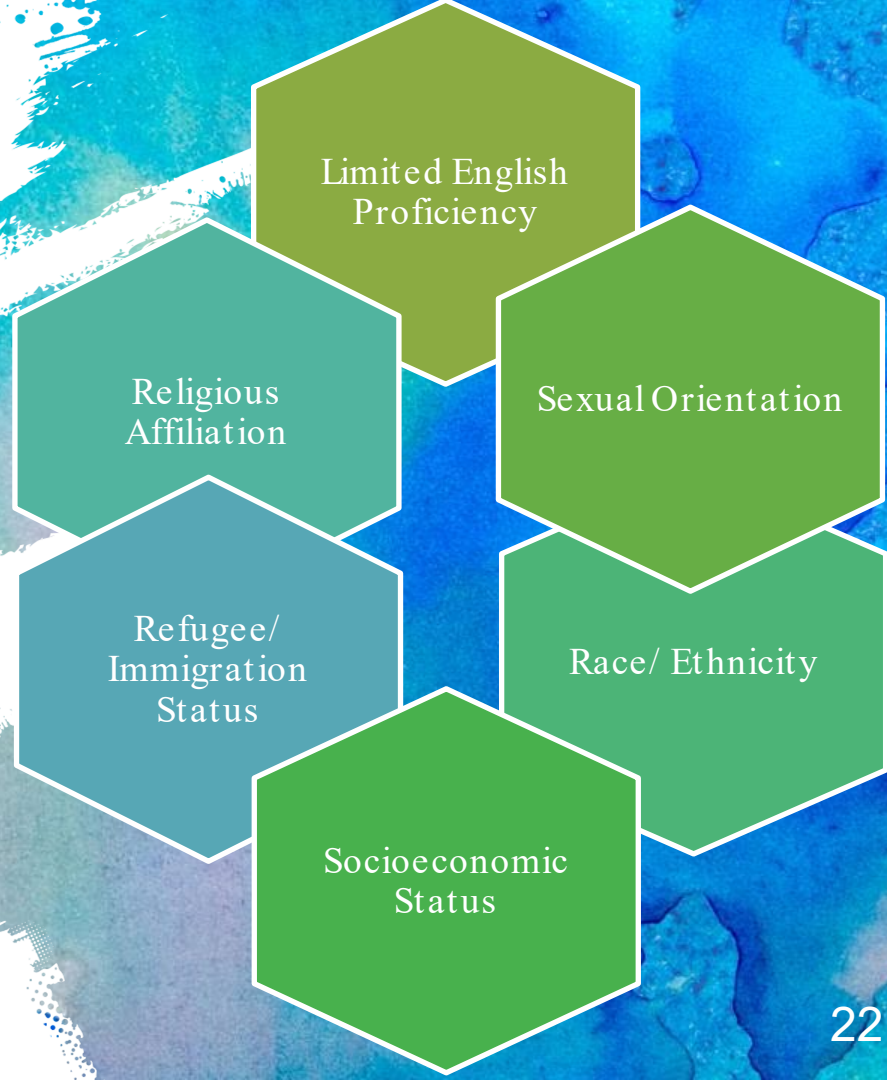


# What is it?

- × Describes merging of the intersection of multiple marginalized identities.
- × Members of **historically oppressed** groups such as Black/African Americans, Latinx, LGBTQ+, women, people with disabilities.



# Who Experiences the Impact of Intersectionality?



# Why is this important?

## Free Appropriate Public Education (FAPE)

Addressing multiple dimensions of identity & potential for discrimination, so **ALL** students have access to academic & mental health services.

## Foster Resiliency

Provide caring, supportive environments, develop academic self determination & feelings of competence as well as conflict-resolution skills.

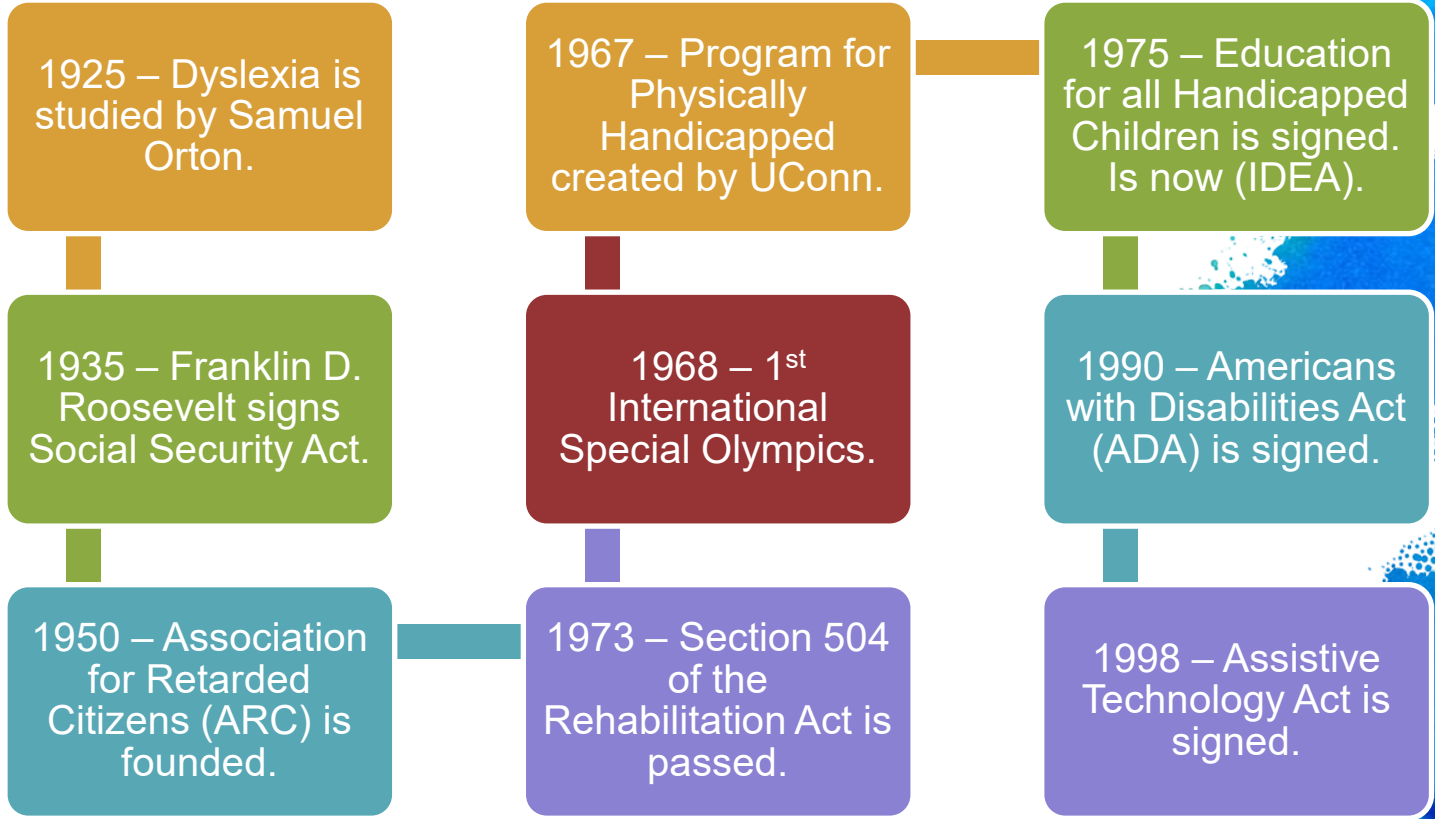




# Significant Milestones

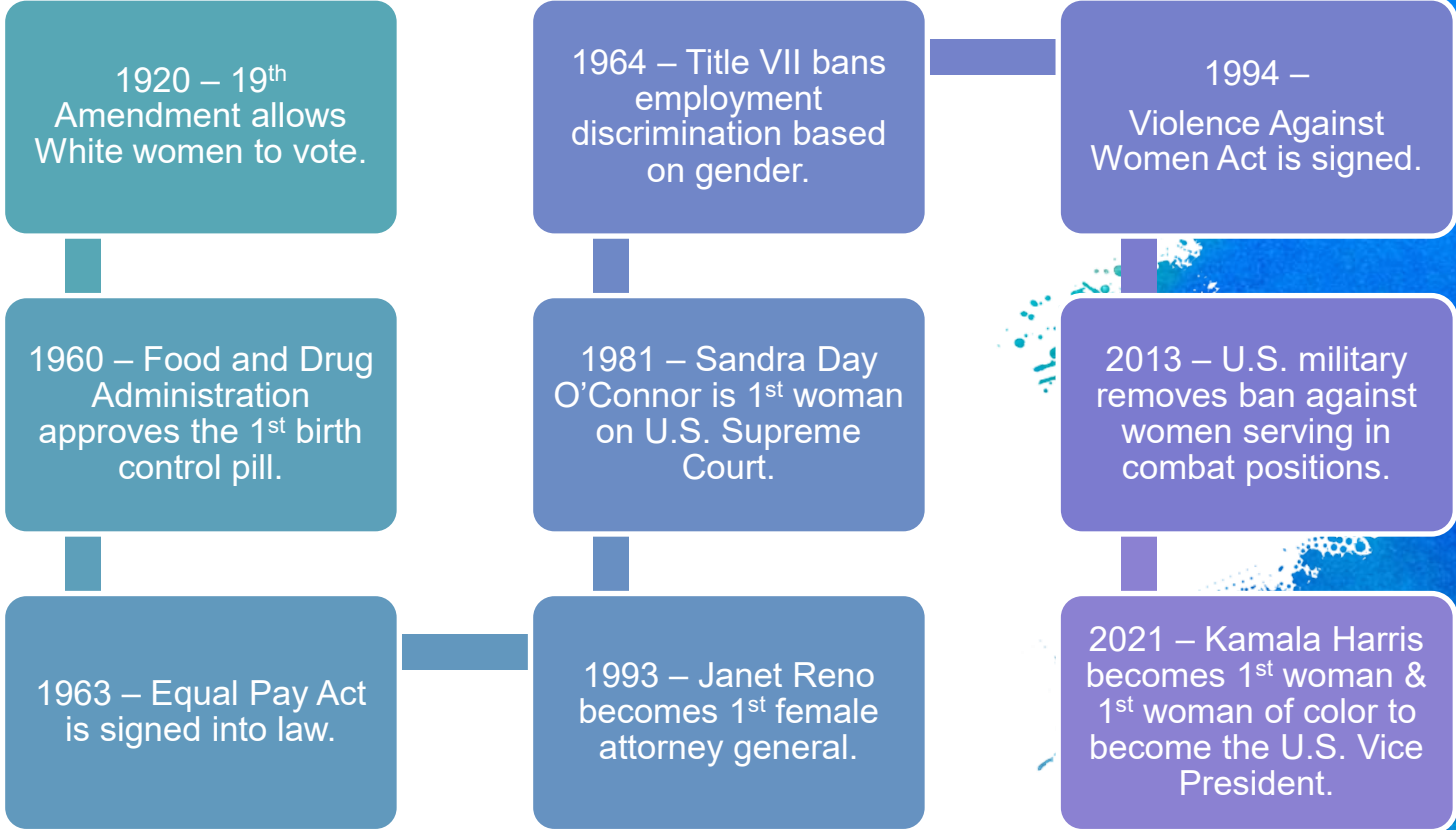


# Individuals with Disabilities



# Individuals that Identify as **Women**







Individuals  
that Identify  
as LGBTQ+



1924 – Society for Human Rights is founded.

1953 – President D. Eisenhower signs executive order banning gays from federal government employment.

1969 – Police raid Stonewall Inn in NYC. Begins gay civil rights movement.

1973 – APA removes homosexuality from its list of mental disorders in DSM-II.

1974 – Kathy Kozachenko becomes the 1<sup>st</sup> openly LGBTQ American elected to public office in Ann Arbor, Michigan.

1993 – President Bill Clinton signs “Don’t Ask, Don’t Tell”.

