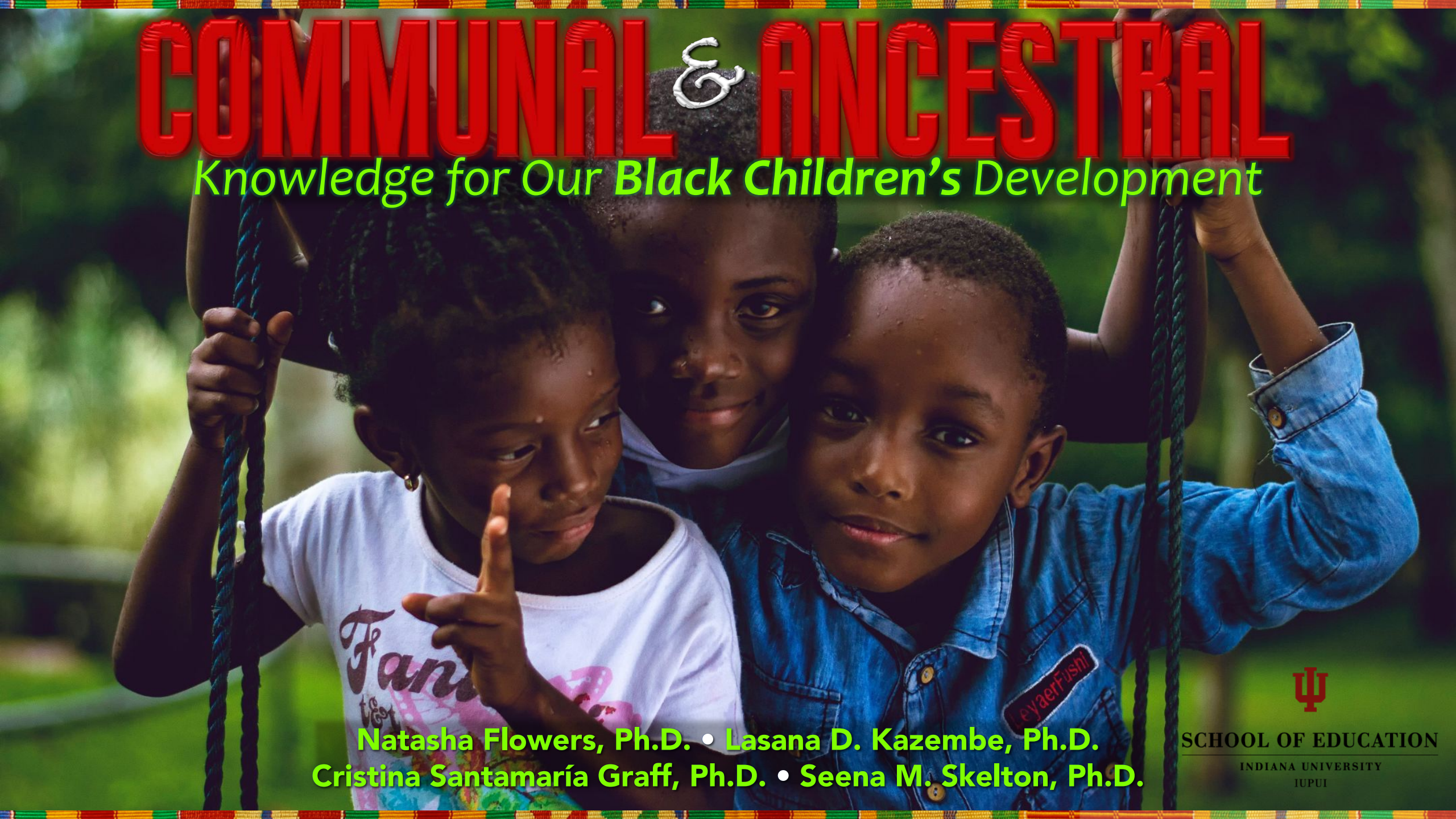
COMMUNAL & ANCESTRAL

*Knowledge for Our **Black Children's** Development*



Natasha Flowers, Ph.D. • Lasana D. Kazembe, Ph.D.
Cristina Santamaría Graff, Ph.D. • Seena M. Skelton, Ph.D.

