

RE-IMAGINING EQUITY CENTERED SCHOOLS AND EDUCATION

Celeste M. Malone, PhD, MS

2021 NeMTSS Summit / October 7, 2021

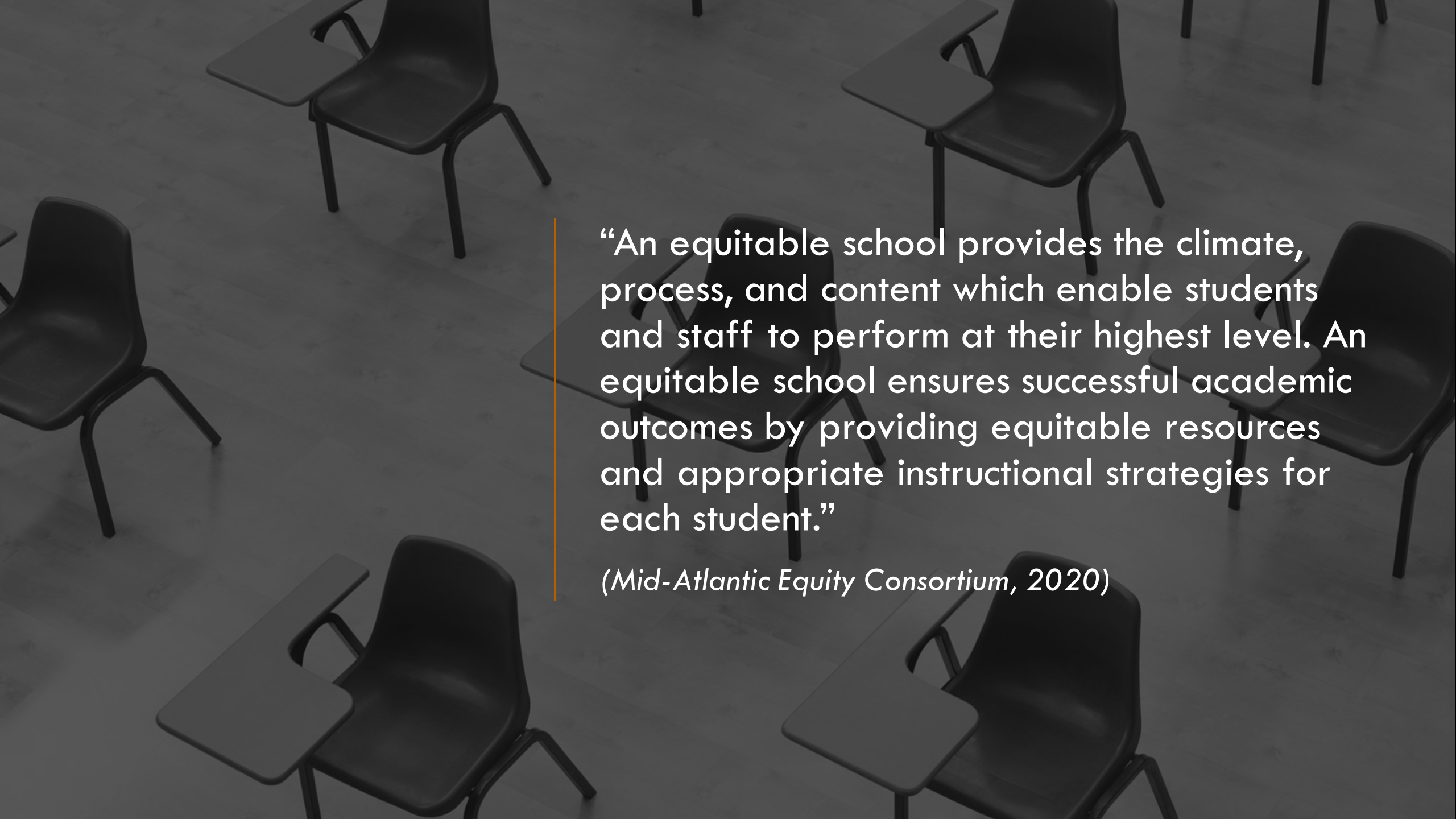


In three words, how would you describe an equity centered school?

[www.menti.com](https://www.menti.com/7610056) – 7610 056



ENVISIONING EQUITY CENTERED
SCHOOLS



“An equitable school provides the climate, process, and content which enable students and staff to perform at their highest level. An equitable school ensures successful academic outcomes by providing equitable resources and appropriate instructional strategies for each student.”