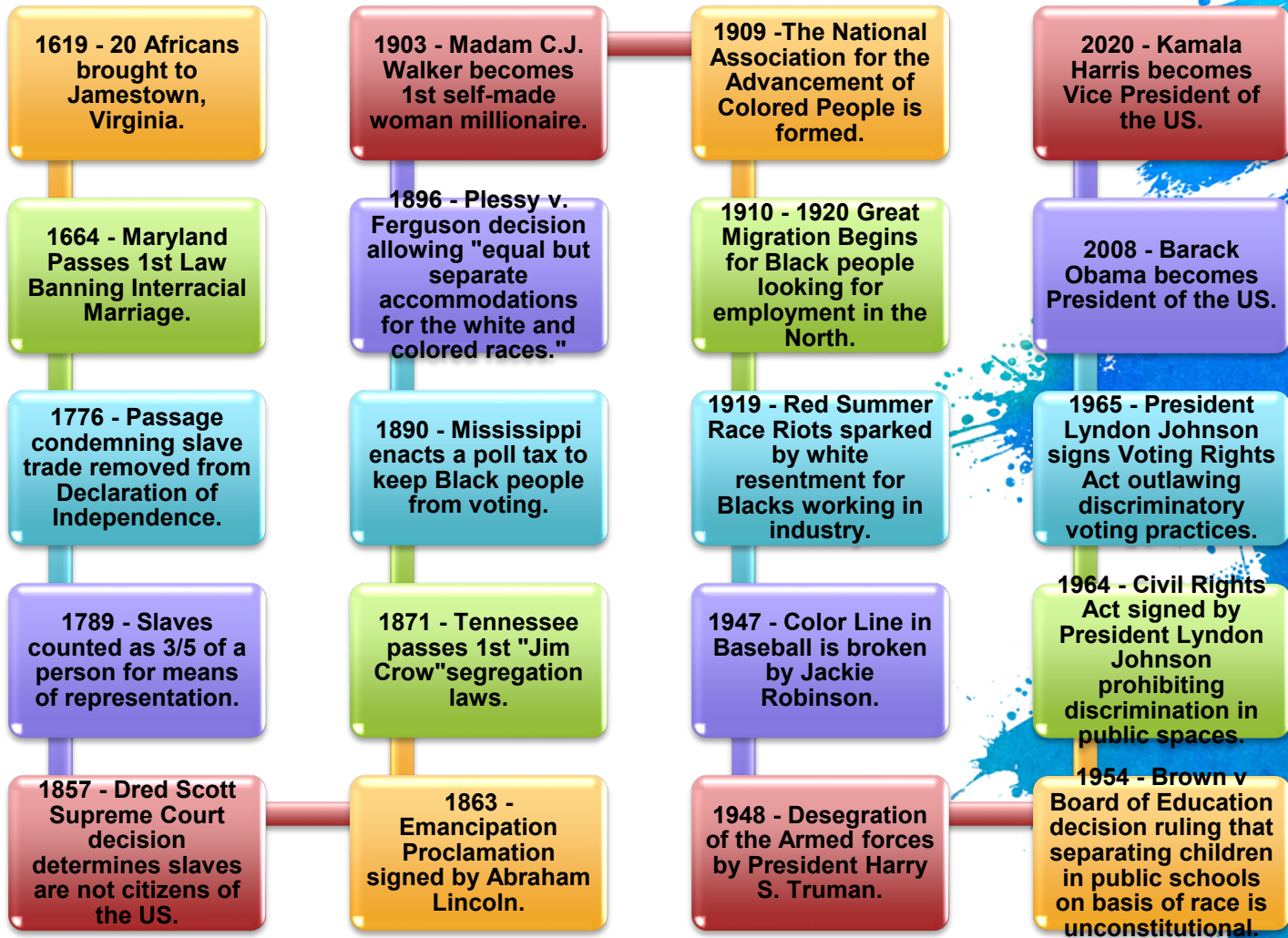
2004 – 1<sup>st</sup> legal same-sex marriage in the U.S. takes place in Massachusetts.

2015 – Supreme Court rules that states cannot ban same-sex marriage.

2020 – Supreme Court rules that federal law protects LGBTQ workers from discrimination.

Those Who Identify  
as *African/Black*  
*Americans*







The image features a large, circular splash of paint in shades of purple and pink, centered on a white background. The paint has a textured, watercolor-like appearance with some darker spots and splatters around the edges. The word "Reflect" is written in a white, italicized serif font in the center of the splash.

*Reflect*

Go to [PollEV.com/caseydupart591](https://PollEV.com/caseydupart591) or  
Text CASEYDUPART591 to 37607

- × How does viewing these milestones across intersectional identities help us as educators?
- × Consider how *recent* some of these milestones took place.

**How does viewing these milestones across intersectional identities help us as educators? Consider how recent some of these milestones took place.**

# Be Mindful of fragility

- × The perception of our worldviews being challenged as a **challenge to our very identity as good, moral, people**
- × At best, work to be *goodish*
- × **Growth mindset instead of fixed**





An abstract watercolor splash in shades of purple, magenta, and red, centered on a white background. The splash has a textured, organic appearance with various tones and some darker spots. The word "Reflect" is written in a white, italicized serif font across the center of the splash.

*Reflect*

When watching TV or a movie, how likely are you to watch shows whose characters **reflect your** ethnicity, race, gender, ability level, religion, gender identity, and/or sexual orientation?

When using social media, how *diverse* is your feed?

How *diverse* are your friends and followers?

How *diverse* are those that follow you?



# Privilege



# So what is it?

- × **Unearned advantages** that are highly valued but restricted to certain groups
- × Advantages someone receives by identifying or being born into a certain group
- × Ex. Being born into a wealthy family provides privileges that others do not have such as accessing education, mental health, & medical services
- × Ex. Being able to walk into a store without suspicion

# The Kyriarchy is Involved

- × **Kyriarchy** is a term for describing a **system** of oppression, domination, and submission based on relative privilege in relation to sexism, racism, homophobia, classism, colonialism, militarism, elitism, nationalism, colorism, etc.

**PRIVILEGE**

Credentialed,  
highly literate

Young

Attractive

Upper and upper-middle class

Anglophones

Light, pale

Majority religion

Fertile

Gender "deviant"

Female

People of color

Non-European

Lesbian, gay,  
bisexual

Persons with  
disabilities

Nonliterate,  
uncredentialed

Old

Unattractive

Working class,  
poor

English as a  
second language

Dark

Minority religion

Nonfertile  
Infertile

Male and masculine  
Female and feminine

Male

White

European  
in origin

Heterosexual

Able-  
bodied

**OPPRESSION/RESISTANCE**



*Elitism*

*Ageism*

*Politics of appearance*

*Class bias*

*Language bias*

*Colorism*

*Religious Oppression*

*Pro-natalism*

*Genderism*

*Androcentrism*

*Racism*

*Eurocentrism*

*Heterosexism*

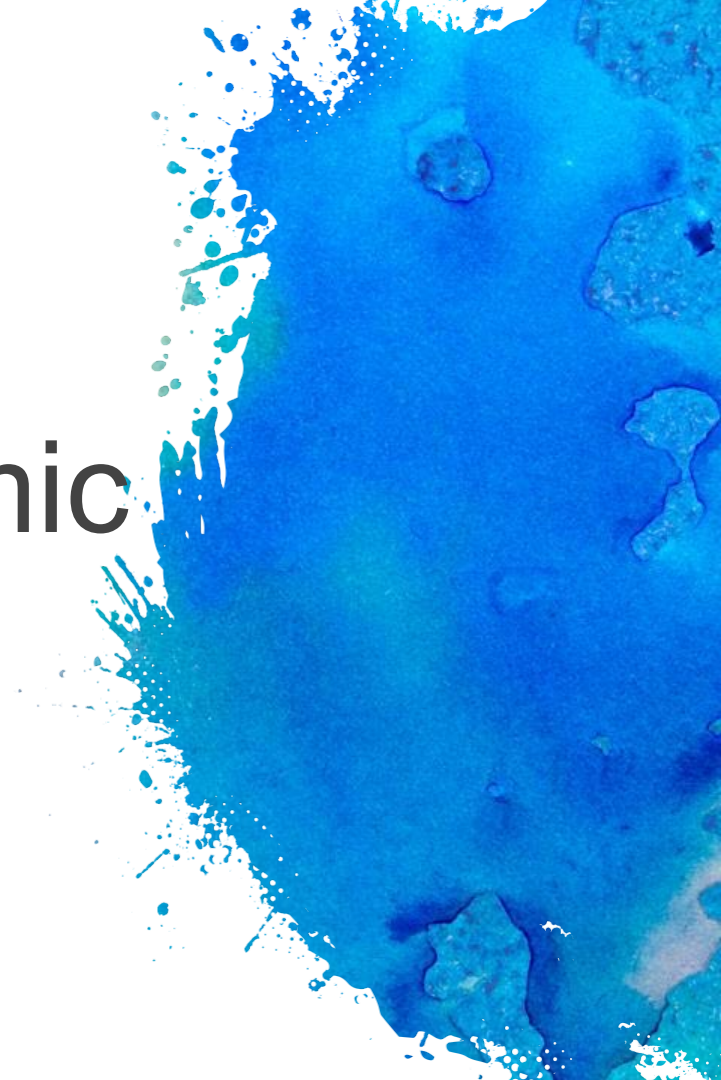
*Ableism*

# Societal Power Structures: Coloniality

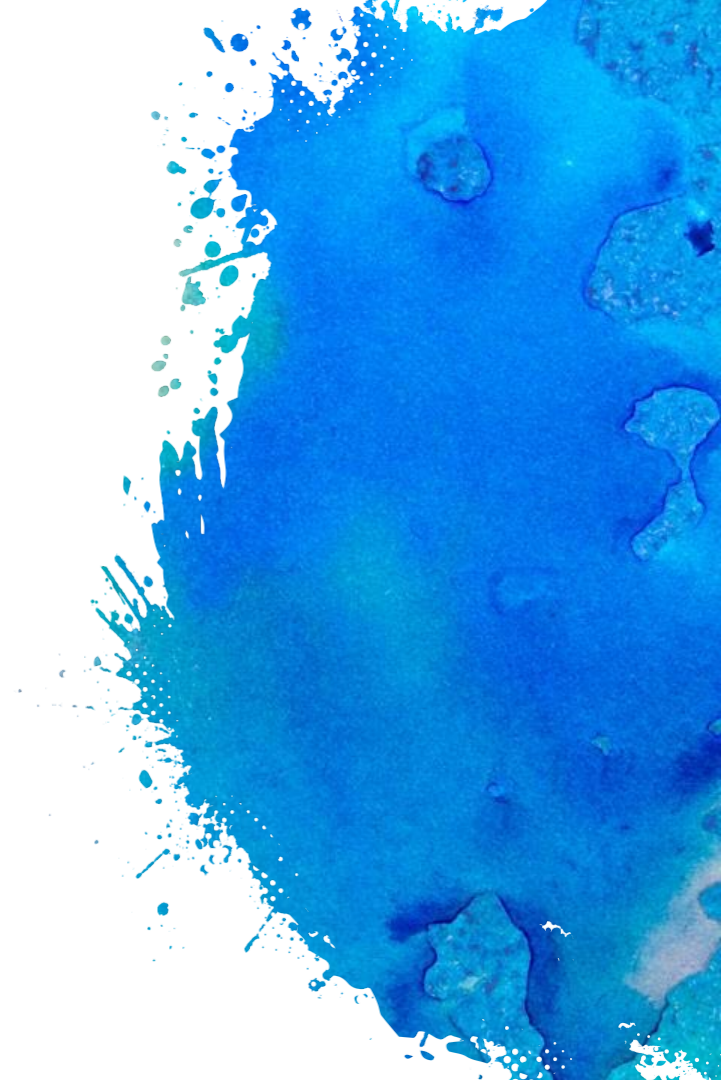
- The conditions *after* colonization
- Eurocentric economic and knowledge production systems
- Systems of knowledge are transactional, hierarchical, & owned