SCHOOL OF EDUCATION
INDIANA UNIVERSITY
IUPUI

OUTCOMES

Identify **missed opportunities** to redress **long-standing inequities** exacerbated by COVID-19.

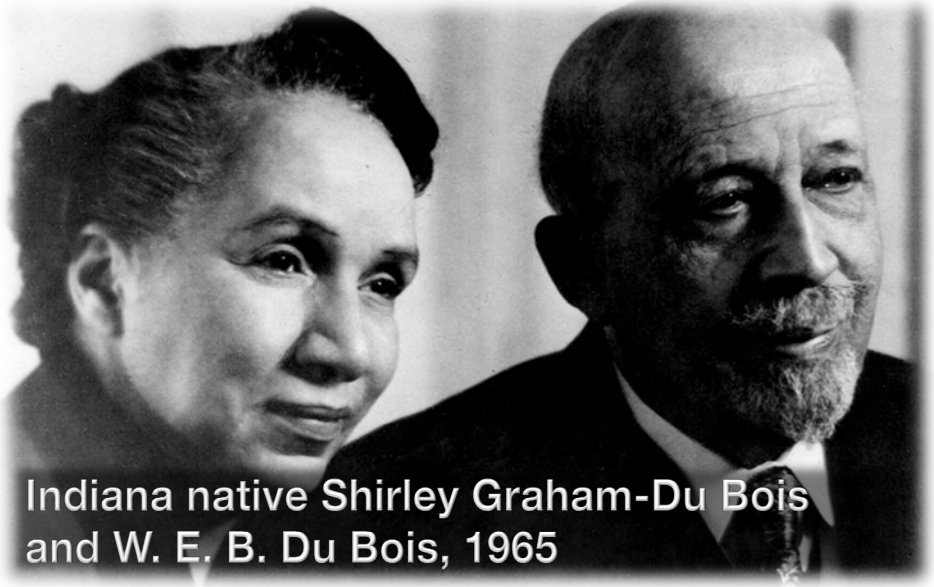
Reiterate the **assets** of Black children and families.

Consider **individual and collective work** to address racism for the **survival and development** of Black children.

The Black Presence in Early Indiana

1746

Earliest report of African Americans from a 1746 report on French settlements: 40 White men and 5 Black people lived in **Vincennes on the Wabash River**.



Indiana native Shirley Graham-Du Bois and W. E. B. Du Bois, 1965

Pre-1861

Documented reports of early Black **urban and/or rural settlements** in most of Indiana's 92 counties. These these included Marion, Knox, Porter, and Union.

Numerous **laws and codes** developed by **proslavery political leaders** that restricted the rights of African Americans in the Northwest Territory.

1816-

As Indiana achieved statehood, its new constitution – coupled with Indiana Supreme Court rulings – **slowly eliminated slavery and indentured servitude**; however, **nothing was done to restore civil rights to Indiana's growing Black population**, which had increased to roughly 1,230 (according to the 1820 census).