(Mid-Atlantic Equity Consortium, 2020)

EDUCATIONAL EQUITY DEFINED

The educational policies, practices, and programs necessary to

- Eliminate educational barriers based on gender, race/ethnicity, national origin, disability, age, or other protected group status; and
- Provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth.

SOCIAL INJUSTICES OBSERVED IN SCHOOLS

(BIDDANDA ET AL., 2018)

Systemic inequalities

- Poverty / low-income economic marginalization
- Racism
- Community violence

Overrepresentation of minoritized students in special education

Disproportionate use of exclusionary discipline practices

Philosophical differences between teachers and families

EDUCATIONAL DISPARITIES IN THE UNITED STATES *(APA, 2012)*

Academic
Achievement

Dropout and
Graduation
Rates

Gifted and
Talented
Programs

School
Discipline

Enrollment in
Higher
Education

Unequal education: Pandemic widens race, class gaps in U.S. schools

Nathan Layne



Belen Cruz tries to help her daughter, Natalie, log on to her school's online learning platform at their home in York, Pennsylvania, U.S. September 18, 2020. The online platform would not load for almost an hour, during which Natalie was not able to get any school work done. Picture taken September 18, 2020.

REUTERS/RACHEL WISNIEWSKI

Remarks

The Legacy of the Lost Year Will Be Devastating Inequality

Covid amplified every structural bias that exists.

By [Peter Coy](#)

March 10, 2021, 5:00 AM EST

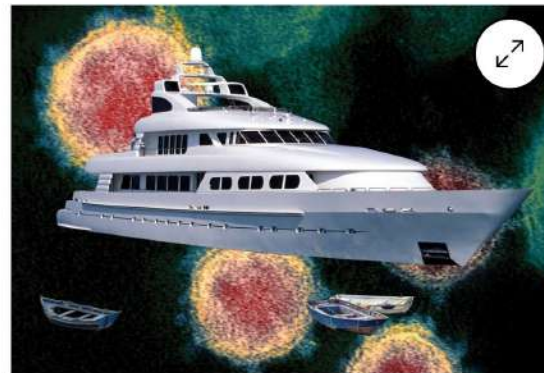


Photo illustration: 731; Photos: Getty Images; Science Source



THE FIFTY

The pandemic could widen the achievement gap. A generation of students is at risk.

Covid-19 is magnifying the gaps in access to school resources that fall along racial and socioeconomic lines.



Social Inequities Explain Racial Gaps in Pandemic, Studies Find

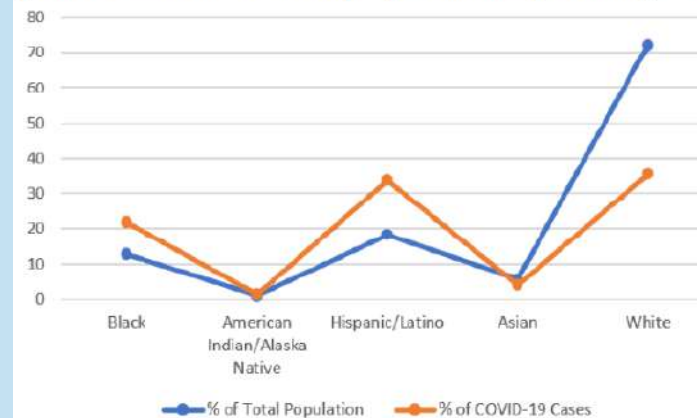
Higher rates of infection and mortality among Black and Hispanic Americans are explained by exposure on the job and at home, experts said.