*The Influence of*  
Historical & Systemic  
Racism



# Historical Racism

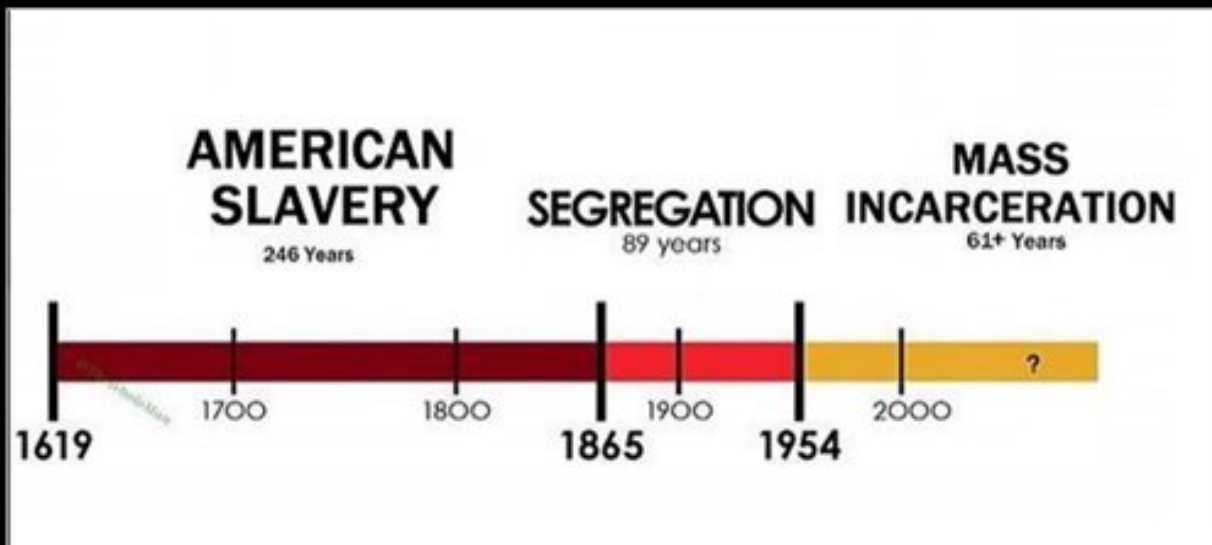


- History of the U.S. is typically told from the perspective of the dominant culture (colonizer's perspective)
- Does not always include racism *within policies & actions* of the U.S. government
- Does not acknowledge the **impact** of these policies and laws today – specifically in how communities of color fare in basic areas of education, housing, healthcare, etc.

# Historical Racism & Policies

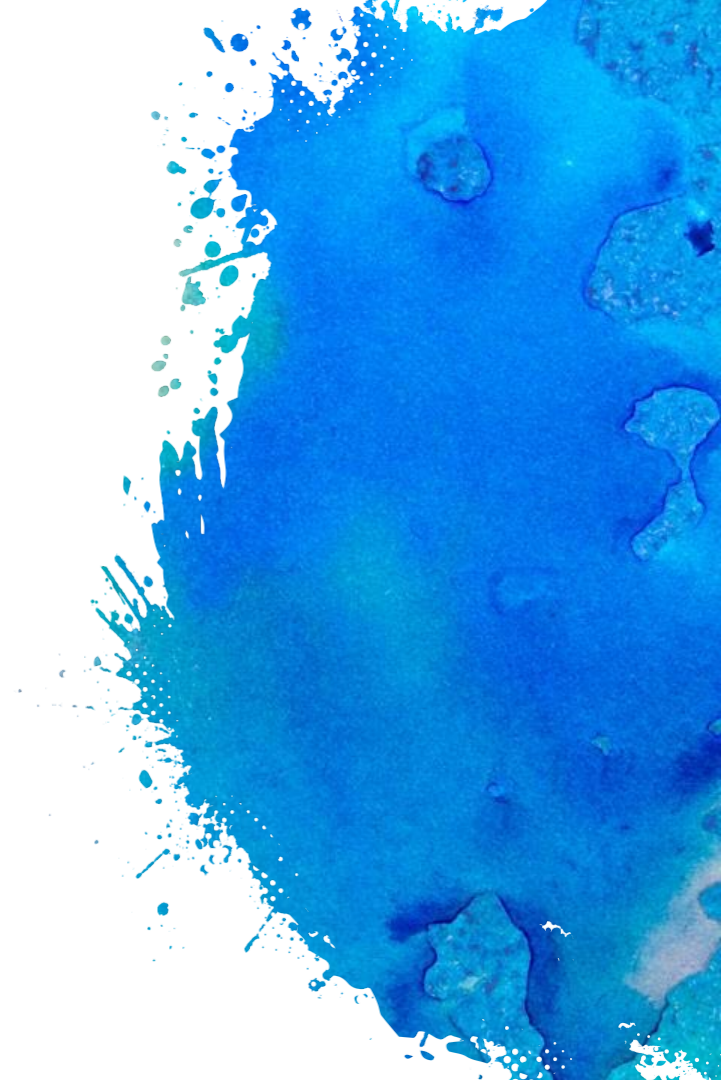
- Genocide of Native Americans/Indigenous People & the continued breaking of numerous treaties
- Internment of Americans of Japanese descent during World War II (not German Americans)
- Constitutional encoding of enslavement of African Americans & others until the passage of 13th Amendment
- Post 13th Amendment imposition of Jim Crow law & Sundown laws & racial profiling of Black/African Americans, Latino/Latinx & other people of color to present day





Key Historical Facts

# Systemic Racism



- × Systemic racism refers to the systems in place that **perpetuate** racial injustice.
- × Racism is a system, not the disposition of an individual.
-

# Systemic Racism

- × **It is historically specific** , meaning the systems maintaining racial injustice change over time. While racial orders (the beliefs and institutions that arrange relationships between races) often share attributes across countries and cultures, the systems that uphold them adapt to changing conditions.
- × For example, the practice of slavery took on a different form during the **Jim Crow** era (laws to enforce segregation), which evolved into **inequitable housing and economic policies** (Redlining districts), **voter suppression efforts** , and injustice for Black Americans in the current criminal justice system.



# Systemic Racism

- × It is a distinctly structural phenomenon , meaning the practices and behaviors that perpetuate racism within a system are *embedded into the system itself*
- × This also means that regardless of *intention*, most people participate in some way with the systems that are in place.

## Overt White Supremacy (Socially Unacceptable)

Lynching  
Hate Crimes  
Blackface The N-word  
Swastikas Neo-Nazis Burning Crosses  
Racist Jokes Racial Slurs KKK

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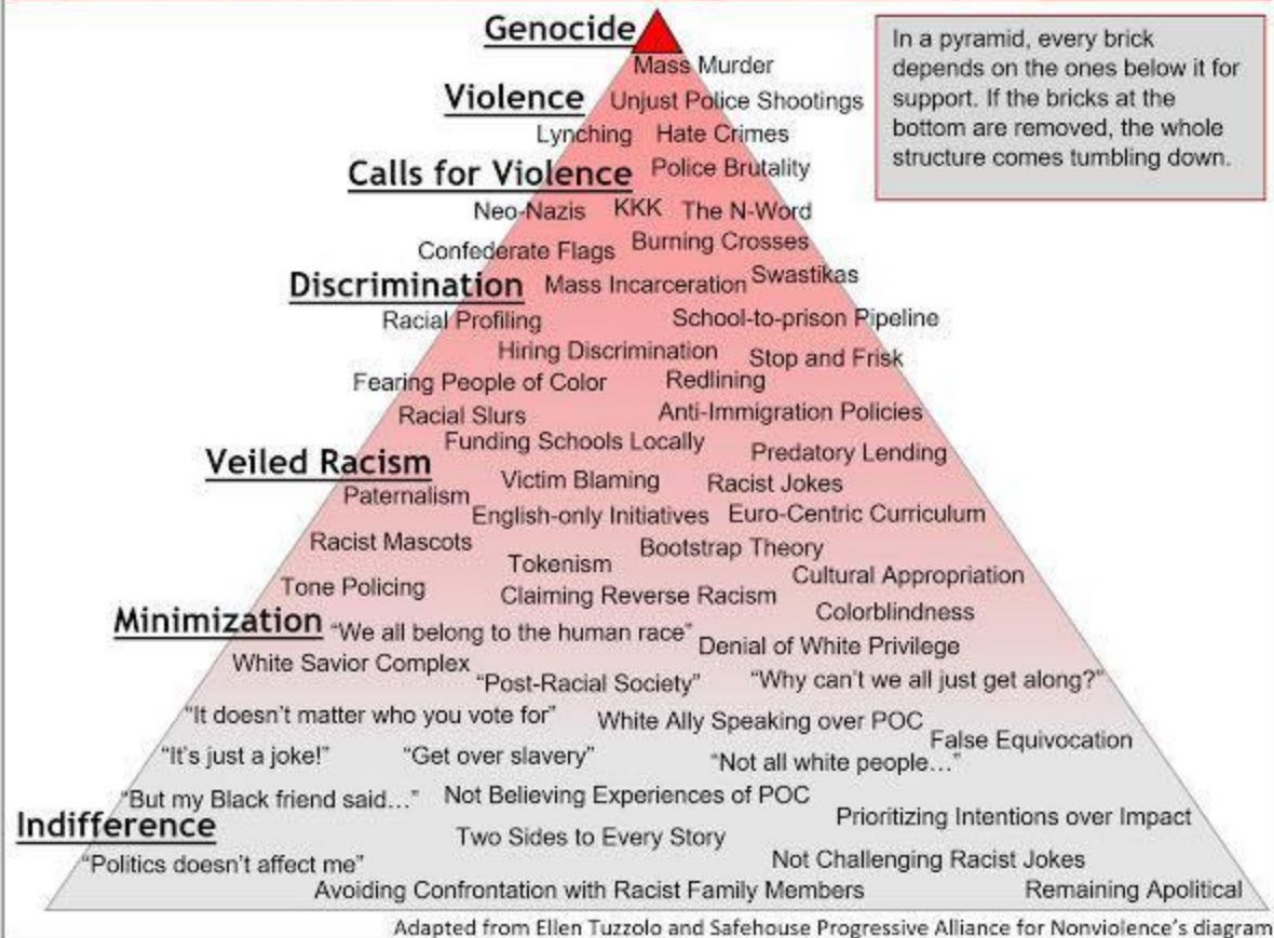
Calling the Police on Black People White Silence Colorblindness  
White Parents Self-Segregating Neighborhoods & Schools  
Eurocentric Curriculum White Savior Complex Spiritual Bypassing  
Education Funding from Property Taxes Discriminatory Lending  
Mass Incarceration Respectability Politics Tone Policing  
Racist Mascots Not Believing Experiences of BIPOC Paternalism  
"Make America Great Again" Blaming the Victim Hiring Discrimination  
"You don't sound Black" "Don't Blame Me, I Never Owned Slaves" Bootstrap Theory  
School-to-Prison Pipeline Police Murdering BIPOC Virtuous Victim Narrative  
Higher Infant & Maternal Mortality Rate for BIPOC "But What About Me?" "All Lives Matter"  
BIPOC as Halloween Costumes Racial Profiling Denial of White Privilege  
Prioritizing White Voices as Experts Treating Kids of Color as Adults Inequitable Healthcare  
Assuming Good Intentions Are Enough Not Challenging Racist Jokes Cultural Appropriation  
Eurocentric Beauty Standards Anti-Immigration Policies Considering AAVE "Uneducated"  
Denial of Racism Tokenism English-Only Initiatives Self-Appointed White Ally  
Exceptionalism Fearing People of Color Police Brutality Fetishizing BIPOC Meritocracy Myth  
"You're So Articulate" Celebration of Columbus Day Claiming Reverse-Racism Paternalism  
Weaponized Whiteness Expecting BIPOC to Teach White People Believing We Are "Post-Racial"  
"But We're All One Big Human Family" / "There's Only One Human Race" Housing Discrimination

## Covert White Supremacy (Socially Acceptable)



# Pyramid of White Supremacy

In a pyramid, every brick depends on the ones below it for support. If the bricks at the bottom are removed, the whole structure comes tumbling down.

