

# Microaggressions

are statements, actions, or incidents regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority. (www.dictionary.com)

**Micro-aggressions** alienate students of color and LGBTQ+ students from their learning environments, causing physiological and psychological strains and worsening their academic experiences. When this disruption of learning takes place within the classroom, a student's ability to engage and learn is affected, feelings of belonging are called into question.

Big or Small- It Matters

## Think Before You Speak

### Examples of Microaggressions

- § Misusing Pronouns of students after they have specified their preferred gender pronouns
- § Mispronouncing a student's name even after they have corrected you on pronunciation
- § Having low expectations for students from particular groups and neighborhoods, not pushing them to their full potential.
- § Requiring students of a specific group to represent the perspective of their entire race or gender.
- § Praising non-white students on their use of proper English.
- § Making assumptions about students based solely off of their background.
- § Requiring students to read literature where the protagonist is always white.

# Diversity In Schools

Diversity in the classroom is a crucial aspect of every child's education. It allows children to learn and respect other people's cultures. It also teaches children different points of view.

Unfortunately, most schools are lacking in diversity. Around 48% of public school students are White, about 15% are Black, around 25% are Hispanic, and 5% are Asian. Meanwhile, 85% of teachers are White, 7% are Hispanic, and 2% are Black. Having a diverse teaching staff is also crucial to a child's education because it teaches children to respect other races and cultures. Many schools in the United States are lacking diversity. Especially school's on Long Island. Long Island is one of the most segregated areas in New York and is severely lacking in diversity.

## Poverty and Education

To have a successful career is very difficult because of minimal educational opportunities. This process is affected by the low investment of money distributed by the locals and state which positively correlates with the student's low readiness for school. In a larger perspective, this is a financial issue as it leaves many schools to be left with a limited budget. This budget contains how many and how much they can afford to hire teachers, develop after-school programs and have access to resources like technology and school supplies. This action then places a huge emphasis on the student's challenges of acquiring good academic skills for the impact of their future. Evidence showing that 30% of children raised in poverty do not finish high school means that many of them do not receive the full learning experience in being able to acquire entry-level jobs without a diploma. Education is their gateway to secure a stable position, but poverty is an income gap that prevents them from moving forward in life.



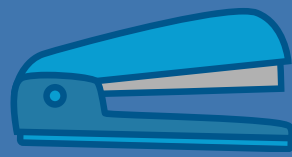
# Race & Education

## Adelphi School Of Social Work Group 3 Social Action

Ava Zein, Joselyn Salavarria, Erica Rivera, Crystal Zhang, Khrish Mirpuri, Ruth Puquir, Lauren Milana, Jaquela Blyther

## Sociocultural and Socioeconomic Factors

The educational experience for minorities is extremely different and unfair. The majority of schools that minorities end up attending are funded extremely below other schools in suburban areas. These included less qualified teachers, less curriculum offers, and fewer resources (library resources, technology, books, desks, etc). These factors have an incredible impact on students. Students in better schools are more likely to attend college, live in better neighbourhoods, and save more for retirement. A teacher's quality of teaching correlated with their student's academic achievements. Due to the lack of resources, the rate of success for technology, engineering, science and mathematics are much lower than the students from well funded schools. Children from lower socioeconomic backgrounds tend to have lower literacy skills when entering high school. The drop-out rates also tend to be higher for people between the ages of 16-24.



## ACCESS TO QUALITY EDUCATION

It is evident that there are racial and ethnic disparities in the education system. An individual's socioeconomic status also impacts their academic success. In neighborhoods of lower socioeconomic class, budgets for books, teachers, and other resources are limited and therefore result in lower quality education. However, early childhood programs, IEP, and 504 plans are available for children that need extra help.

Policies that have impacted education are the Elementary and Secondary Education Act of 1965, Every Student Succeeds Act and Civil Rights.

The Elementary and Secondary Education Act of 1965 (ESEA) offered grants to districts serving low-income students. Every Student Succeeds Act was signed by President Obama which included provisions to ESEA to ensure that schools were accountable for how students learn and achieve. It required schools to have annual testing, academic standards, school accountability, goals for academic achievement, plans for supporting and improving struggling schools, and state and local report cards. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin.

