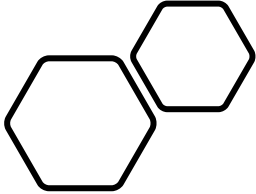
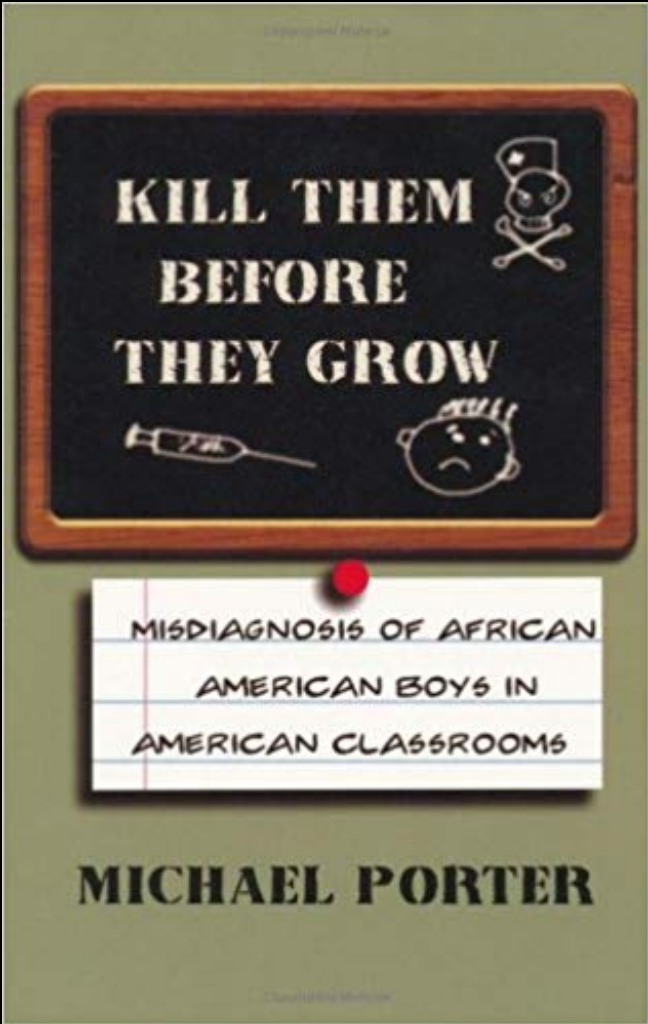