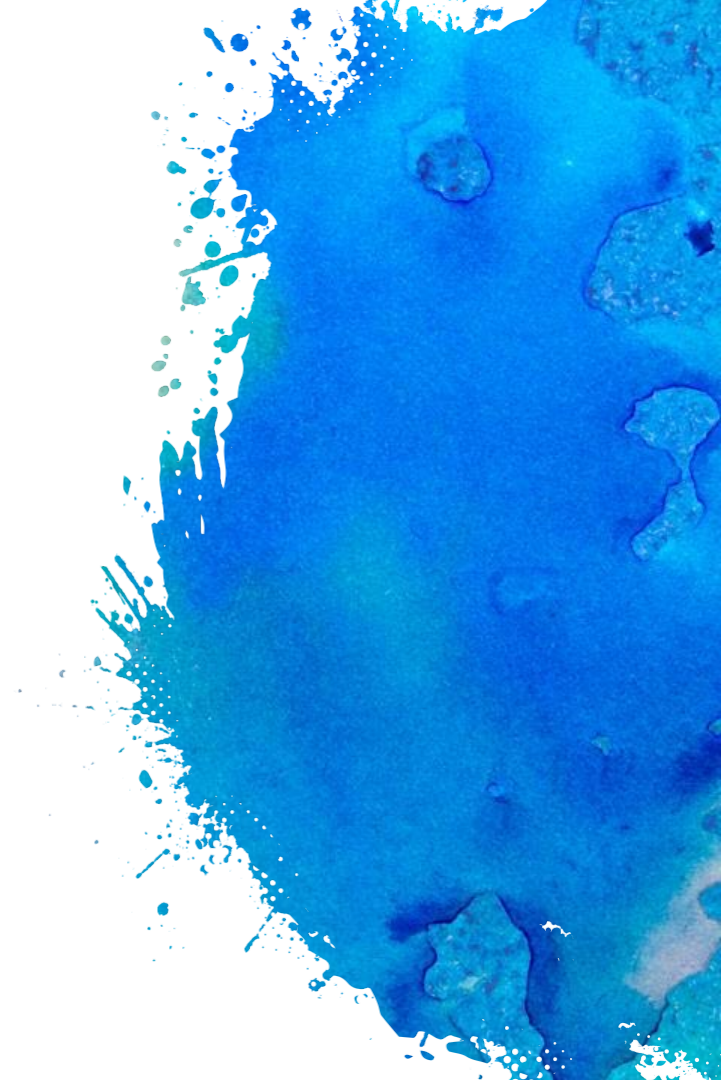


# Defining White Supremacy

- × Refers to attitudes, ideologies, and policies associated with the rise of blatant forms of white or European *dominance* over “nonwhite” populations
- × White supremacy means racial segregation and the restriction of meaningful citizenship rights to a privileged group characterized by its light pigmentation



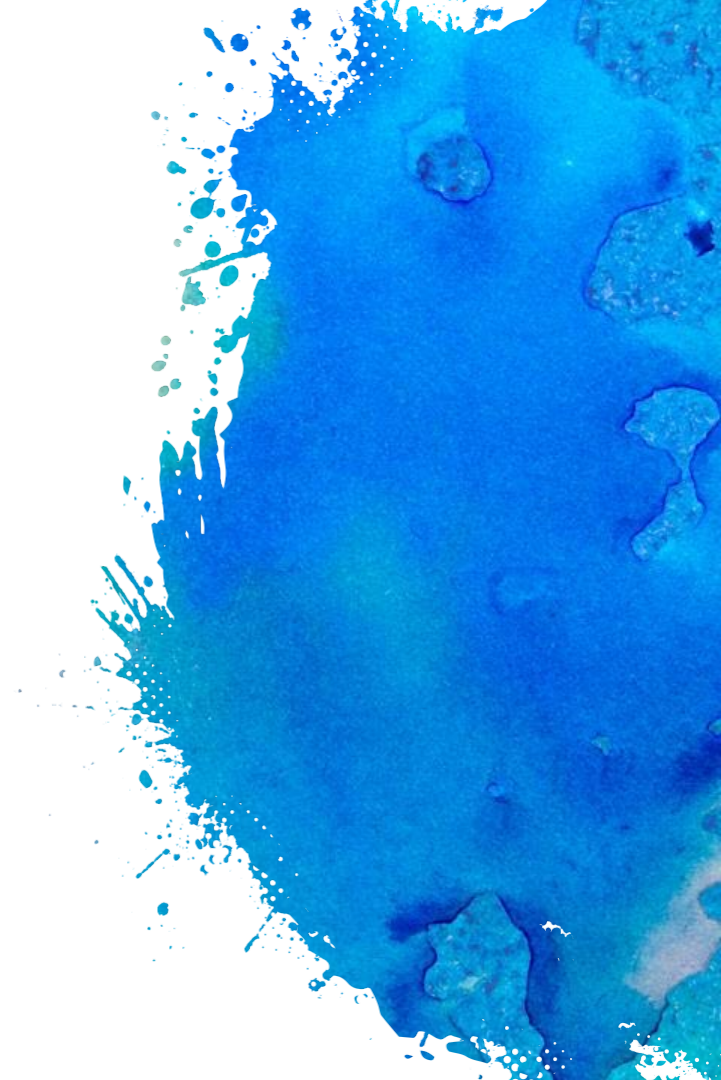
# White Privilege



- White privilege is both unconsciously and consciously experienced and perpetuated
- × The term white privilege describes the reality that white people have **greater access to opportunities and resources** than people of color in the same situation due to historical marginalization.

- White privilege should be viewed as a built-in advantage, separate from one's level of income or effort.
- × White privilege **does not discount** the hardships that white people experience, it merely defines the **undeniable systemic advantages** that they have in our society

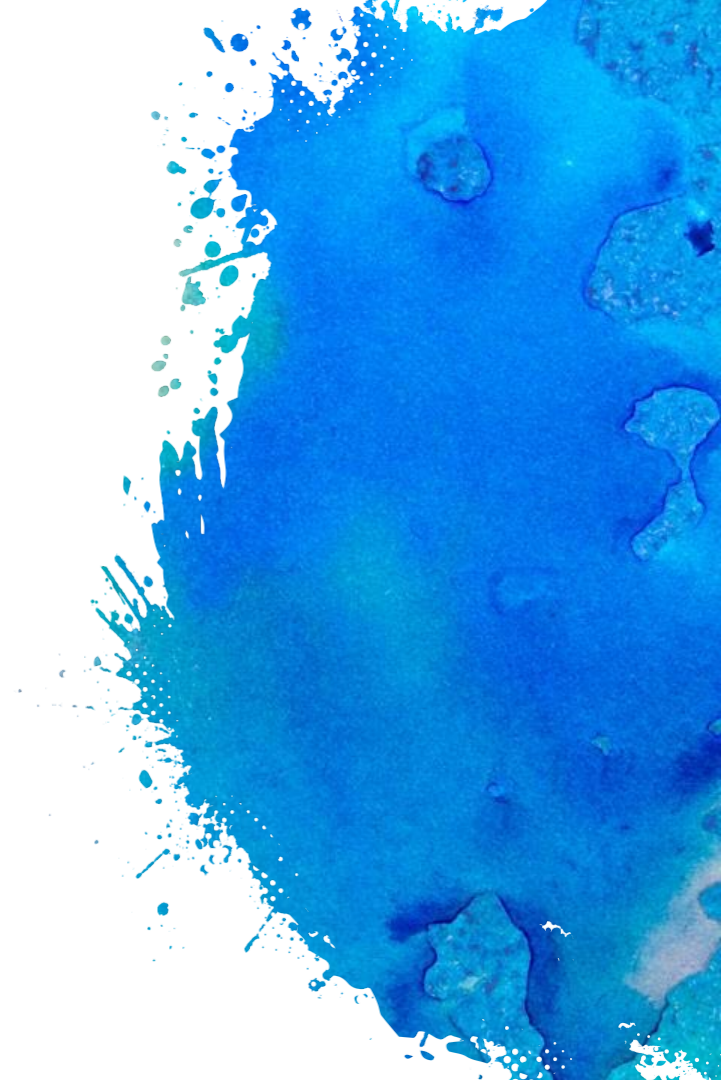
# White Privilege Considerations





- As a white person when was the last time you worried about being followed in a shopping store?
- When you were in school, how many teachers **reflected** your race?
- When was the last time you felt **unsafe** walking down a sidewalk even in broad daylight?
- Did you see yourself *reflected* in media during your childhood?
- Even something as simple as a bandage reflects the influence of white privilege in our society.

# Mindset *Shifts*



- × Not prioritizing the comfort and interests of people with privilege **over progress toward equity**
- × Be careful about which behaviors are reinforced and supported
- × “*Toxic Positivity*”
  - × Focusing on the reality you would like **over what reality is**

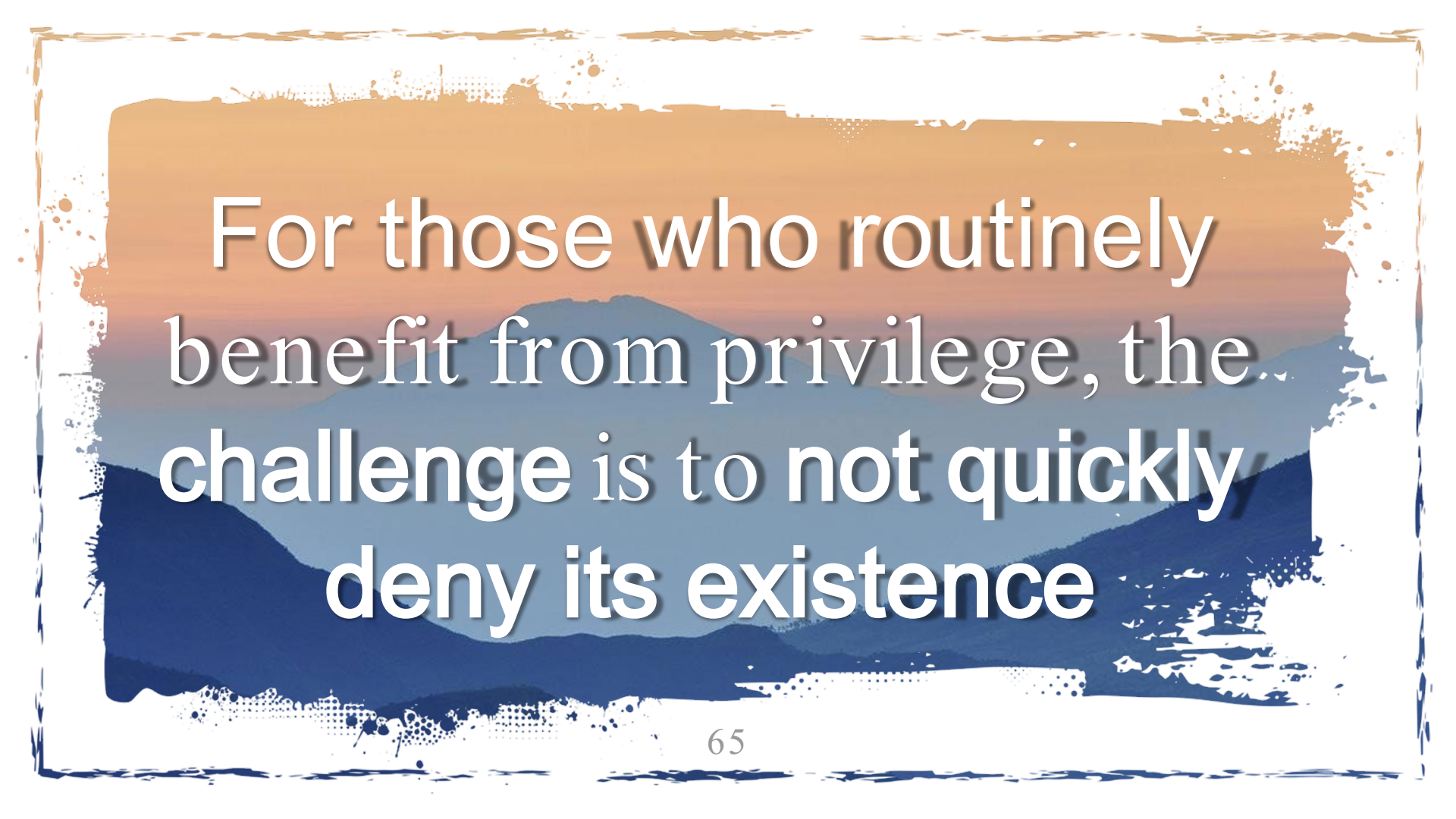
# Privilege Oppresses Certain Groups

Benefits the holder of the privilege, who may receive deference, special knowledge, or higher comfort level to guide societal interaction.