Dr. Gbenga Ogedegbe conducted a study of coronavirus infections among Black and Hispanic patients. “We hear this all the time — ‘Blacks are more susceptible,’” he said. In fact, “it is all about the exposure.” Gabriela Bhaskar for

National Data: Disparities in Cases and Mortality

Percentage of population vs. Percentage of Total Confirmed COVID-19 Cases by Race: Black and Hispanic patients account for a disproportionate percentage of COVID-19 cases nationwide.^{1,2}



Hispanic people and Black people account for 31% of the population

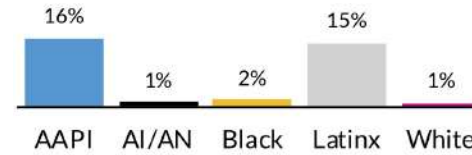


Yet they account for over 55% of COVID-19 Cases

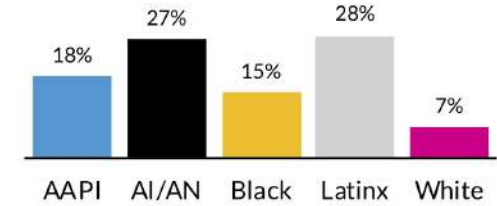
REMOTE LEARNING CHALLENGES

(THE URBAN INSTITUTE)

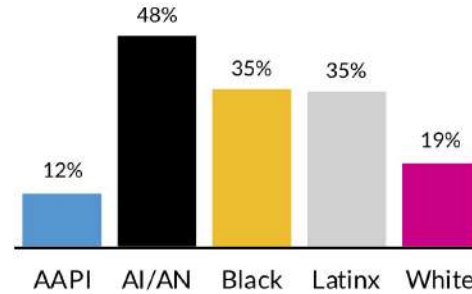
Linguistically isolated



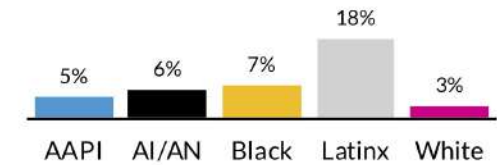
Lives in crowded conditions



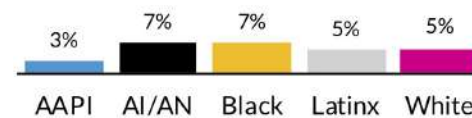
No computer or internet in household



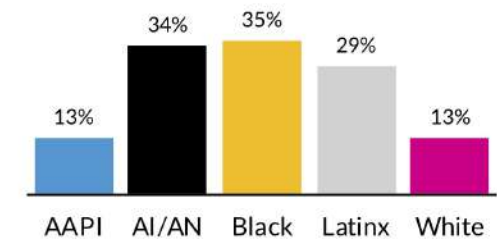
No adult with high school diploma or equivalent in household



Has disability



Living in poverty





A parent completes a form granting permission for random COVID-19 testing for students as he arrives with his daughter at P.S. 134 Henrietta Szold Elementary School, Dec. 7, 2020, in New York. (Mark Lennihan/AP)

HOME / NEWS / EDUCATION NEWS

CDC: Black, Latino Parents More Concerned About School Reopenings Than Whites

Minority families, hit disproportionately hard by the pandemic, have greater concern about compliance with prevention measures, safety and their child bringing home COVID-19.



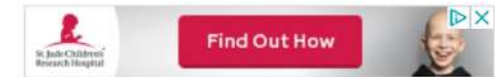
Sanitation supplies are seen on desks at West Hollywood Elementary School in Los Angeles on Thursday. (Al Seib/Los Angeles Times/Getty Images)

HOME / NEWS / EDUCATION NEWS

Data Reveals Significant Racial Disparities in School Reopening

More than half of all Black, Hispanic and Asian fourth-graders were in a remote learning environment as of January.

By **Lauren Camera** Senior Education Writer • March 24, 2021, at 12:01 a.m.



Race, region disparities apparent in school reopening effort, nationwide survey shows