Source: Indiana History.org

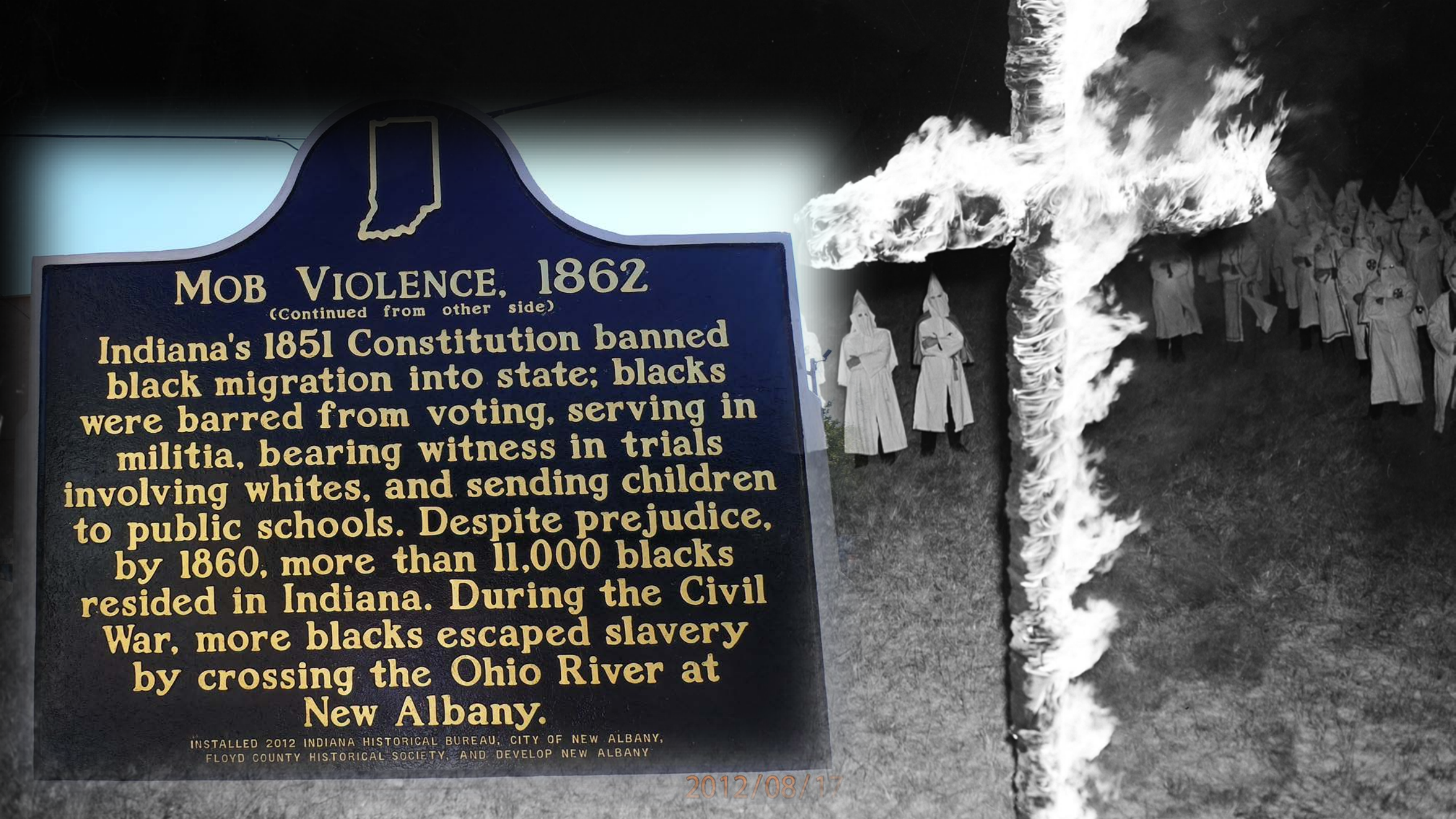
The Great Migrations

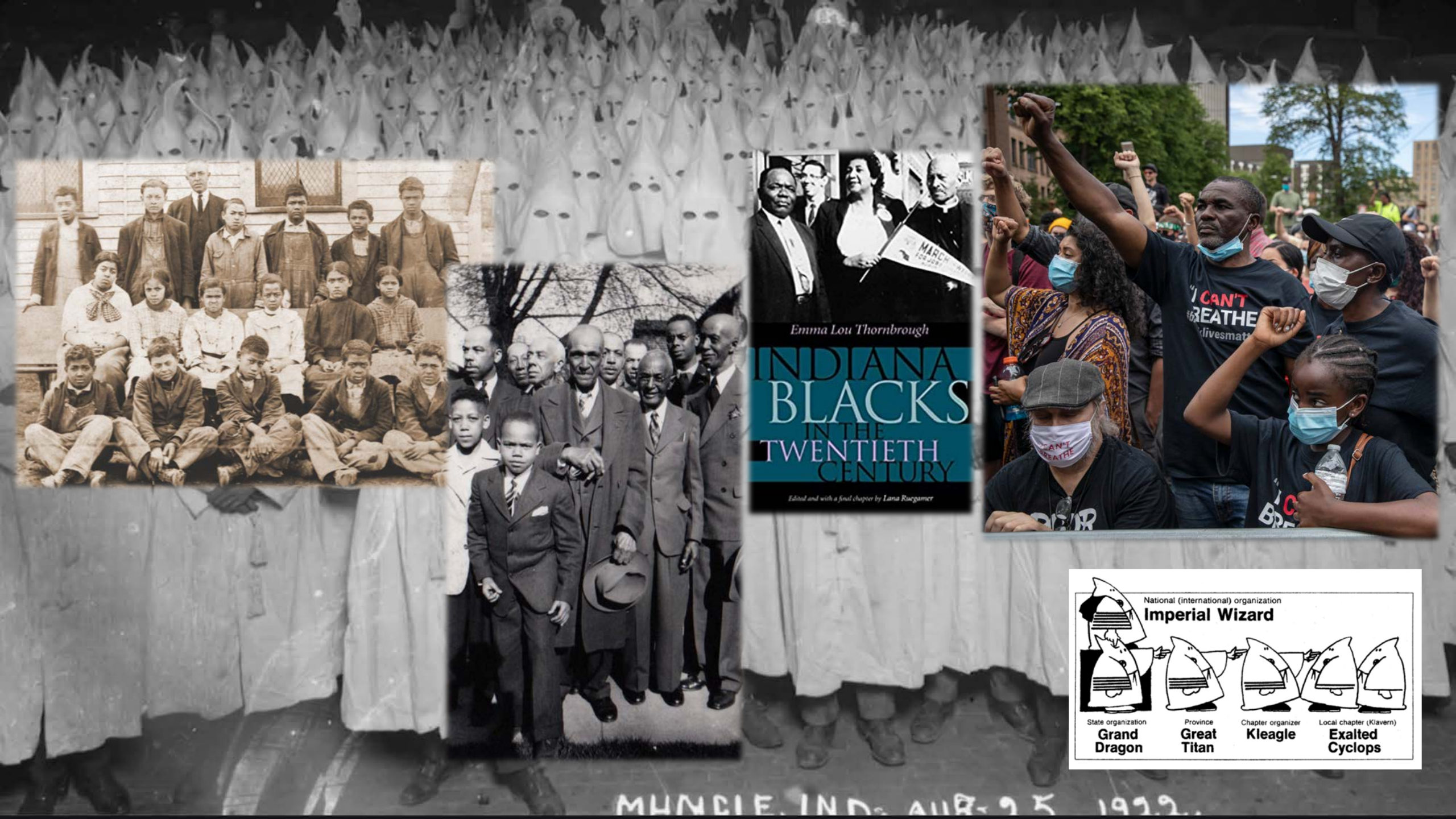
1914-1970

In Indiana, as in the South which they left, Black Americans **encountered chronic discrimination and racial terrorism** and lived segregated from White communities.

From their own resources, through self-help and sharing, **they created their own institutions** and **developed a culture** which was distinct, and which influenced and contributed to the mainstream culture.

Source: Indiana History.org


MOB VIOLENCE, 1862
(Continued from other side)
Indiana's 1851 Constitution banned black migration into state; blacks were barred from voting, serving in militia, bearing witness in