Privilege is not visible to its holder

It is a part of the world, a way of life; simply the way they experience life.





For those who routinely  
benefit from privilege, the  
**challenge** is to not quickly  
**deny its existence**



# The Effect of Privilege in Schools

# Privilege in Schools

- × When making quick decisions, the data suggests an increase in the likelihood of **disproportionate disciplinary practices**
- × Perpetuates the stigma of *perceived criminal behavior* for Black/ African American & Latino/ Latinx students





*Reflect*



How **diverse** is your school culture?

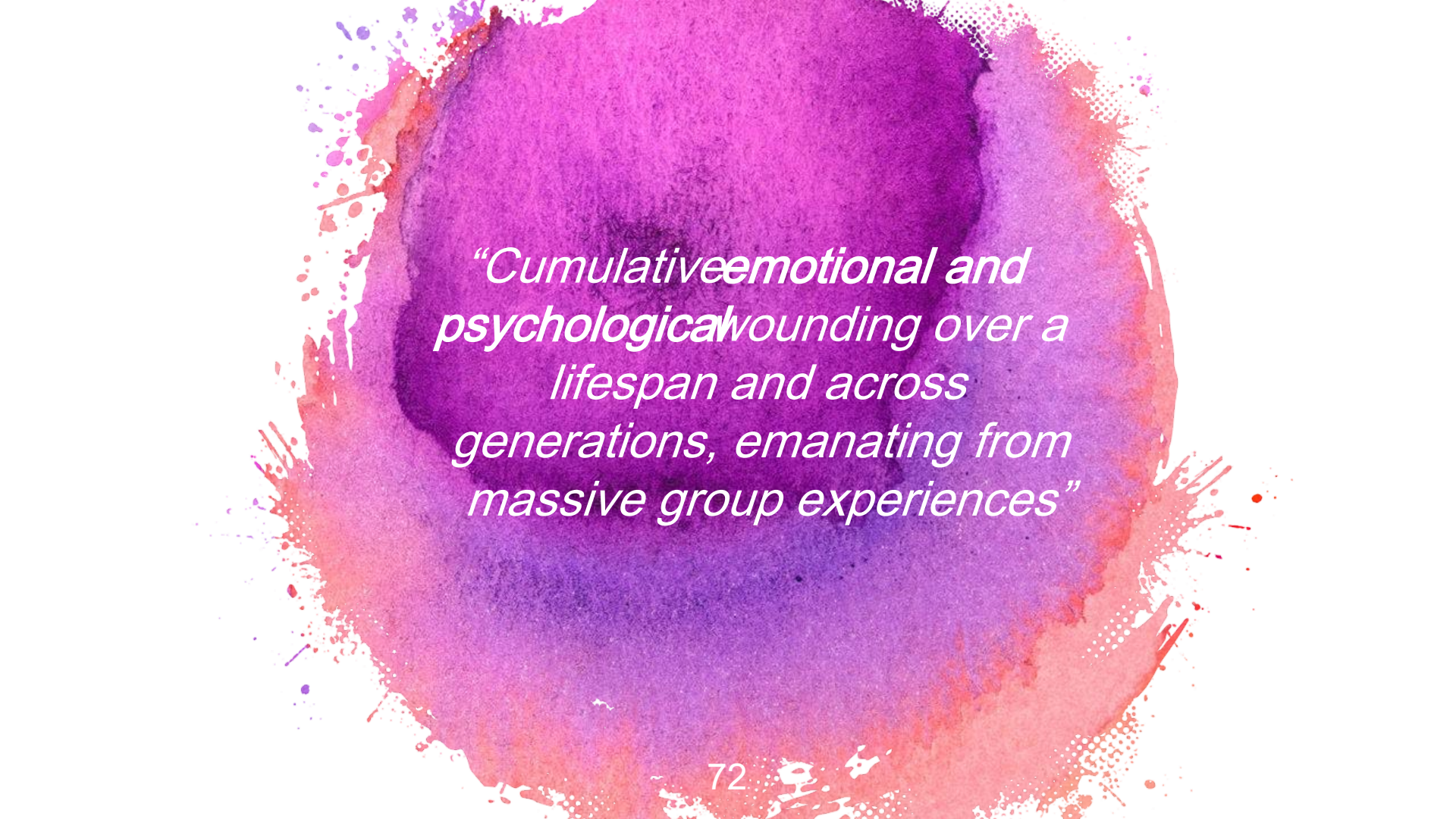


How do you **feel** when you are in  
a community that is **different** than  
your neighborhood?



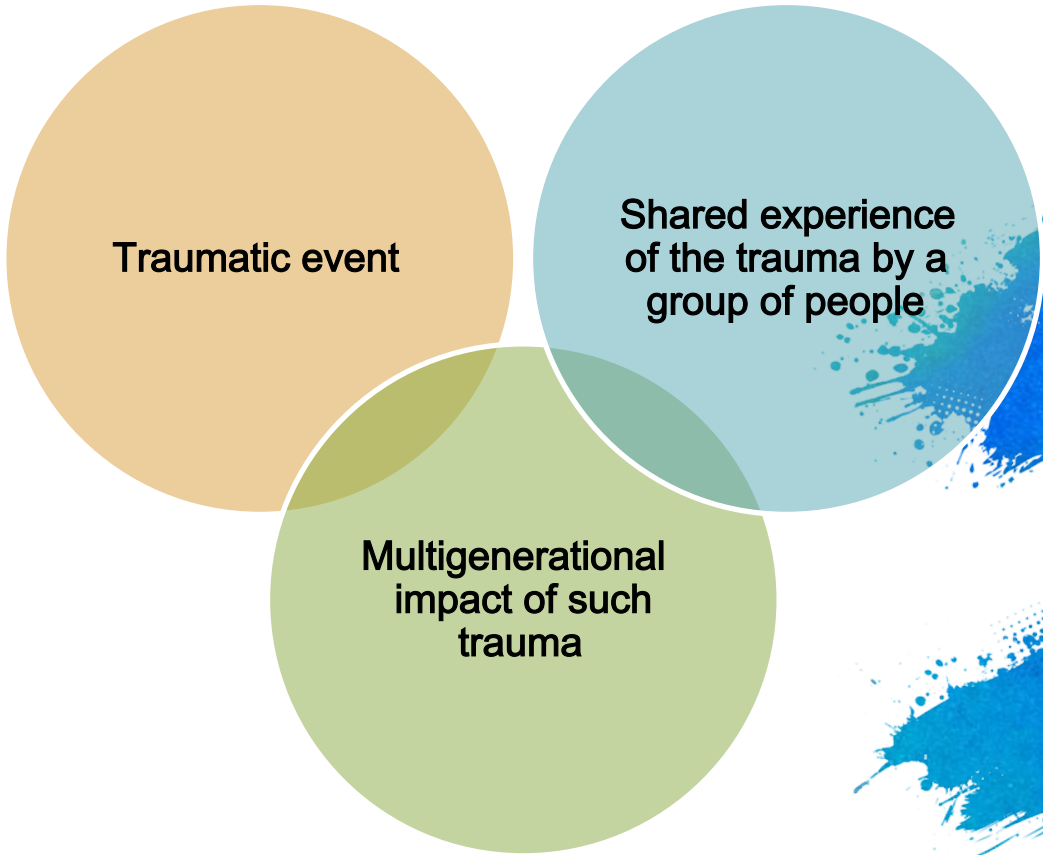
# Historical Trauma





*“Cumulative emotional and psychological wounding over a lifespan and across generations, emanating from massive group experiences”*





# Historical Trauma

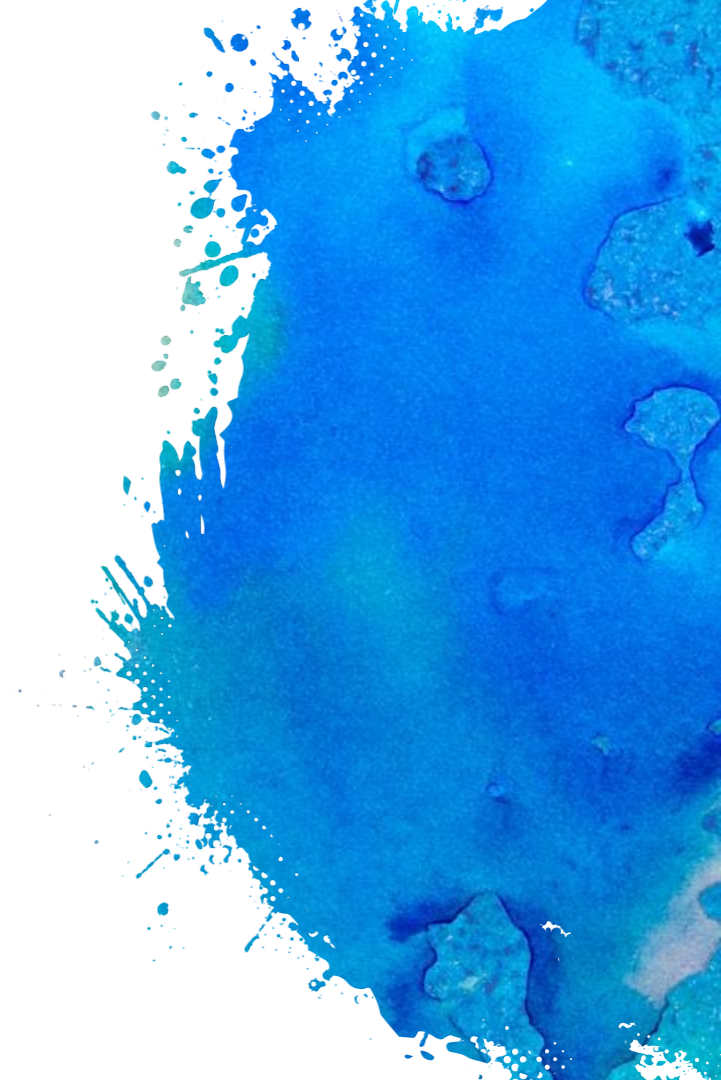
- × Experienced by **specific, cultural, racial, or ethnic group**
- × Related to major events that are forced upon oppressed groups of people
- × Ex: slavery, war, extreme poverty, genocide, dislocation, forced migration, violent colonization

# Historical Trauma's Significance

- × Provides a context for understanding some of the *stress responses* at children from **historically oppressed communities** use to cope with difficult situations
  - × Research has shown that many of the poor mental and physical health outcomes experienced by past generations **carries forward** in descendent generations