Associated Press

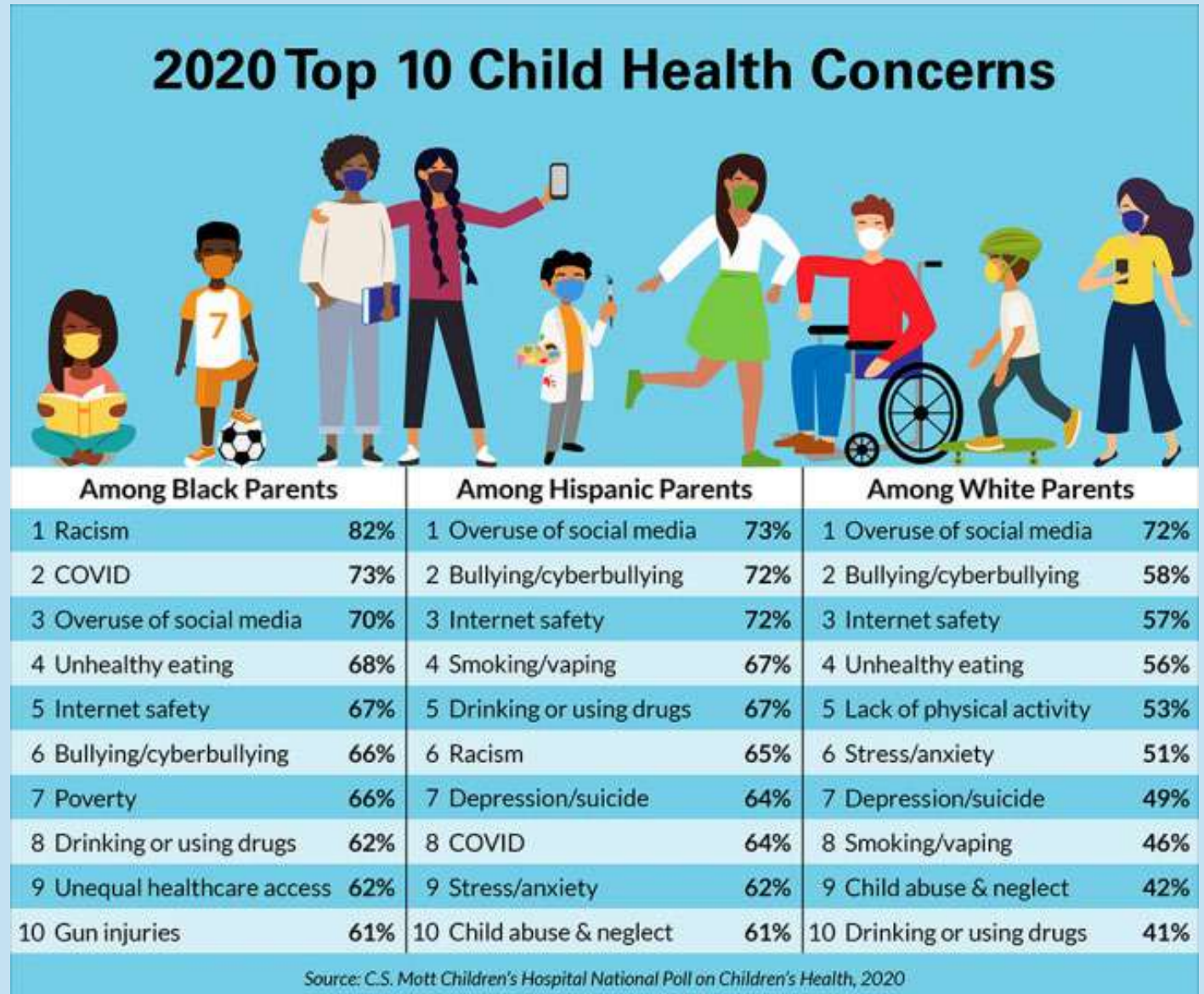
3 months ago



In this Aug. 26, 2020, file photo, a Los Angeles Unified School District student attends an online class at the Boys & Girls Club of Hollywood in Los Angeles. (AP Photo/Jae C. Hong, File)

NATIONAL POLL ON CHILDREN'S HEALTH

(C.S. MOTT CHILDREN'S
HOSPITAL)