trials involving whites, and sending children to public schools. Despite prejudice, by 1860, more than 11,000 blacks resided in Indiana. During the Civil War, more blacks escaped slavery by crossing the Ohio River at New Albany.
INSTALLED 2012 INDIANA HISTORICAL BUREAU, CITY OF NEW ALBANY, FLOYD COUNTY HISTORICAL SOCIETY, AND DEVELOP NEW ALBANY
2012/08/17

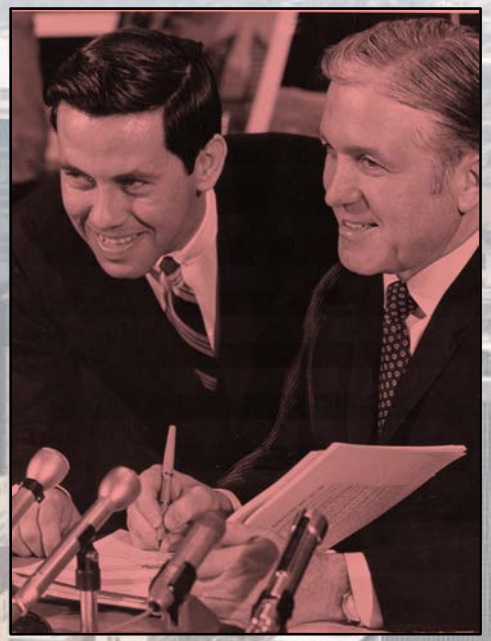

Emma Lou Thornbrough
INDIANA BLACKS IN THE TWENTIETH CENTURY
Edited and with a final chapter by Lana Ruegamer
"I CAN'T BREATHE
National (international) organization
Imperial Wizard
State organization
Grand Dragon
Province
Great Titan
Chapter organizer
Kleagle
Local chapter (Klavern)
Exalted Cyclops
MUNCIE, IND., AUG. 25, 1923.