2021  
COLLEGE CHANGES EVERYTHING<sup>®</sup>  
CONFERENCE

ANTI-RACISM IS THE  
*COMMITMENT*  
TO **FIGHT** RACISM  
WHEREVER YOU FIND IT INCLUDING  
**IN YOURSELF.** —IJEOMA OLUO

Anti-Racism in  
Discipline: Educating  
the Educators

Amanda J. Mesirov

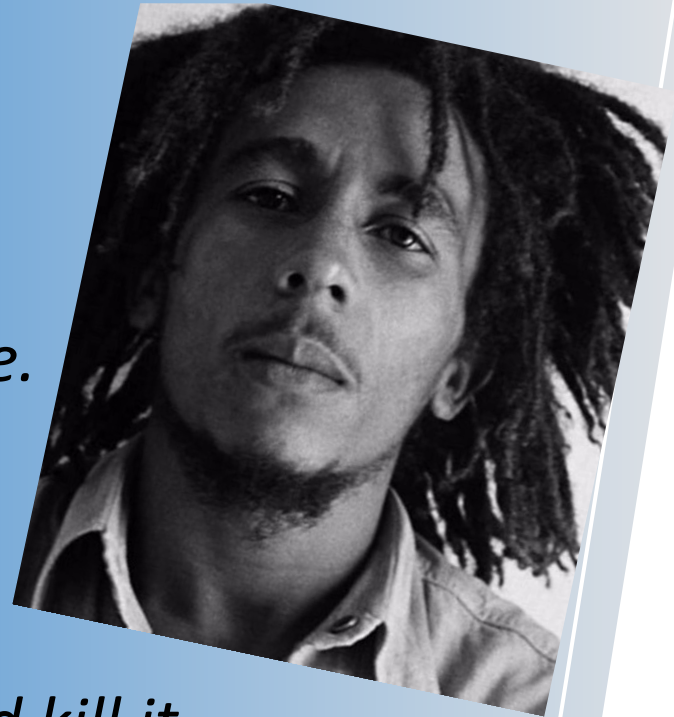


*“Sheriff John Brown always hated me.*

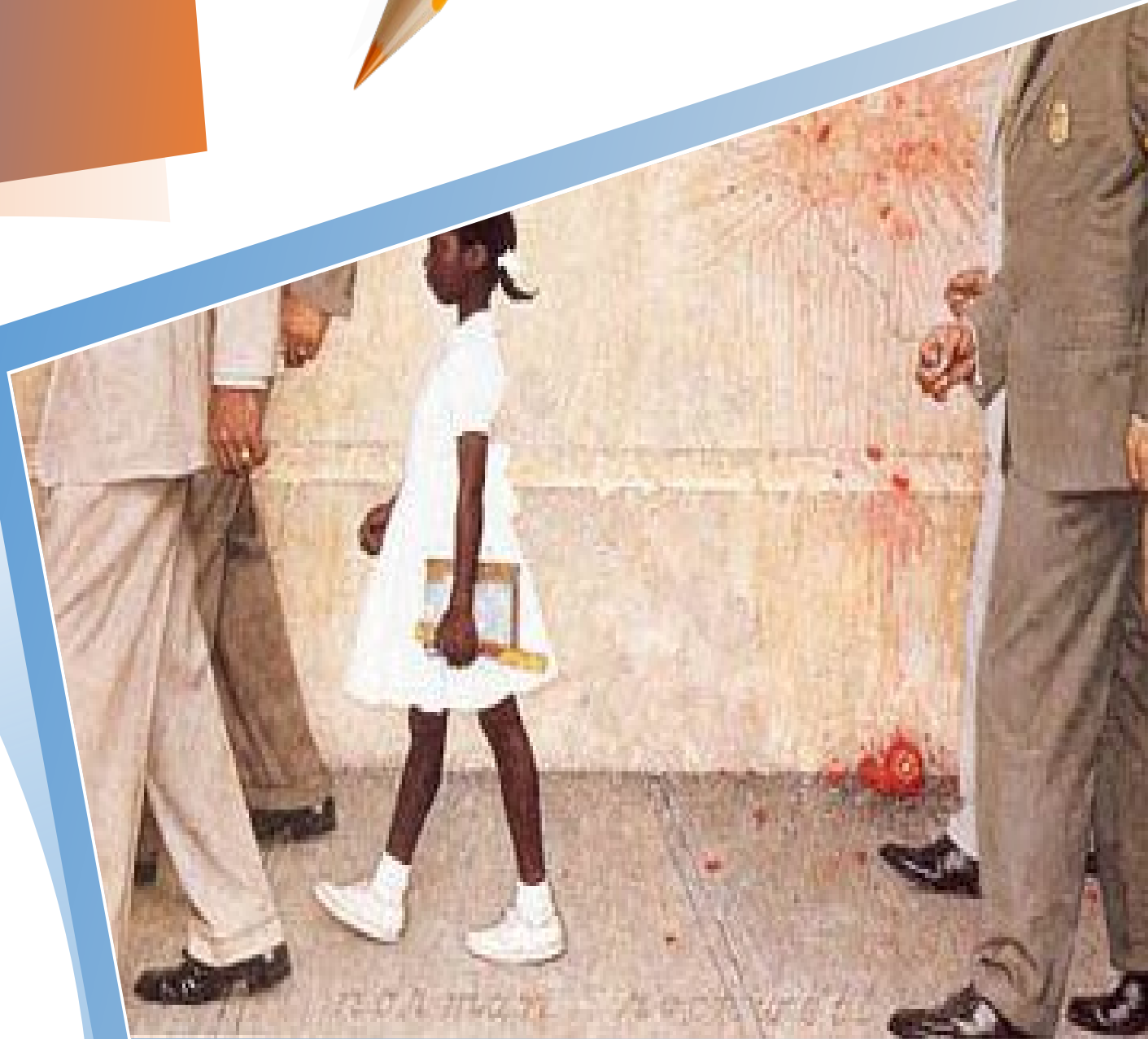
*For what I do not know.*

*Every time that I plant a seed, he said kill it  
before it grow.*

*He said kill them **before they grow.**”*



# Passing the Graveyard



# Lesson Plan for Today

## Overview

- Synopsis of Porter (1997)
- Literature connecting miseducation of Black students to disparities in discipline
- Recommendations



PC: AP, 1963

## Synopsis

- The Creation of Black Monsters
- The Conning of African American Parents



PC: Chicago Sun-Times, 1955

# Special Education Placement

Spot the difference

City/State	White	Black
Vidalia, GA	1:784	1:34
Magnolia, AR	1:151	1:19
San Juan County, UT	1:272	1:30
Geneva, NY	1:123	1:15

Source: *The Atlanta Journal* (1994) in Porter (1997)





## Synopsis

- The Myth of Equality
- White Female Teacher + African Male Child
- Curriculum of Genocide



PC: Huffpost, 2017



# Great White Teachers

- Touchy-Feely
- Plantation Mistress
- Theoretician
- Missionary

Porter, 1997



# Getting Hassled, Not Tassled

**“Black bodies are policed in the streets and in the classroom ... [Research] demonstrates that black boys are viewed as four and five years older than they are. Research demonstrates that racial disparities in school discipline exist in the most subjective of categories – “willful defiance”, “insubordination”, “disrespect”. Those racial disparities decrease significantly for the most objective of categories: possession of alcohol on campus, possession of drugs with intent to distribute, possession of a loaded weapon.**

Young, 2016