UNDERSTANDING COVID IMPACT FROM A SOCIOECOLOGICAL LENS



RE-IMAGINING EQUITY POST- COVID: A SOCIAL JUSTICE APPROACH

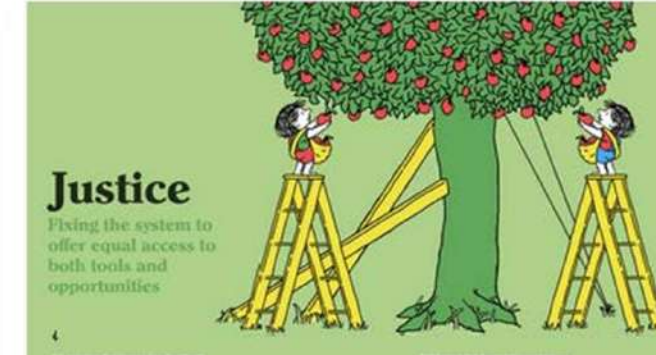
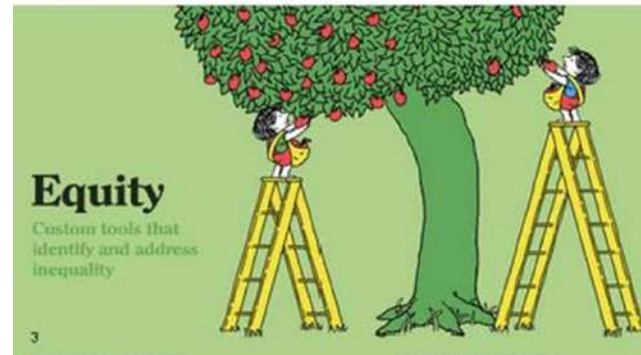
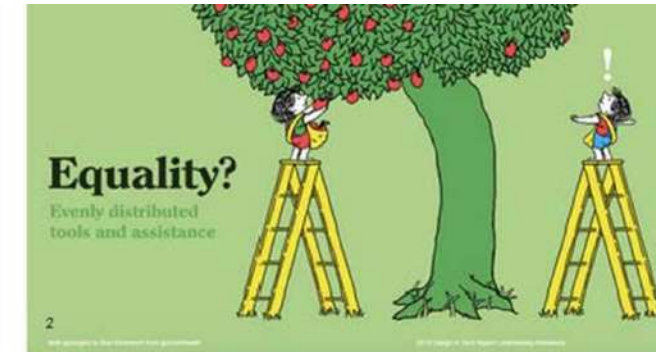


RE-IMAGINING EQUITY: DISTRIBUTIVE JUSTICE

Understanding the difference
between equality and equity

Acknowledging student, family,
and staff differential needs

Consideration of both the
quantity and quality of
distributed resources



RE-IMAGINING EQUITY: RELATIONAL JUSTICE

- Is there an inclusive environment for all members of the school community (students, staff, families)?
- School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental Health Amidst COVID-19 (ASCA & NASP, 2021)

Addressing Social
and Emotional
Learning and Mental
Health Needs

Relationships and
Transitions

Potential for Trauma

Addressing Physical
and Psychological
Safety

Discipline

Addressing Staff
Needs

Family Engagement

RE-IMAGINING EQUITY: PROCEDURAL JUSTICE

Examine the application of school policies to different groups of students and families

Consider how school policies may be interpreted by students and families

Be intentional about examining and measuring disparate impact

Consider impact on equity before implementing a policy

Identify strategies to effectively engage parents, families, and the community in the development of school policies





WHAT DOES AN EQUITY CENTERED
SCHOOL LOOK LIKE?

NASP COVID-19 RESOURCE CENTER

Return to School

Service Delivery and Special Education

Crisis and Mental Health

[Child and Adolescent Mental Health During the COVID-19 Pandemic Research Summary](#)

[ASCA-NASP School Re-Entry SEL Considerations Guidance](#)

[Providing Effective Social-Emotional and Behavioral Supports After COVID-19 School Closures: Universal Screening and Tier 1 Interventions](#)


Families and Educators

[Responding to COVID-19: Brief Action Steps for School Crisis Response Teams](#)

[Countering Coronavirus Stigma and Racism](#)

[Equity Considerations During and After COVID-19 School Closures](#)

Professional and Credential Preparation

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COVID-19: Resource Center



Guidance and Supports

ASK THE EXPERTS 
Webinar Series

NASP is committed to providing our members and the public with information, guidelines, and resources to help support the learning and well-being of students, their families and others in the school community during the COVID-19 crisis. We will continue to develop and update resources as new information becomes available.

Return to School

Considerations for Academic Assessments and Interventions Upon the Return to School

Considerations for Academic Screening Upon the Return to School

Considerations for Reading Intervention

Service Delivery & Special Education

NASDSE A Successful Launch of the 2020-2021 School Year for Students with Disabilities

Virtual Service Delivery in Response to COVID-19 Disruptions (NASP)

Telehealth: Virtual Service Delivery

Crisis & Mental Health

ASCA-NASP School Re-Entry SEL Considerations Guidance


Providing Effective Social-Emotional and Behavioral Supports After COVID-19 Closures: Universal Screening and Tier 1 Interventions

Families & Educators

Responding to COVID-19: Brief Action Steps for School Crisis Response Teams

Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators

NASP ASK THE EXPERTS WEBINAR SERIES

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Secondary Traumatic Stress and Staff Wellbeing