# Historical Trauma

Black/African Americans



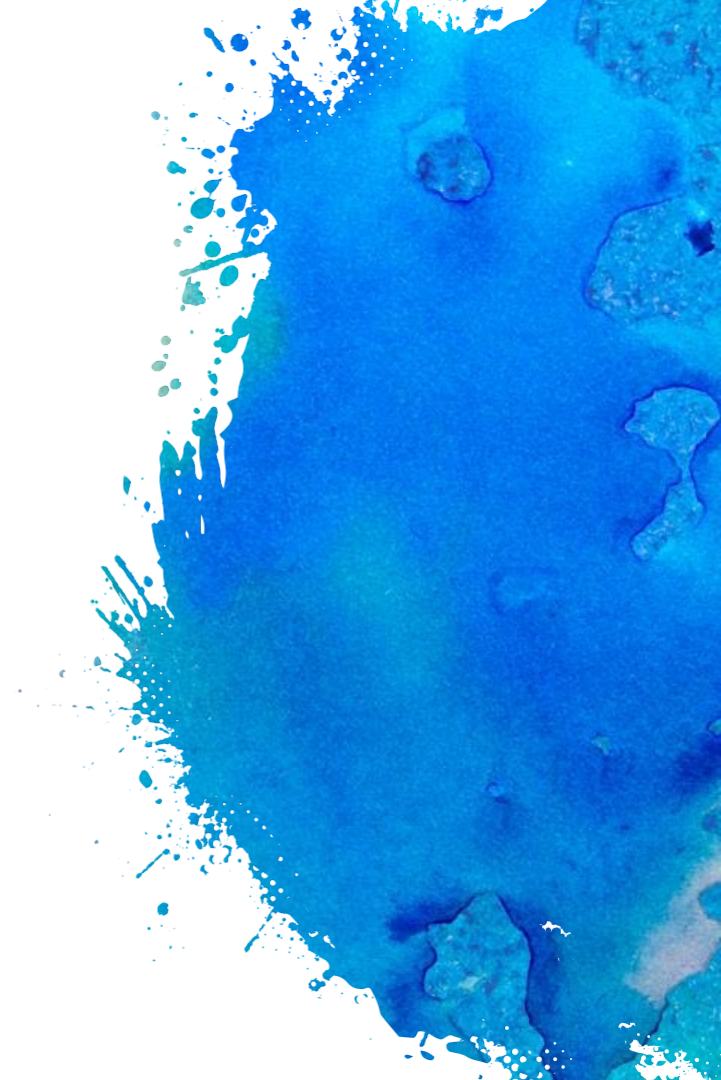


- × Black/African Americans have experienced numerous *race-related traumatic events* including the trans-Atlantic slave trade, family separation, forced assimilation, denial of rights and resource access, and mass incarceration.
- × Being told their experience is **not real, is not different, is not unique.**

- × Researchers have described this as the “collective spiritual, psychological, emotional, and cognitive distress **perpetuated intergenerationally** deriving from multiple denigrating experiences originating with slavery and continuing with pattern forms of racism and discrimination to the **present day**”.
- × Hampton, Gullota, & Crowel, 2010

# Historical Trauma

Native Americans/Indigenous People



- × Native American/Indigenous people were sent to boarding schools, taught English, and forbidden to speak their native languages or practice their cultural traditions
- × The goal of these boarding schools was to suppress their identities so they would become “civilized” and assimilate them into white, “American” culture in a closely controlled Christian, English-only environment

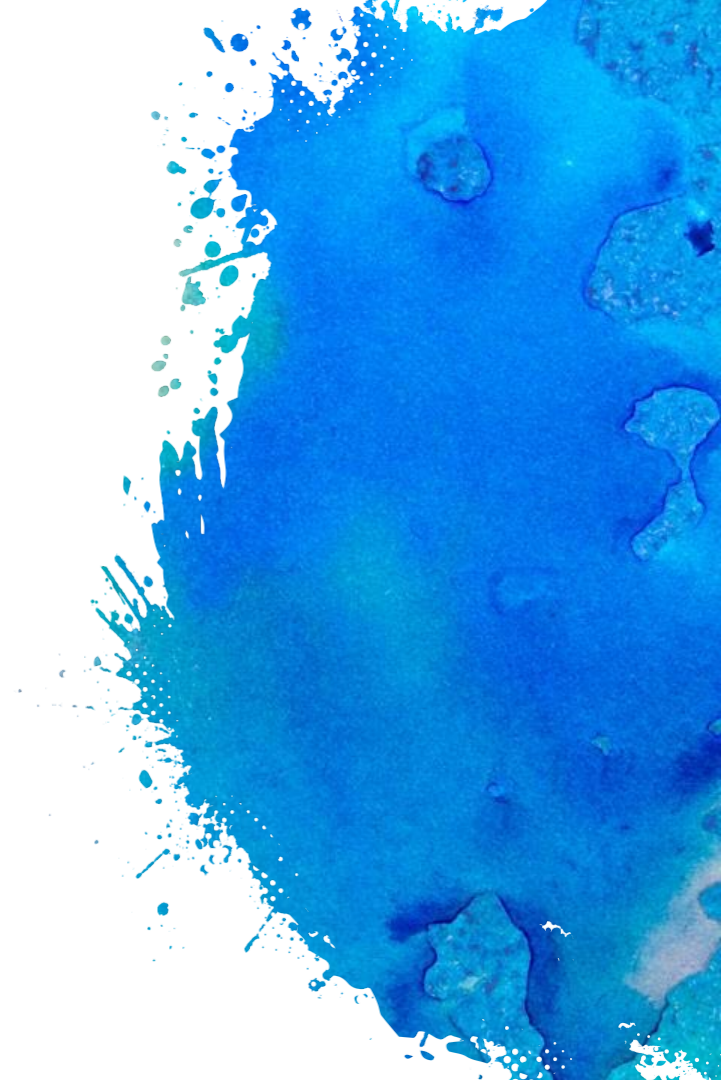





- × Languages, traditions, culture, land and communities were lost
- × Suicide rate for youth ages 15 to 25 is the **highest** of any racial/ethnic group in US
  - × **4 times higher** than national average & have increased since 2003

- × **Disproportionate health issues** such as alcoholism, diabetes, tuberculosis, & intimate partner violence

What to consider  
in relation to  
trauma

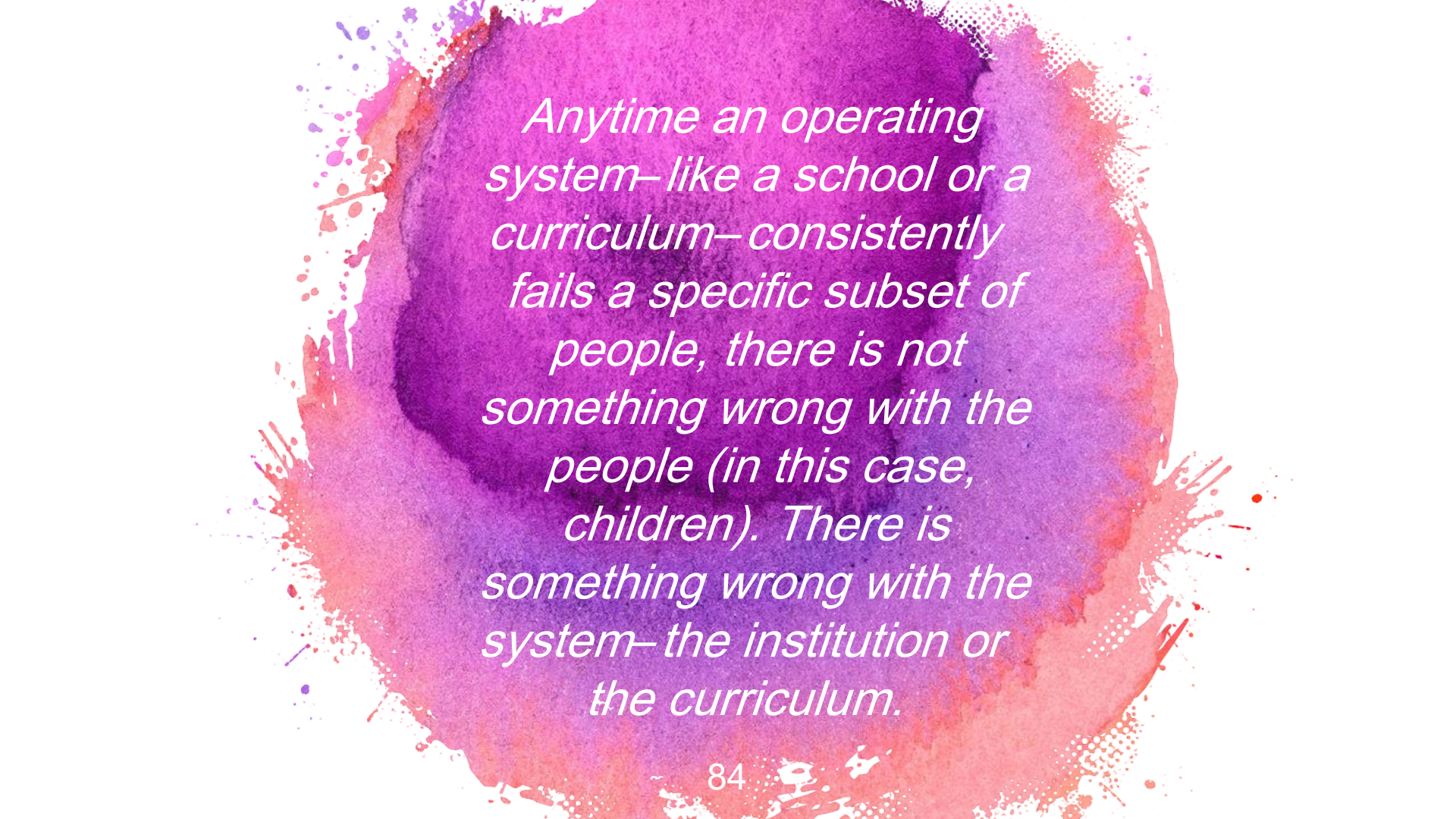




Recognize that some may be **triggered** when learning about or studying historical events related to racism. **Honor** those emotional responses.

Offer empathy, understanding, and validation to those who express distrust and distress. Avoid telling them that past experiences should not affect their current beliefs.

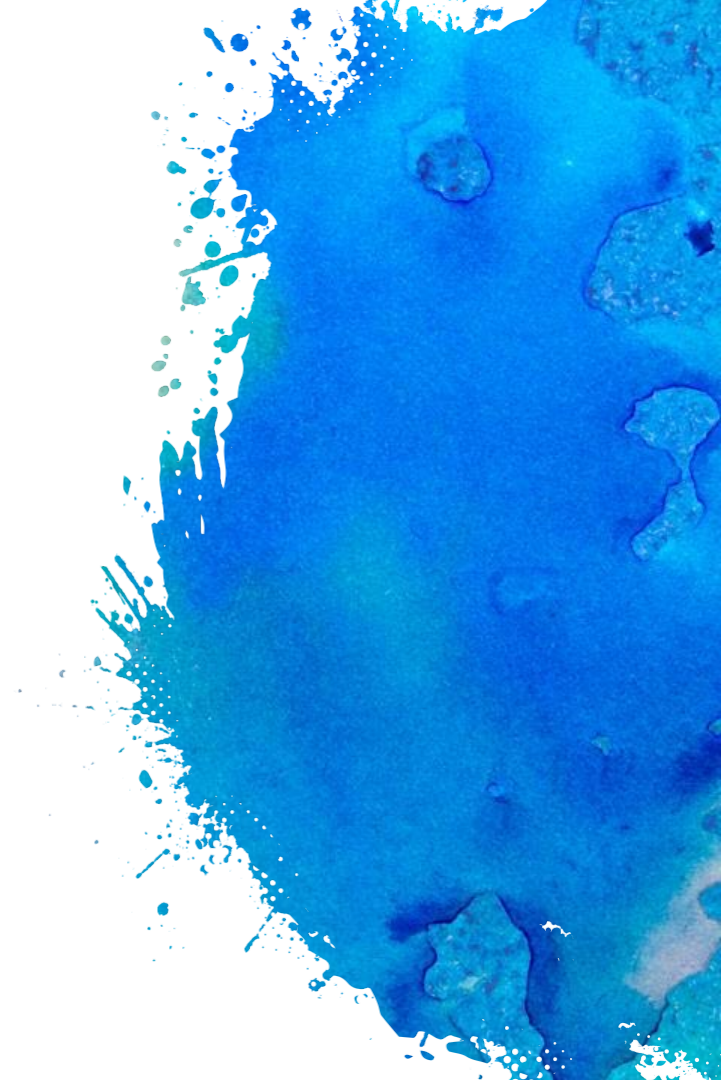
**Speak out** if you recognize inequitable policies or practices and help facilitate change by offering solutions



*Anytime an operating system—like a school or a curriculum—consistently fails a specific subset of people, there is not something wrong with the people (in this case, children). There is something wrong with the system—the institution or the curriculum.*



# Be Mindful of Unhealthy Peace





*“Human nature is just as  
threatened by unhealthy peace  
as it is by unhealthy conflict.”*

# What does unhealthy peace involve?

- × Maintaining Peace to avoid conflict
- × Doesn't seek agreement just to keep the peace
- × Remember: Discussions can be helpful if it means a problem is being solved





*Reflect*



How do you respond when others make **negative statements** towards individuals of a *different* ethnicity, race, gender, ability level, religion, sexual orientation, and/or gender identity than yourself?

