

SWK 770 RACIAL JUSTICE IN EDUCATION

Reflection #2 Institutionalized Racism in Our Schools

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1). The busing program was about race-integration of assigning and transporting students to schools within or outside their local districts as an effort to diversify the racial make-up of school. Kids have been riding buses to get to school since the 1920's. But practice became politically charged when desegregation busing, starting in the 1950, attempted to integrate schools.

2). *Brown vs. of Education*, (1953) Topeka Kansas, unanimously found racially segregated schools to be unconstitutional and in violation of the equal protection clause of the 14th Amendment. Linda Brown, a third grader, had been forced to walk six blocks to catch bus into a black school even though white school was seven blocks from her house. Brown family initiated the landmark Civil Rights lawsuit 'Brown V. Board of Education' which led the beginning of integration in the US Education system.

3). On policies and court decision that obviously are not being implemented on the grassroot levels, I think one solution is not possible, as our panelists thought also. Because integration of many factors including involvement of everyone, a commitment for a cause and or strong belief for a change. I believe things can be done. It needs awareness and advocacy at all levels: schools, non-profits organization, community, and the public. But I also believe the past still lingers. For example, policies on segregation and slavery. That human still has no capacity to easily forget the past. Still, it presents residue on both sides.

4). Creating policy or development of policy often involves stating a broad goal, without specific objectives. It is a hypothesis. Policy implementation is the conversion of policy into action or program. One panelist says, it is easy to develop a policy, yet the difficulty is in implementation. In other words, as commonly heard from our politicians, "the devil is in the details".

5) Neutral policy remedies – attempt to address racial disparities without directly targeting benefits exclusively to minority group members. It supposed to help minorities without hurting majority group. But Urban Institute (2016) reports it fails to desegregate schools. From forced bussing, after 60 years after Brown decision, disparities in education persist, acute and highest concentration of schools with poor and minority students. Residential is a primary determinant of student’s school—continued housing segregation influences racial composition of schools and resources afforded. Lower percentage of predominant black or Hispanic high-poverty schools offered 7th or 8th grade algebra, compared higher percentage to all other schools. When Advanced Placement courses are available, enrollment among Black and Hispanic is relatively low. What causes barrier? Resources limitations and lack of qualified teachers. Teachers and administrations preventing black and Hispanic students preventing from enrolling in these classes as example of disproportionate policies, Urban Institute.

6) Equality means each individual or group of people is given the same resources or opportunities. Defined as “the state or quality of being equal; in quantity, degree, value, rank or ability”. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Equity defined as “the quality of being fair or impartial; fairness; impartiality” or “something that is fair and just.” With equal support evenly distributed tools, access to opportunities remains unequal. Equitable solution, however, allocates the exact resources that each person needs, leading to positive outcomes for both individuals.

Equity = Fairness. Equality = Sameness

In classroom, equity is to ensure all students get the same positive outcomes regarding of where they started or what unique challenges they might experience. For educators, this means taking into accounts that each student's situation, from learning disabilities to cultural differences and everything in between. Educators understand that students will not all respond the same to the same instruction.

Equality in education is necessary for students to have same opportunities to start off with positive educational outcome, and equity helps to make sure those equal opportunities are adjusted to make room for students who might need extra help and attention. Equity helps offset the lack of equality often falls in the shoulder of educators, who do not have equal resources to begin with. But I believe educators need to promote both equality and equality in the classroom, though it poses a challenge.

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