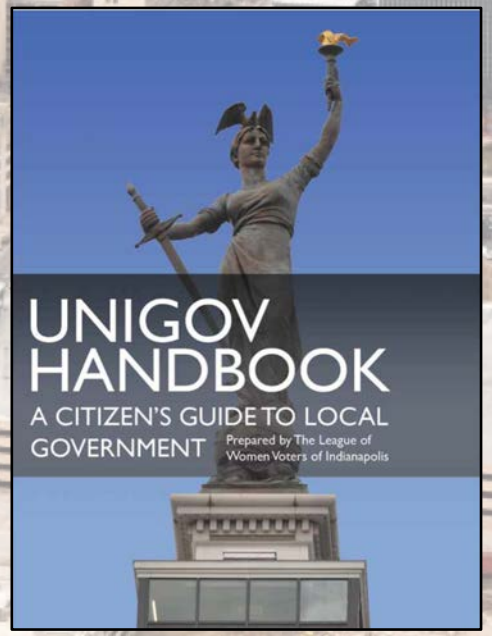
WHITE RACISM AND THE CRUMBLING OF A CITY

The racial segregation and declining enrollment that plagues Indianapolis Public Schools today can be traced back to the decision made 46 years ago to merge Indianapolis with its surrounding suburbs.

In 200 years, the city has only had White men as its mayor.