In This Section

- When One Door Closes and Another Opens: School Psychologists Providing Telehealth Services
- Wading Through a Sea of Ambiguity: Charting a Course for Special Education Services During a Pandemic
- Legal and Ethical Considerations for Remote School Psychological Services
- Strategies for Engaging and Supporting Parents During the Pandemic
- Strategies for Supporting Teachers Delivering Remote Instruction
- Strategies for Supporting Building Administrators when the Classroom is Open but the School Doors are Closed
- Comprehensive Suicide Prevention and Intervention in a Time of Distance Learning
- Behavioral Threat Assessment in the Virtual

This webinar will provide an overview of how school systems and psychologists can best support staff wellbeing as they navigate the stress and burdens impacting school employees during their "COVID-19 style" return to school.



Ask the Experts Webinar:
Return to School Special Series
Secondary Traumatic Stress and Staff Well-Being

33:39

Downloads

- Download the associated PowerPoint.
- Download the associated PDF.

Related Resources

- Care for the Caregivers: Information for School Leaders and Crisis Teams (ATE Webinar)
- Self-Care for School Psychologists

Expert Presenter


- Eric Rossen, Ph.D., NASP Director of Professional Development and Standards

Expert Panelists:

- Lucas Clamp, Ed.D., Principal, River Bluff High School, Lexington, SC and 2019 National Association of Secondary School Principals' Principal of the Year
- Frani Crepeau-Hobson, Ph.D., Associate Professor and Director of Clinical Training in School Psychology Program, University of Colorado Denver, and Co-chair of the NASP School Safety and Crisis Response Committee

Moderator

- Stacy Kalamaros Skelaki, PhD, NASP Director of Professional Policy and Practice

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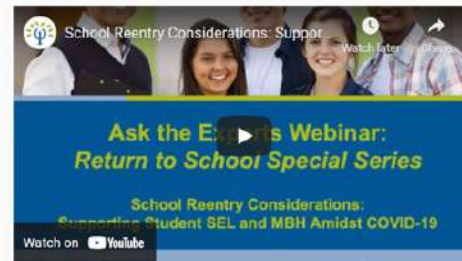
Home > Resources & Publications > Resources & Podcasts > COVID-19 Resource Center > Webinar Series

School Reentry Considerations: Supporting Student Social Emotional Learning (SEL) and Mental Behavioral Health (MBH) Amidst COVID-19

In This Section

- When One Door Closes and Another Opens: School Psychologists Providing Telehealth Services
- Wading Through a Sea of Ambiguity: Charting a Course for Special Education Services During a Pandemic
- Legal and Ethical Considerations for Remote School Psychological Services
- Strategies for Engaging and Supporting Parents During the Pandemic
- Strategies for Supporting Teachers Delivering Remote Instruction
- Strategies for Supporting Building Administrators when the Classroom is Open but the School Doors are Closed
- Comprehensive Suicide Prevention and Intervention in a Time of Distance Learning

This webinar will offer guidance compiled by the American School Counselor Association (ASCA) and NASP on how to support the social emotional learning and mental and behavioral health needs of students and staff as they prepare for the return to school in the Fall.



Ask the Experts Webinar:
Return to School Special Series
School Reentry Considerations:
Supporting Student SEL and MBH Amidst COVID-19

Watch on

Downloads

- Download the associated PowerPoint.
- Download the associated PDF.

Related Resources

- School Reentry Considerations: Supporting Student Social Emotional Learning and Mental Behavioral Health Amidst COVID 19 (ASCA & NASP) (PDF)
- ASCA Mindsets and Behaviors (PDF)
- NASP Framework for Effective School Discipline

Expert Presenter

- Christina Conolly, PayD, Director, Psychological Services Montgomery County Public Schools (MD)
- Amanda Fitzgerald, EdD, Director of Public Policy, American School Counselor Association
- Eric Rossen, PhD, NASP Director of Professional Development & Standards