Dangerous Minds, 1997



## What We Are Teaching

- ***“Medicated to Learn; Medicated to Act Right”***
- **White supremacy in education**
- **At-risk v. at-promise**



## Synopsis

- The Slaughter of African Boys
- Multiculturalism
- Africentricity



## Synopsis

- Pre-Jail
- Misbehavior of Some African Boys
- Behavior Management Through Self-Knowledge
- African Definition of Education





I get away with more ish than a Black kid ever could  
I get away with more ish than a Black kid ever could  
I get away with more ish than a Black kid ever could  
I get away with more ish than a Black kid ever could  
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I get away with more ish than a Black kid ever could  
I get away with more ish than a Black kid ever could





# "Academic Rigor"

**RIGOR ITSELF ISN'T NECESSARILY A BAD THING — BUT WHEN COMBINED WITH GRADING IT BECOMES A TOOL TO CREATE CLASSROOM MERITOCRACY. IN THIS WAY RIGOR IS WIELDED AS AN EXTENSION OF THE CARCERAL STATE, TO PUNISH STRUGGLING STUDENTS BY CREATING FAILURE WHERE GROWTH MIGHT OTHERWISE EXIST.**

**THIS CYCLE OF STRATIFYING STUDENTS INTO SUCCESSES AND FAILURES IS NECESSARY TO MAINTAIN CLASSIST AND RACIST INSTITUTIONS LIKE THE SCHOOL TO PRISON PIPELINE.**

**@SUBVERSIVE.THREAD**

# "Achievement Gap"

**THERE IS NO "ACHIEVEMENT GAP."  
THERE IS A PREDICTABLE DISPARITY IN  
LEARNING OUTCOMES BETWEEN WELL  
AND POORLY RESOURCED COMMUNITIES.  
CALLING IT AN ACHIEVEMENT GAP  
OBFUSCATES THE GENERATIONAL  
WEALTH AND ACCESS AFFORDED TO  
WHITE STUDENTS. CREATING AN  
EQUITABLE EDUCATION SYSTEM MEANS  
DECENTERING RACIST OUTCOMES LIKE  
TEST SCORES & GRADES AND SHIFTING  
RESOURCES TO MEET HISTORICALLY  
EXPLOITED COMMUNITIES' MATERIAL  
AND SOCIO-EMOTIONAL NEEDS.**