How often do you go to social settings where most individuals are of a **different** ethnicity, race, gender, ability level, religion, sexual orientation, and/or gender identity than yourself?

# Considerations



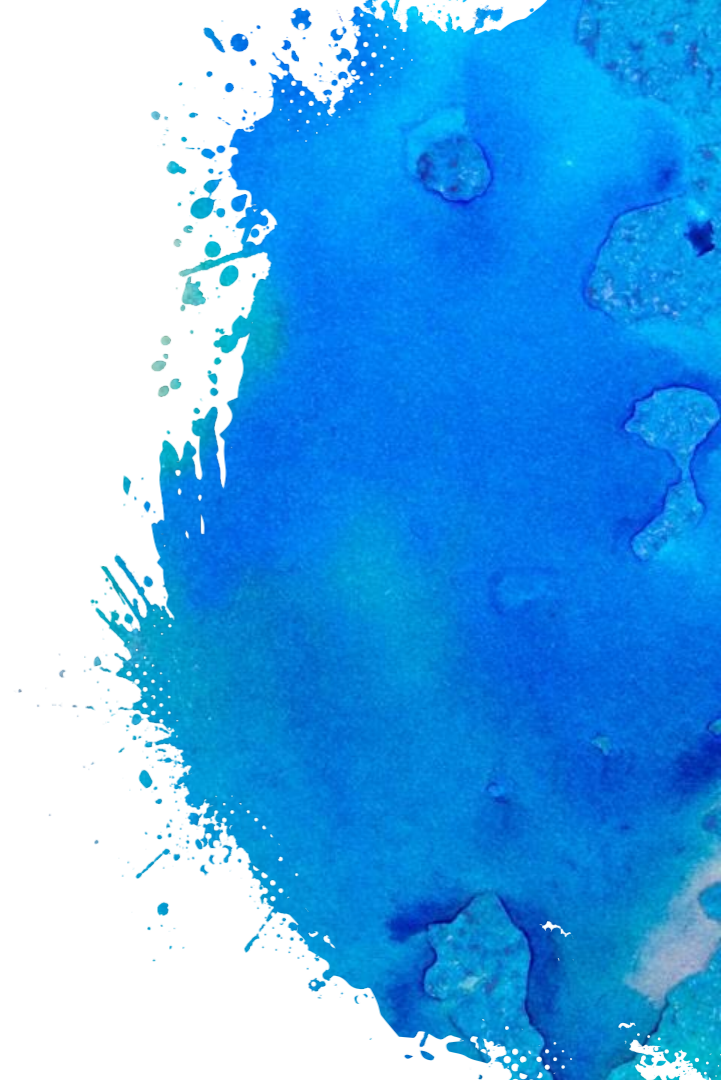
# New Perspectives

- × Expect friction
- × New ideas
- × Different perspectives
- × Navigating feelings of discomfort & changes in community
- × Continuous unlearning & reeducation



Go to [PollEV.com/caseydupart591](https://PollEV.com/caseydupart591) or  
Text CASEYDUPART591 to 37607

How can you make your school **more  
inclusive** and sensitive?

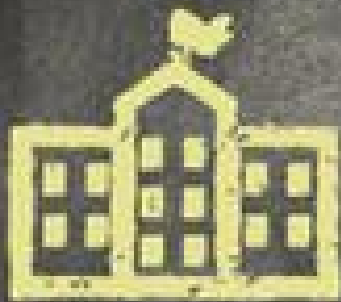


# How can you make your school more inclusive and sensitive?

# Disproportionality in Discipline

# SCHOOL-TO-PRISON PIPELINE

---





# School to Prison Pipeline

- × School policies & practices that lead students out of regular school environment into more restrictive settings (juvenile justice system & alternative education programs)

# What Does Research Indicate?

- × Significant disproportionality in the use of out-of-school suspension specifically in children of color & children with disabilities.
- × Weir (2016), Black students are **3.8 times more** likely to be suspended than white students & **three times more** likely to be referred to gifted & talented programs with black teachers.

# What Does Research Indicate?

- × Students with at least one out-of-school suspension are up to 10 times more likely to drop out.
- × (Gonzales, Richards & Seeley, 2002, Wraight, 2002)
- × Discipline is utilized more for students of color despite engaging in same behaviors as white peers.
- × The “**Black Escalation Effect**” (Okonofua & Eberhardt, 2015)





*So what can  
we do?*

10  
0



Evaluate all school discipline strategies, so they have a beneficial impact on student behavior & school safety

Replace one size fits all disciplinary strategies with graduated systems that align with an infraction level

Increase educator training in culturally responsive classroom behavior management & instruction

Conduct systematic efficacy research to compare outcomes with & without zero-tolerance policies & practices

Increase positive representation of people of color throughout building



# Anchored in Equity

# Equality VS Equity

- × Equality
  - × Associated with treating people the same or people having equal access to resources & opportunities
- × Equity
  - × Ensuring that everyone receives what they need to be successful **even if** that varies across racial & socioeconomic lines

# Equality VS Equity

- × Equality is not enough to combat hundreds of years of oppression, poverty & disproportionality
- × “While the world in which we live distributes talent equally, it *does not* equally distribute opportunity”  
- Equity Education



# EQUALITY



The assumption is that **everyone benefits from the same supports.** This is equal treatment.

# EQUITY



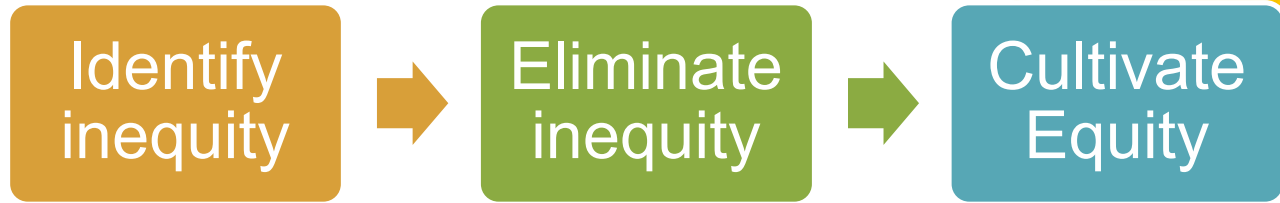
**Everyone gets the supports they need,** thus producing equity.

# JUSTICE



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed.** The systemic barrier has been removed.

# Equity Path



# Shifting Our Practice



# Colorblindness

- × **Color-Evasion**
- × Denial of racial differences by emphasizing sameness
- × Denial of different treatment due to skin color
- × **Power –Evasion**
- × Denial of racism by emphasizing equal opportunities
- × Denial of distribution of power due to skin color



Color-Evasion



Denial of Race



Strategy to Reduce  
Prejudice



Alternative:  
Multiculturalism

Power-Evasion



Denial of Racism




Ideology to Justify  
Status Quo



Alternative: Color-  
Conscious

# Common Misconceptions

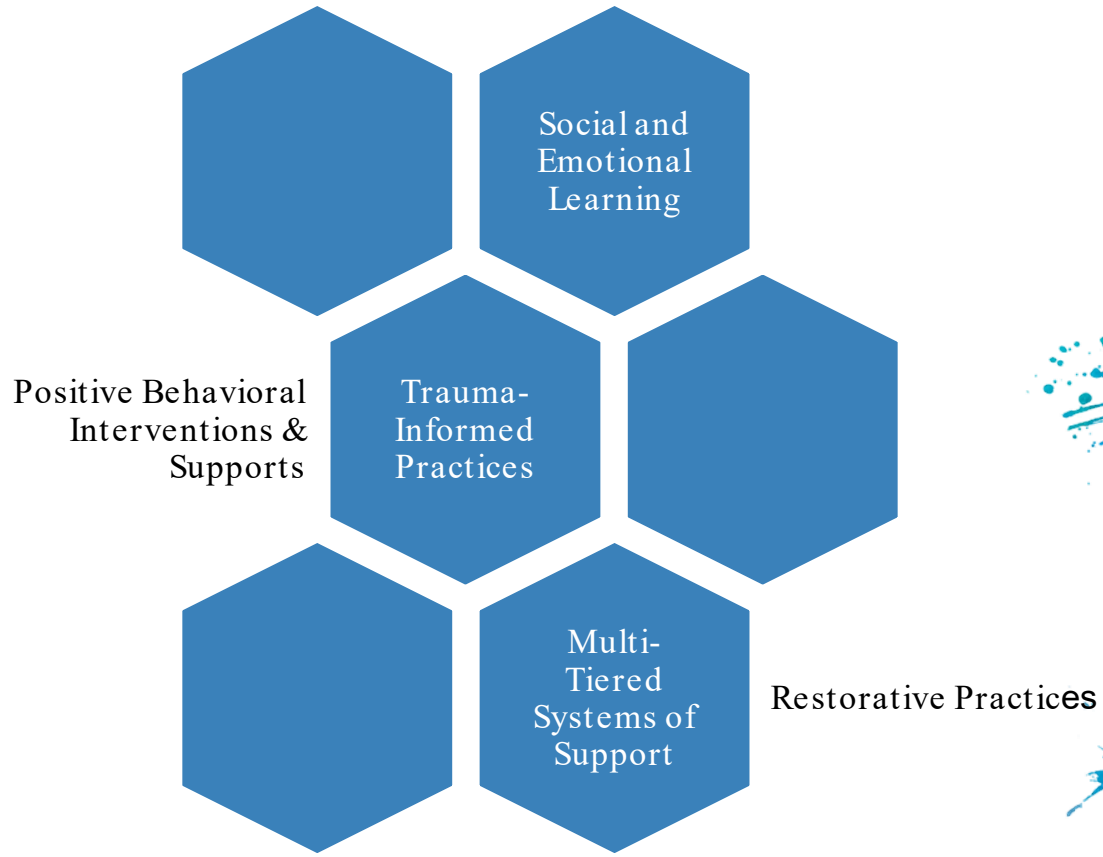
- × Racial-colorblindness is a good thing
- × Racism isn't as relevant as it was before the Civil Rights Movement
- × Talking about race & racism makes things worse
- × Talking about race & racism is racist



“What’s wrong  
with you?”

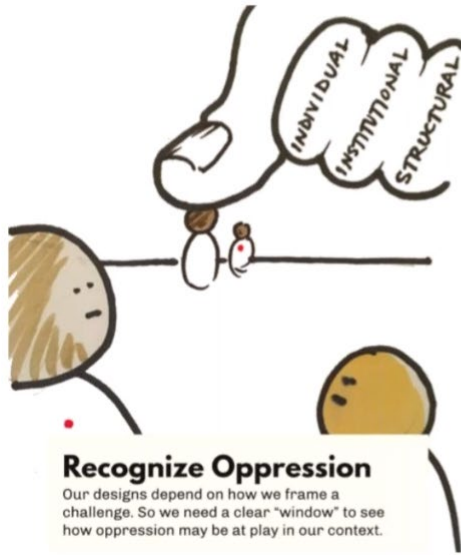


“What happened  
to you and how  
can we help?”





# Applying An Equity Lens



## EQUITY LENS

We are all impacted by the pandemic, but we are situated differently and have differential access to protection, care, and resources.

