Part 3: Transforming Conditions

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What is necessary for these conversations to be loving spaces where we can all learn and grow into being anti-racist?
Break Out Groups

What have you been reflecting on since our last conversation?

OR

What are you reflecting on related to racial injustice that is being revealed daily in our country?

*Ask someone in your group to take notes and report back.
Intent vs. Impact

“Even well-intended people cause harm. As such, people will often make statements which they intend or perceive to be supportive or complimentary, yet end up becoming problematic.”

– Mara Cullen, 35 Dumb Things Well-intended People Say
Following Jesus –

"With God All Things Are Possible."

“We need to remove the phrase ‘not racist’ from our vocabulary.

...We are either ‘racist’ or ‘anti-racist’.”

- Ibram X. Kendi

Each of us has the ability to interrupt and dismantle racism:

- Individually
- Culturally,
- Institutionally, and
- Systemically.
Break Out Groups

Talk about a time when your behavior at school did not reflect the expectations of your family, teachers or administrators.

What were the consequences?

*Ask someone in your group to take notes and report back.
Recent & Current Policies that Widen the Racial Wealth Gap

How many people are locked up in the United States?

The U.S. locks up more people per capita than any other nation, at the staggering rate of 698 per 100,000 residents. But to end mass incarceration, we must first consider where and why 2.3 million people are confined nationwide.

State Prisons 1,291,000
Local Jails 631,000
Federal Prisons & Jails 226,000

Sources and data notes: See https://www.prisonpolicy.org/reports/pie2020.html
School-to-Prison Pipeline

https://www.publichealthpost.org/databyte/school-prison-pipeline/
Just ONE out of school suspension in the 9th grade DOUBLES a student’s risk of dropping out before graduation.
Law & Order: When minor “disorder” behaviors become felonies

Rising rates of suspension mirror steep increases in incarceration

National Rates of Out of School Suspension by Race of Student, 1972 - 2012

Percent of students suspended one or more times during the year

- African Americans: 6%, 10%, 13%, 15%, 15%, 16%
- Latinos: 3%, 4%, 5%, 7%, 7%, 7%
- Whites: 3%, 5%, 5%, 5%, 4%, 5%

3x Increase
- Zero Tolerance
- School Police
- Referrals to police
- Referral to juvenile courts


Prisoners per 100K people

5x Increase
- War on Drugs
- Stop and Frisk
- Mandatory Minimums
- Mass Incarceration

Source: Cohn et al., 2015
Disparity in suspension rates by race, gender & disability

*Children with learning disabilities (IEPs) supposed to have additional resources - additional due process protections, only kicks in after 10 days suspended.
Mapping the School-to-Prison Pipeline – institutions hand children off

https://www.youtube.com/watch?v=Vml5nROpbqc
In the 1970's black male dropouts faced a 15% chance of going to prison over their lifetime.

Today black male dropouts face a 70% chance of going to prison over their lifetime.

Results of the School-to-Prison Pipeline
After prison, discrimination that has been outlawed is now legal
- housing
- employment
- public assistance (food/nutrition, health care)
- voting

If do not have citizenship,
   DETENTION and DEPORTATION

Leads to “stalled social mobility” –
   loss of income and wealth creation
How Can We Disrupt & Change these Cycles?

https://www.youtube.com/watch?v=Vml5nROpbqc
What changes in policies and funding allocation can we make to disrupt and change the school-to-prison pipeline?
What changes in policies and funding allocation can we make to disrupt and change the school-to-prison pipeline?

Policies and Funding Changes to Break School-to-Prison Pipeline

- More social workers; fewer resource officers
- Psychologists
- Charter schools in the right contexts
- Diversity in teachers that reflect student demographics
- Supportive & safe spaces for learning
- Restorative justice focus
- Accessible community events – Resources for community events
- Taking the profit out of prisons
- Training teachers – de-escalation & trauma
- Equity in funding for schools
- Universal healthcare for kids & families
- Additional teachers in the classroom for more attention
Calls to “Defund the Police” – what does this mean?
## Interrupting School-to-Prison Pipeline: Collaborating with Community Partners & Shifting Resources to Interrupt Every Part of the Pipeline

<table>
<thead>
<tr>
<th>What do children need to thrive in school?</th>
<th>How are we spending our tax dollars?</th>
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<tbody>
<tr>
<td>Relationships reduce implicit bias – opportunities for teachers &amp; administrators to build relationships with students</td>
<td>High police presence in low-income and communities of color</td>
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<tr>
<td>Social-emotional resources – address trauma over generations</td>
<td>Increased Border Patrol &amp; ICE Raids</td>
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<td>Immigration laws that keep families together</td>
<td>Tax breaks for corporations &amp; people with accumulated/inherited wealth</td>
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<td>Trauma informed teaching &amp; systems of support for teachers</td>
<td>Jails, Prisons &amp; Detention Centers – physical buildings &amp; operations, prison staff</td>
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<td>Small student-to-teacher ratio</td>
<td>Metal detectors &amp; police in schools</td>
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<td>School-based health centers – physical, dental &amp; mental health</td>
<td>Police militarization – guns, tanks,</td>
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<tr>
<td>Teaching tools/resources for children with learning disabilities</td>
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Being Anti-Racist = Transforming Conditions

How are you being called...
How is Bothell UMC being called...
How is the Community being called...

to Interrupt and End the School-to-Prison Pipeline?