**@SUBVERSIVE.THREAD**

# "Adversity Score"

THE "ADVERSITY SCORE" WAS COLLEGE BOARD'S ATTEMPT TO ACCOUNT FOR INEQUITY IN STUDENTS' EDUCATIONAL EXPERIENCES WITHOUT HAVING TO SERIOUSLY QUESTION THE EFFICACY OF ITS TEST, THE SAT — OR HOW THE SAT ITSELF PERPETUATES RACIAL INEQUITY.

BUT ATTEMPTS TO QUANTIFY BI&POC STUDENTS' EXPERIENCES WITH SYSTEMIC OPPRESSION INTO A SINGLE, NUMERICAL VALUE IS UTILITARIAN, POSITIVIST, AND THE INSTITUTIONALIZATION OF OPPRESSION OLYMPICS.

[@SUBVERSIVE.THREAD](#)



# "College Ready"

**THE BAR FOR "COLLEGE READINESS" CENTERS WHITE STUDENTS' EDUCATIONAL EXPERIENCES BECAUSE IT REQUIRES ACCESS TO INSTITUTIONAL SUPPORT THAT MOST MAJORITY BI&POC DISTRICTS HAVE BEEN SYSTEMATICALLY CUT OFF FROM (RACIST ZONING LAWS, REDISTRICTING, & EDUCATION POLICY THAT TIES SCHOOL FUNDING TO PROPERTY TAXES). HERE "COLLEGE READINESS" BECOMES A MEANS TO TRAP PREDOMINANTLY POOR BI&POC STUDENTS INTO REMEDIATION AND EXHAUST THEIR FINANCIAL AID BEFORE THEY CAN GRADUATE.**

**@SUBVERSIVE.THREAD**

# **“Grit”**

**IS A CODED TERM FOR SAYING A CHILD SURVIVED THE CONDITIONS OF WHITE SUPREMACY, ANTI-BLACKNESS & CAPITALISM WITHOUT HAVING TO NAME THOSE SYSTEMS OF OPPRESSION DIRECTLY — OR THEIR CORRELATIVE EFFECTS ON YOUNG PEOPLE OF COLOR.**

**"BLACK, BROWN [& INDIGENOUS] [STUDENTS] DON'T NEED TO LEARN GRIT, THEY NEED SCHOOLS TO STOP BEING RACIST." — ANDRE PERRY**

**@SUBVERSIVE.THREAD**

# "Growth Mindset"

IF EDUCATORS TEACHING "GROWTH MINDSET" DO NOT TAKE YOUNG PEOPLE'S ENVIRONMENT INTO ACCOUNT, PARTICULARLY, YOUTH EXPERIENCING WHITE SUPREMACY, ANTI-BLACKNESS POVERTY, PATRIARCHY, AND ABLEISM, THEN THEY ARE ENGAGED IN GLORIFIED VICTIM BLAMING.

EDUCATORS SHOULD REMEMBER THAT BI&POC EXPERIENCE SYSTEMIC OPPRESSION AND ARE MORE LIKELY TO DEVELOP A "FIXED MINDSET" BECAUSE THEY ARE FAR MORE LIKELY TO BE PUNISHED FOR THEIR MISTAKES.