Structural inequities in our country mean that African American, Latino, and Native people are experiencing the greatest economic and physical harm.



In which ways can you apply an equity lens within your role?

Go to [PolLEV.com/caseydupart591](https://pollev.com/caseydupart591) OR  
Text CASEYDUPART591 to 37607

# In which ways can you apply an equity lens within your role?

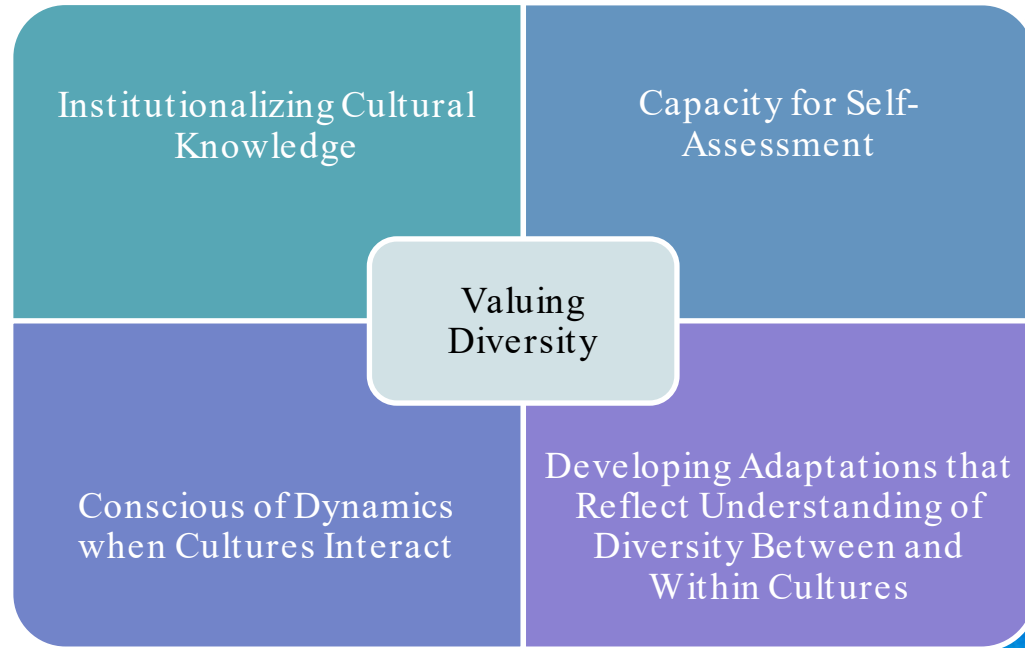
“ So if we are having this much trouble – the kids I bet are even worse off. haha. ”

“ Seeing students as individuals instead of a group ”

“ Hi Casey! ”


# How Does Cultural Responsiveness Help?





# Cultural Responsiveness Impact on Student Outcomes

Student disengagement, alienation, & truancy  
can occur when diversity issues are not  
addressed.



# Cultural Responsiveness in Practice



Acknowledges **legitimacy** of cultural heritages of different ethnic groups as legacies that affect students' dispositions, attitudes, & approaches to learning

Builds **bridges of meaningfulness** between home & school experiences

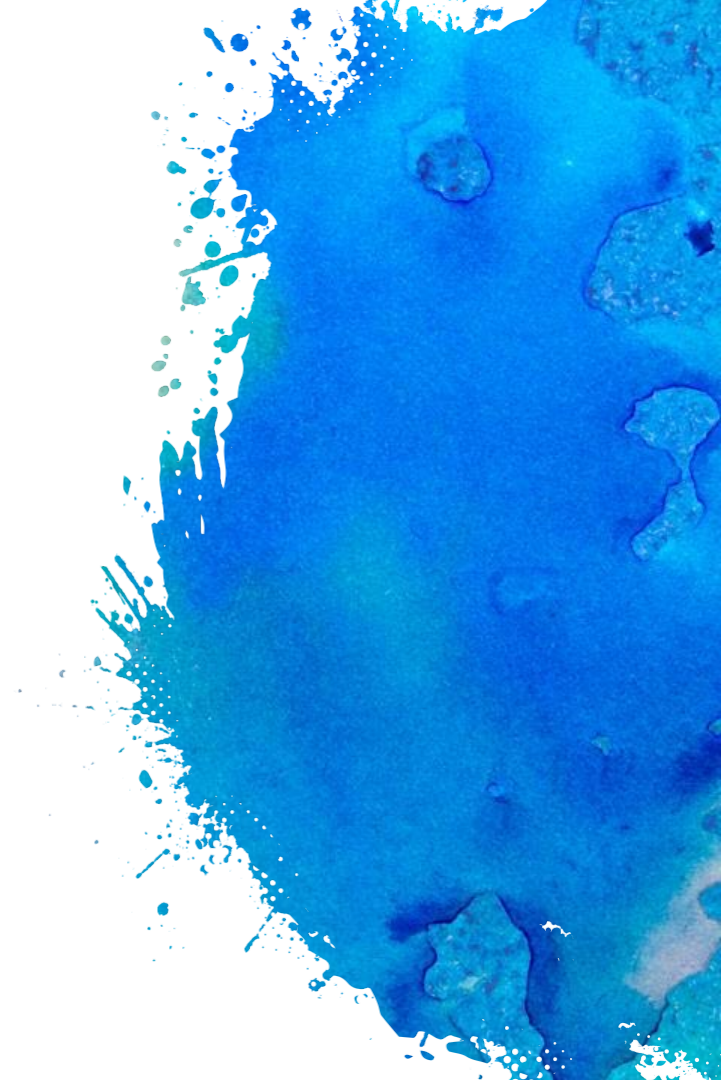
Uses a wide **variety** of instructional strategies that are connected to different learning styles

Teaches students to **know & praise their own & each other's** cultural heritage

**Incorporates** multicultural information, resources, & materials in all subjects & skills



# Changing the Way I do School



## EXPERIENCES THAT SUPPORT EQUITABLE DEVELOPMENT AND LEARNING



### Affirming Cultural Identity

"I've learned new things about my culture and/or community."



### Meaningful Work

"I learned skills that will help me succeed later in life."



### Classroom Belonging

"I had the opportunity to get to know my classmates better."



### Student Voice

"I felt like an idea I shared was taken seriously by my teacher."



### Feedback for Growth

"I got specific suggestions about how to improve my skills."



### Teacher Caring

"I feel like my teacher is glad that I am in their class."

# TOWARD EQUITABLE LEARNING ENVIRONMENTS

Designing equitable learning environments require conscious SHIFTS in our values and our approach.

## Shift FROM

Generic vision statements and goals that do not reflect unique and diverse school communities and do not name and explicit commitment to addressing inequitable experiences and outcomes that exist.

Engaging, designing, and decisionmaking that does not acknowledge the historical and social-political context of school. Understanding and talking about racialized experiences and inequitable outcomes as isolated and decontextualized events.

Advantaging and accepting as the norm white dominant culture, behaviors, and values.

Fear or distrust in the capacity of teachers, families, and communities of color to generate critique, analysis, and solutions to current inequities.

Creating and implementing plans, policies, and strategies FOR school communities.

## Shift TO

➤ Center Equity and Justice: A shared and articulated vision for and commitment to equity, diversity, and belonging.

- Identification of universal goals and targeted strategies based on how communities are situated relative to opportunity.

➤ Collective Well-Being: Lead from an awareness of the history and harms of racism and structural inequity and from a belief that our fates are linked.

➤ Decenter Whiteness: Respect, value, and see as assets individuals' and communities' multiple ways of knowing, doing, and being.

➤ Transform Power: Distribute leadership, center the voices and experiences of students, families, and others closest to the work, and consciously redistribute power across role groups and institutions.

➤ Co-Design: Invite, engage, and design solutions and co-produce knowledge in partnership with students, teachers, families, and communities.





Image by Elena Mozhvilo on Unsplash

## Equity Leadership

We are living in challenging times and are part of complex systems that our past experiences and training may not have sufficiently prepared us to understand and respond to in our role as equity leaders.





# Remember

- × Cross, Bazron, Dennis & Isaacs (1989) that cultural responsiveness has a developmental progression

## Cultural Destructiveness

Intentionally destructive to other cultures

### Cultural Incapacity

Not intentional

Lacks the capacity to help people of diverse backgrounds

### Cultural Blindness

Think they are unbiased

Assumes culture makes no difference

### Cultural Sensitivity & Competence

Realizes their own weakness in service to culturally diverse clients  
Attempts to improve service, enlist "buy-in", & become culturally competent in delivery

### Cultural Responsiveness

Awareness of power dynamics, commitment to inclusion, used as a method to increase for social justice, willingness to learn and change

Practice disciplines (social work, health care, and education) are trying to understand how to respond to culture.

Adapted and merged from Cross et al, 1989, Bassey, 2016 and Danso 2017

# Considerations

For Your Journey

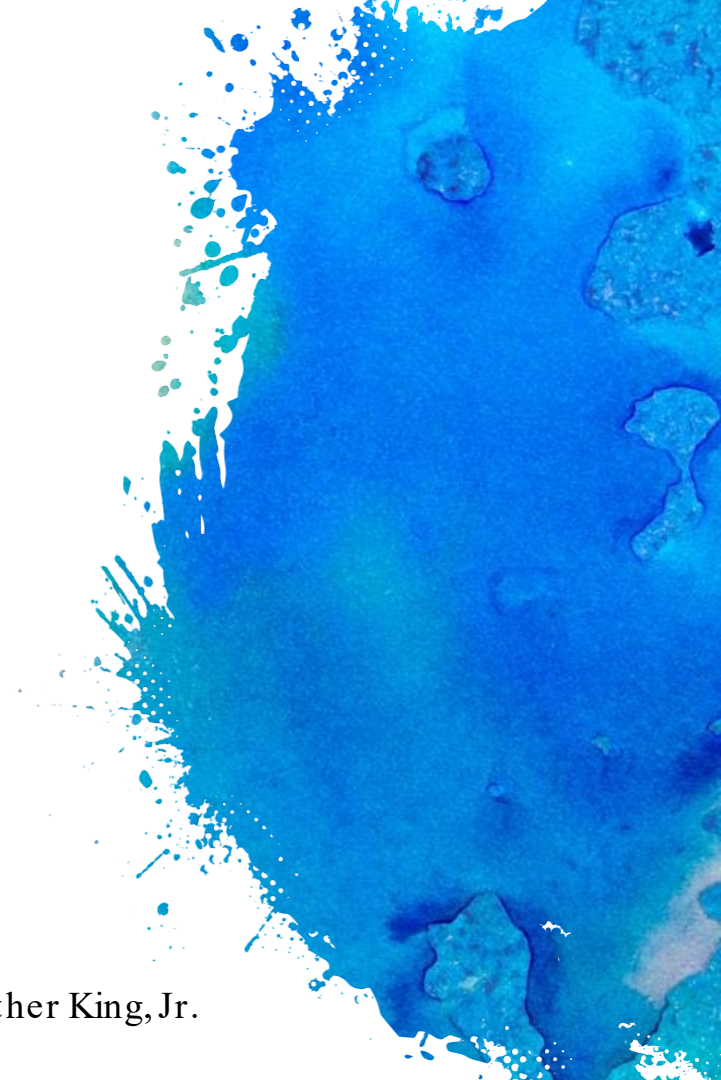


- × **Admit** to where you are on your journey
- × Requires constant study
- × **Apologize and do better** when you cause harm
- × Join learning communities that are committed to this work
- × Seek out training that **centers** antiracist, antioppression, & social justice work
- × Advocate in your role – **own your part of the collective**
- × Ask for help when you need it
- × Find a mentor – learn from equitable practitioners
- × Have those hard conversations



"There comes a time when **silence** is betrayal. Our lives begin to end the day we become **silent** about things that matter. In the end, we will remember not the words of our enemies, but the **silence** of our friends."

Martin Luther King, Jr.





# Thanks!

## Any questions?

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