## Policy relating to education is administered at the federal, state, and local levels.

Federal level: laws that relate to education are administered by the Department of Education and enforce civil rights legislation that prohibits schools from discriminating against students based on race.

State level: Each state also has their own Department of Education that is responsible for overseeing and administering federal policy.

Local level: Public Schools are financed and operated by local government entities known as school districts. These school districts are governed by elected school boards. School boards are responsible for the daily operations of local schools in their district.

## Timeline of Significant Court Cases

1896, Plessy v. Ferguson: Established "Separate but Equal"

1954, Brown v. Board of Education: Overturned Plessy v. Ferguson and held that "separate but equal" was unconstitutional in that it violated the Equal Protection Clause.

- 1973, San Antonio School District v. Rodriguez: The Supreme Court held that education is not a fundamental right.
- 1974, Milliken v. Bradley: Distinguished two different forms of segregation
  1. De Jure "By Law": Occurs when segregation is caused by school officials' decisions that create or maintain racial segregation
  2. De Facto "By the Facts": Occurs when a school district is segregated for other reasons besides official policies and decisions. Example: Housing discrimination.

- 1991, Board of Education of Oklahoma v. Dowell: Court held that desegregation decrees were not intended to "operate in perpetuity." As a result, school desegregation orders must end even if it means the school could potentially become segregated again.
- 2007, Parents Involved in Community Schools v. Seattle District No. 1: The Supreme Court found voluntary school integration plans unconstitutional in Seattle, Washington and Louisville, Kentucky This ruling paved the way for current school segregation to escalate.

Although *Brown v. Board of Education* made it illegal to segregate schools based on race, these court rulings that have been passed in recent years enable school segregation to still exist.



## How Race Impacts Quality of Education

You would think because we're in the 21st century, a division between races would no longer exist. Unfortunately, it still does and it affects our education system in the United States. Currently, minorities have a disadvantage in higher education and employment. These issues present anxiety and concern to minority students. This population has a low level of achievement, which is due to the privilege that White people have. The reason they are able to be successful is because of their economic status. The resources that assist minorities to become successful are unequal to access due to their social status. Till this day, many minority students located in poor urban areas receive the worst education because their school funding is low. There are school districts that cannot provide the resources that minorities are entitled to have just like any other students, but because of their low fiscal/ low income it makes it hard for them to provide much for students. With that being said, students are given low quality curriculum material, computers, tools, larger classes, textbooks, and less qualified teachers. For these students to succeed, they need quality education, which isn't that. Without highly qualified teachers, they are not receiving the best education. In order to conquer this issue, inequalities must be abolished.

# Racial equity in education: A high priority for parents

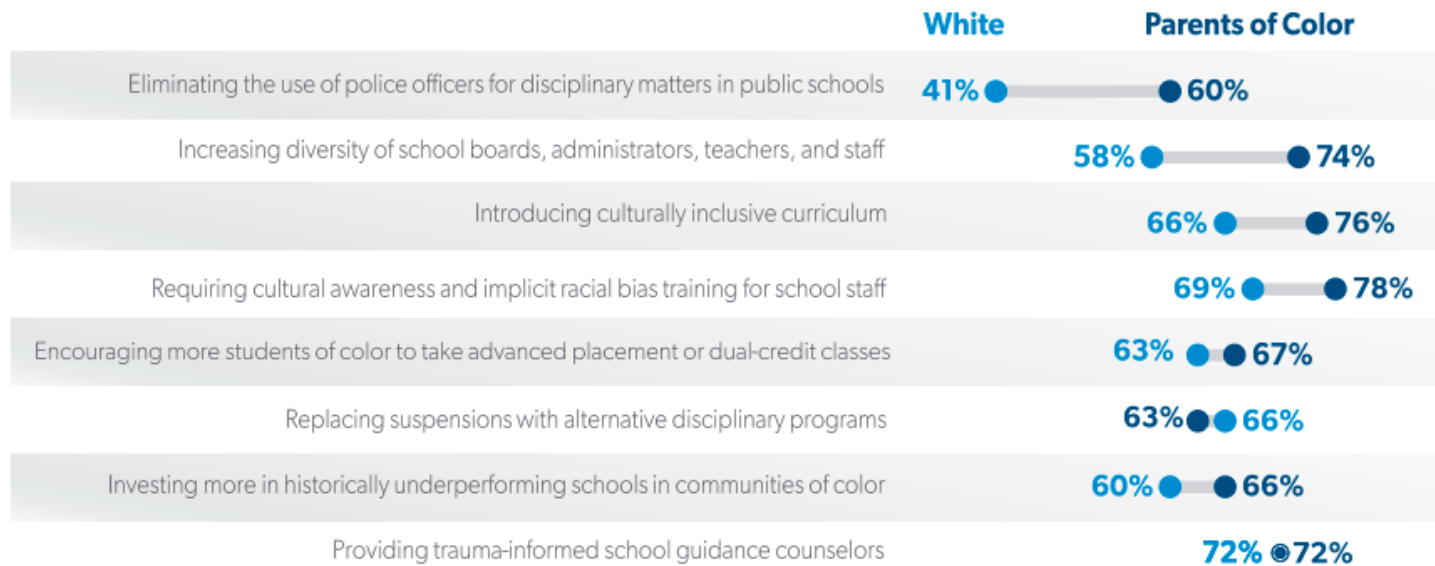
Parents of color are worried that their children may become targets of racism. A national parent survey([link is external](#)) by the American Enterprise Institute (AEI) finds that 42 percent of all parents are worried that their children will be impacted by racist comments or actions from other students; it rises to 63 percent for parents of color. Furthermore, more than one in two of these parents are worried about their children facing discriminatory police actions both at school and in the community. Fifty-five percent of parents of color fear that their children won't know who to reach out to at school when they experience discrimination.