Moderator

- Kelly Vallancourt Strobach, PhD, NASP Director of Policy and Advocacy

NASP SOCIAL JUSTICE RESOURCE PAGE

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice>

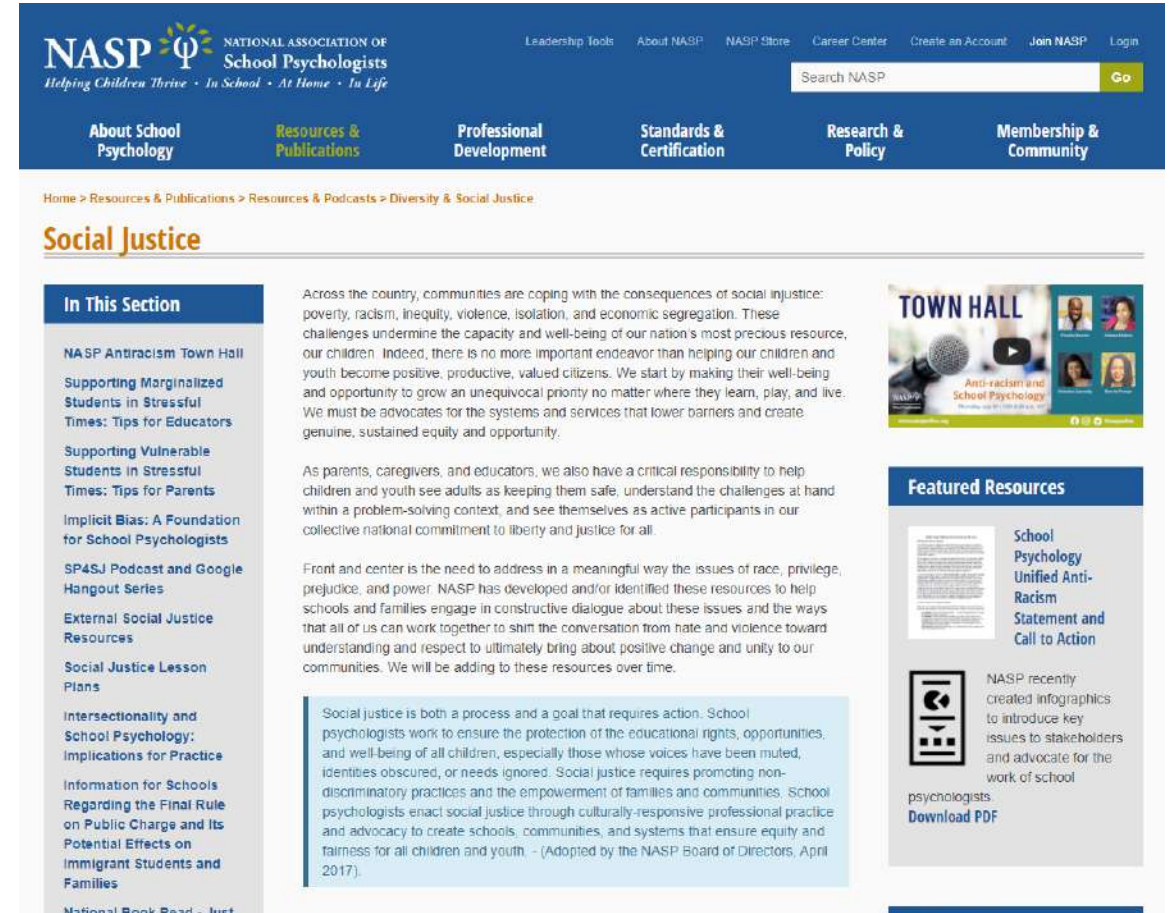
Antiracism Town Hall

#SP4SJ Podcast Series

National Book Read (sponsored by
the Social Justice Committee)

Social Justice Lesson Plans

Resources on Understanding Bias
and Privilege



The screenshot shows the NASP (National Association of School Psychologists) website's Social Justice resource page. The header includes the NASP logo and navigation links. The main content area is titled "Social Justice" and features a sidebar with a list of resources under the heading "In This Section". The main text area contains three paragraphs discussing social justice in schools, including the challenges it poses and the role of school psychologists. A "Featured Resources" section on the right highlights a "Town Hall" event and a "School Psychology Unified Anti-Racism Statement and Call to Action".