unigov





IN 2019, 20 HATE GROUPS WERE TRACKED IN INDIANA

SPLC
Southern Poverty Law Center

GROUPS IN INDIANA

There are 9 statewide hate groups in Indiana not displayed on the map

AMERICAN IDENTITY MOVEMENT
WHITE NATIONALIST
STATEWIDE

ASATRU FOLK ASSEMBLY
NEO-VOLKISCH
STATEWIDE

BLOOD AND HONOUR SOCIAL CLUB
RACIST SKINHEAD
STATEWIDE

CHURCH OF THE NATIONAL KNIGHTS OF THE KU KLUX KLAN
KU KLUX KLAN
SOUTH BEND

CULTURE WARS/FIDELITY PRESS
RADICAL TRADITIONAL CATHOLICISM
SOUTH BEND

EXODUS/AMERICANUS
WHITE NATIONALIST
FLOYDS KNOBS

FIRM 22
RACIST SKINHEAD
STATEWIDE

GREAT MILLSTONE
BLACK SEPARATIST
INDIANAPOLIS

PATRIOT FRONT
WHITE NATIONALIST
STATEWIDE

PROUD BOYS
GENERAL HATE
STATEWIDE

THE CAMPUS MINISTRY USA
ANTI-LGBTQ
TERRE HAUTE

THE FOUNDRY
WHITE NATIONALIST
PAOLI

VINLANDERS SOCIAL CLUB
RACIST SKINHEAD
STATEWIDE

Intersections of Racism: THE COLOR OF CORONAVIRUS

Black Americans dying of COVID-19

3X the rate of Whites

COVID-19 deaths of Black people who make up only 13% of the U.S. population

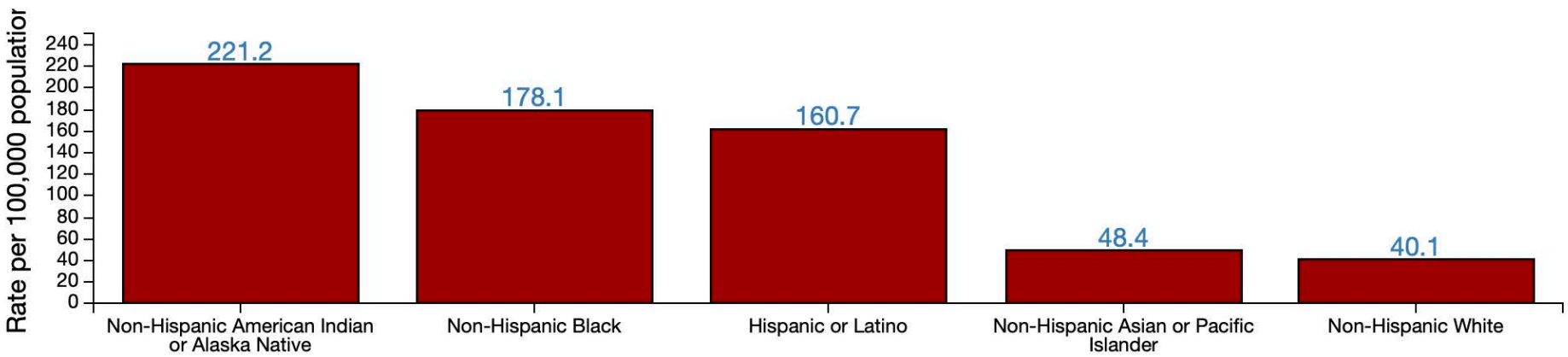
1 in 4

Estimated number of years of life lost among Black Americans due to COVID-19

45,777

Age-adjusted COVID-19-associated hospitalization rates by race and ethnicity

COVID-NET
March – June 13, 2020



Intersections of Racism: THE COLOR OF CORONAVIRUS

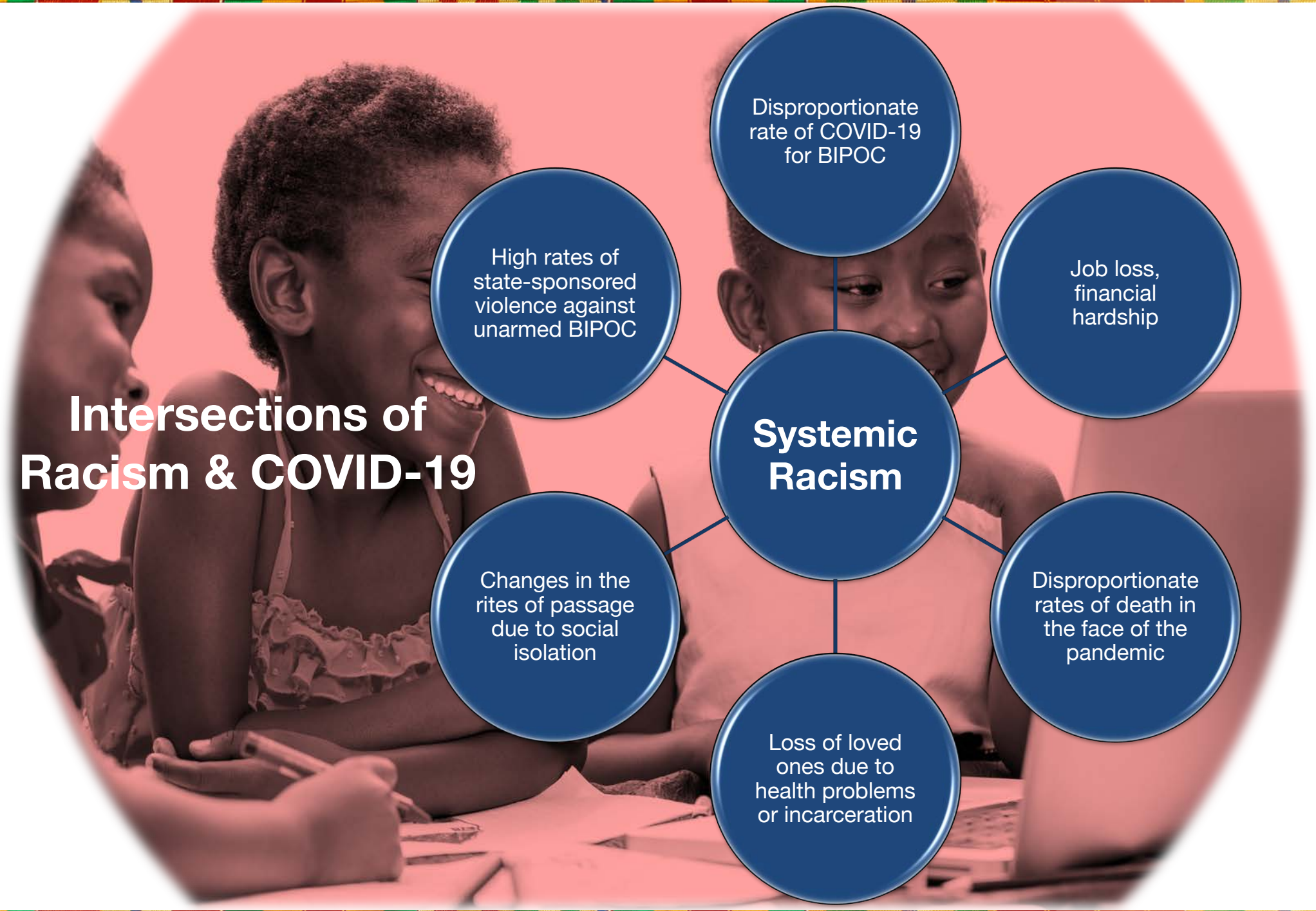
KEY FINDINGS (data collected through July 7):