Unfortunately, parents' frustrations surrounding racial discrimination have failed to translate to district reopening policies. Of the 124 school districts and charter management organizations in our fall reopening database, only 22, or 18 percent, include any mention of the current racial climate. Of these 22 districts, 11 specifically mention addressing racial equity in the upcoming school year.

This failure to address racism at school directly contradicts the desires of parents from across the country and demonstrates that while districts were careful to survey families on school reopening plan preferences, they fell short on other critical and timely measures of students' psychological safety and emotional well-being.

The AEI survey finds that 73 percent of all parents want districts to provide staff professional development that promotes cultural sensitivity and addresses implicit bias, along with hiring "trauma-informed" counselors (72 percent) and developing culturally inclusive curricula (70 percent). These figures vary by parent race, as shown in the chart below.

# White Parents and Parents of Color Differ When It Comes to Supporting Actions That May Improve Racial Equality in Schools.



Note: These data show the percentage of white parents and parents of color who answered, "Somewhat/Veryeffective" for each statement.  
 Source: Seventh survey, June 8-11.



# NYS Division of Human Rights Offices

Albany Agency Building 1, 2nd Floor Empire State Plaza Albany, New York 12220 Telephone No. (518) 474-2705

Buffalo Walter J. Mahoney State Office Bldg. 65 Court Street, Suite 506 Buffalo, New York 14202 Telephone No. (716) 847-7632

Office of Sexual Harassment Issues/Queens 55 Hanson Place, Room 900 Brooklyn, New York 11217 Telephone No. (718) 722-2060

Binghamton 44 Hawley Street, Room 603 Binghamton, New York 13901 Telephone No. (607) 721-8467

Long Island (Nassau) 50 Clinton Street, Suite 301 Hempstead, New York 11550 Telephone No. (516) 539-6848

Rochester One Monroe Square 259 Monroe Avenue, Suite 308 Rochester, New York 14607 Telephone No. (585) 238-8250

Bronx Central Office One Fordham Plaza, 4th Floor Bronx, NY 10458 Telephone No. (718) 741-8400

Long Island (Suffolk) 250 Veterans Memorial Highway, Suite 2B-49 Hauppauge, New York 11788 Telephone No. (631) 952-6434

Syracuse John J. Hughes State Office Building 333 E. Washington Street, Room 543 Syracuse, New York 13202 Telephone No. (315) 428-4633

Brooklyn 55 Hanson Place, Room 304 Brooklyn, New York 11217 Telephone No. (718) 722-2385

Manhattan Adam Clayton Powell Jr. State Office Bldg. 163 West 125th Street, 4th Floor New York, New York 10027 Telephone No. (212) 961-8650

White Plains 7-11 South Broadway, Suite 314 White Plains, New York 10601 Telephone No. (914) 989-3120