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Home > Resources & Publications > Resources & Podcasts > Diversity & Social Justice

Social Justice

In This Section

- NASP Antiracism Town Hall
- Supporting Marginalized Students in Stressful Times: Tips for Educators
- Supporting Vulnerable Students in Stressful Times: Tips for Parents
- Implicit Bias: A Foundation for School Psychologists
- SP4SJ Podcast and Google Hangout Series
- External Social Justice Resources
- Social Justice Lesson Plans
- Intersectionality and School Psychology: Implications for Practice
- Information for Schools Regarding the Final Rule on Public Charge and Its Potential Effects on Immigrant Students and Families
- National Book Read - Just

Across the country, communities are coping with the consequences of social injustice: poverty, racism, inequity, violence, isolation, and economic segregation. These challenges undermine the capacity and well-being of our nation's most precious resource, our children. Indeed, there is no more important endeavor than helping our children and youth become positive, productive, valued citizens. We start by making their well-being and opportunity to grow an unequivocal priority no matter where they learn, play, and live. We must be advocates for the systems and services that lower barriers and create genuine, sustained equity and opportunity.

As parents, caregivers, and educators, we also have a critical responsibility to help children and youth see adults as keeping them safe, understand the challenges at hand within a problem-solving context, and see themselves as active participants in our collective national commitment to liberty and justice for all.

Front and center is the need to address in a meaningful way the issues of race, privilege, prejudice, and power. NASP has developed and/or identified these resources to help schools and families engage in constructive dialogue about these issues and the ways that all of us can work together to shift the conversation from hate and violence toward understanding and respect to ultimately bring about positive change and unity to our communities. We will be adding to these resources over time.

Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth. - (Adopted by the NASP Board of Directors, April 2017).

Featured Resources

TOWN HALL
Anti-racism and School Psychology
November 14th 2017 4:00 p.m. - 5:00 p.m.

School Psychology Unified Anti-Racism Statement and Call to Action

NASP recently created infographics to introduce key issues to stakeholders and advocate for the work of school psychologists.
[Download PDF](#)

APA RACISM, BIAS, AND DISCRIMINATION RESOURCES

<https://www.apa.org/topics/racism-bias-discrimination#>

Understanding and Combatting Racism


Recent Research

Addressing Bias in Policing

Talking about Race and Racism

Advancing Health Equity

Students and Education


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Racism, Bias, and Discrimination Resources



What is racism?

Individual racism is a personal belief in the superiority of one's race over another. It is linked to racial prejudice and discriminatory behaviors, which can be an expression of implicit and explicit bias.

Institutionalized racism is a system of assigning value and allocating opportunity based on skin color. It unfairly privileges some individuals and groups over others and influences social institutions in our legal, educational, and governmental systems. It is reflected in disparities in, but not limited to, wealth, income, justice, employment, housing, medicine, education, and voting. It can be expressed implicitly or explicitly and occurs when a certain group is targeted and discriminated against based on race.

Stress in America™ 2020 - Stress in the Time of COVID-19, Volume Three
Discrimination continues to be a source of stress for the majority of Black Americans. Two in 3 Black adults (67%) cite discrimination as a significant source of stress in their life, compared with 55% of Black adults who cited this in May–June. More than 3 in 4 Black adults (78%) agree that being their race is difficult in today's society.

#EquityFlattensTheCurve

Join our network of behavioral and social scientists, advocates, activists, and community serving practitioners.

Members may access additional resources related to health equity and COVID-19.

[JOIN THE NETWORK](#)

MISEDUCATION: IS THERE RACIAL INEQUALITY IN YOUR SCHOOL?

<https://projects.propublica.org/miseducation/>

Data from the US Department of Education

Civil Rights Data Collection

Common Core of Data

Education Demographic and Geographic Estimates

Indicators

Opportunity

Discipline

Segregation Index

Achievement Gap

Miseducation

Is There Racial Inequality at Your School?

By Lena V. Groeger, Annie Waldman and David Eads, October 16, 2018

civil rights data released by the U.S. Department of Education, ProPublica has built an open database to examine racial disparities in educational opportunities and school performance. Look up more than 96,000 individual public and charter schools and 17,000 districts to see how they compare with their counterparts. [About Our Data](#) | [Related Story](#) | [Local Stories](#)

Search for a school or school district...



Example: [Cambridge Rindge & Latin High School](#) [Charlottesville City Public Schools District](#) [City of Chicago School District](#)

RACE

Black

Hispanic

MEASURE

Opportunity

Discipline

Segregation

Achievement Gap

RESOURCES

[Data Equity Walk Toolkit](#)

[Mid-Atlantic Equity Consortium](#)

[School Equity Project](#)

CONTACT INFORMATION

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