Overall, actual **U.S. death rates from COVID-19** data (aggregated from all states with available data and the District of Columbia) have reached new highs for all race groups:

- **1 in 1,450 Black Americans has died (or 69.7 deaths per 100K)**
- **1 in 1,950 Indigenous Americans has died** (or 51.3…)
- **1 in 2,450 Pacific Islander Americans has died** (or 40.5…)
- **1 in 3,000 Latino Americans has died** (or 33.8…)
- **1 in 3,350 White Americans has died** (or 30.2…)
- **1 in 3,400 Asian Americans has died** (or 29.3…)

If they had died of COVID-19 at the same actual rate as Whites, about 16,000 Blacks, 2,200 Latinos and 400 Indigenous Americans WOULD STILL BE ALIVE.

Sources: APM Research Lab; Harvard University; CDC; Johns Hopkins University


Intersections of Racism & COVID-19
Disproportionate rate of COVID-19 for BIPOC
High rates of state-sponsored violence against unarmed BIPOC
Job loss, financial hardship
Systemic Racism
Changes in the rites of passage due to social isolation
Disproportionate rates of death in the face of the pandemic
Loss of loved ones due to health problems or incarceration

Socioemotional impact on students includes increased anxiety, depression and anger (Ang, 2020)

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

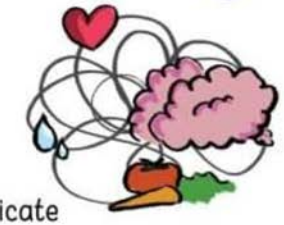
The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.

2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.

3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.

5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.