@SUBVERSIVE.THREAD



# "Perfect Attendance"

**IS THE NORMALIZED PRESSURE FOR STUDENTS TO OPERATE AS MACHINES RATHER THAN HUMAN BEINGS WHO GET SICK, WHO NAVIGATE TRAUMA, WHO EXPERIENCE FEAR, LOSS, AND PRECARITY, OR WHO REQUIRE SUPPORT NAVIGATING ACCESS NEEDS LIKE NUTRITION AND TRANSPORTATION. PERFECT ATTENDANCE IS HOW SCHOOLS BEGIN TO COERCE STUDENTS INTO INTERNALIZED ABLEISM AND MODEL CAPITALIST WORK ETHIC.**

**@SUBVERSIVE.THREAD**



# "Under Resourced"

IS A WAY OF DESCRIBING THE HISTORICAL EXPLOITATION OF BI&POC COMMUNITIES AS HAPPENSTANCE RATHER THAN AS COORDINATED CAMPAIGNS OF DISENFRANCHISEMENT, MARGINALIZATION, AND TERROR. IT ALSO POSITIONS THE CURRENT DISTRIBUTION OF RESOURCES AND ACCESS AS SOMETHING THAT CAN BE FIXED WITH SOME SIMPLE POLICY REALIGNMENT IN AN OTHERWISE WELL-INTENTIONED SYSTEM. IT DOES NOT NAME THE INTENTIONS OF WHITE SUPREMACY, CAPITALISM, OR EMPIRE.

@SUBVERSIVE.THREAD

# "Under-Represented Minority"

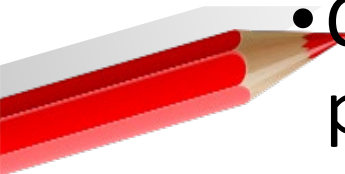
**BI&POC ARE NOT MINORITIES — WE ARE THE WORLD'S GLOBAL MAJORITY. WE ARE ONLY "MINORITIES" WITHIN THE BORDERS OF EUROPE'S COLONIAL PROJECTS. AND WE ARE ONLY UNDER-REPRESENTED TO THE EXTENT THAT THOSE PROJECTS MUST CONTINUE LEGACIES OF GENOCIDE, SLAVERY, THEFT, & EMPIRE TO MAINTAIN CONTROL OF THEIR BORDERS.**

**WHITE SETTLERS MUST ASK THEMSELVES WHO WOULD THEY BE WITHOUT THEIR BORDERS?**

**@SUBVERSIVE.THREAD**




## It Can Be Taught: Recommendations

- ***People Person White female teachers***
    - Believe that all children can learn
    - Do not disrespect parents/grandparents
    - Open-minded to African-centered ideas/methods
    - Can re-educate peers to see Black boys in positive light
- 




# Recommendations

- 
- Organize
  - Budgetary and staffing demands
  - Presence on boards
  - Action



# Recommendations



Message to African American parents in Porter (1997):


- ✓ Visit your child's school and express high expectations
- ✓ Homework
- ✓ Not a lot of television
- ✓ Talk with your child
- ✓ Remove white Biblical images from the home
- ✓ Teach your child about money
- ✓ Talk to your child about relationships



# Recommendations



## Nguzo Saba (The Seven Principles)


- 
- Umoja (Unity)
  - Kujichagulia (Self-determination)
  - Ujima (Collective Work and Responsibility)
  - Ujamma (Cooperative Economics)
  - Nia (Purpose)
  - Kuumba (Creativity)
  - Imani (Faith)

Porter, 1997



# Recommendations


## Educating Educators

- 
- Beyond demographics: understanding students
  - Classroom management v. Discipline issues
  - Advocates and assigned advisors
  - Avoiding deficit-thinking
  - Turning to the data
  - BIT and Discipline team training and action research
  - Making statements; doing the work
  - Representation matters
  - Workplace to Wokeplace
  - Avoid the “Three F’s” (Tim Wise)





# Recommendations

- 
- What examples of racial disparities exist in your educational setting?
  - What examples of racial disparities exist in your disciplinary responses, policies, procedures?
  - How have you combatted these?
  - How might theories of CRT, LatCrit, and anti-Blackness, and Black identity development inform your work?
  - What ways have you led others in combatting racism in your educational setting(s)?

# References

Please email Amanda at [amandamesirow@gmail.com](mailto:amandamesirow@gmail.com) for a complete lists of references and resources