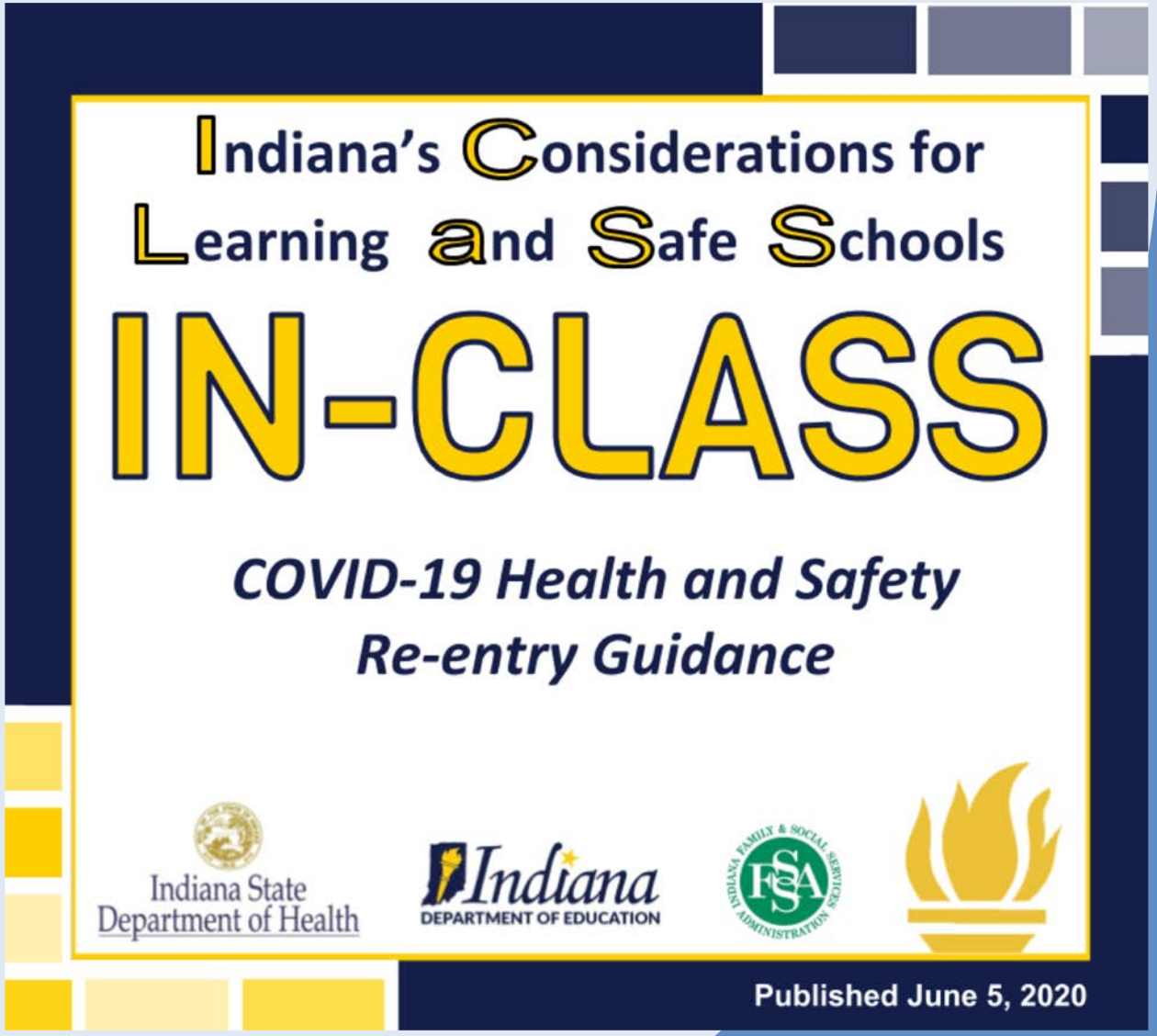
7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.

gozen.com



Planning to reopen schools, educators are called to prepare to address the academic **and** emotional needs of students

Indiana's Considerations for Learning and Safe Schools (IN-CLASS, 2020) & Family Concerns and Questions

Considerations	Family's Concerns
State statute gives public school districts **authority to exclude students** who have a contagious disease such as COVID-19 To return to school after exclusion, **specific conditions must be met** (e.g., at least 10 calendar days have passed since symptoms first appeared)	Q: *Who is going to take care of my child if I have to work?* **Challenge:** Greater disparities for BIPOC who are essential workers and have limited flexibility for taking time off.
Provide in-person instruction to elementary students and **increase distance learning opportunities** for secondary grade levels. Students not attending in person should be engaged in **remote/continuous learning.**	Q: *How is my child going to learn remotely?* "I don't have a strong Internet connection at home." "I don't have a laptop or tablet my child can use to access online materials." "I don't know how to use technology well." "I don't know how to teach academic content to help my child." **Challenge:** Limited access to necessary tools and resources for their child's learning.
Districts and schools should develop a **strong communication plan with families** to discuss the delivery method of instruction for students with disabilities. An appropriate platform for delivery of special education-related services must be identified. Schools and districts must ensure that adequate staffing is available to meet the needs of all students with IEPs within the district.	Q: *How is my child going to continue receiving special education and other related services if, due to health issues, s/he needs to remain at home?* "During March and April my son did not receive speech and language services." "We did not receive consistent communication from the school." "There was no interpreter during the Zoom meetings to help with communication." **Challenge:** Inconsistent communication; limited resources

What should educators consider as schools reopen?

Eurocentric, White-Dominant Framings	Reframing with Personal Sovereignty Centered
"We need to make up for lost time."	We need to meet our students where they are at seeing them for the TOTALITY of who they are in this time and space.
"They have lost what they have learned."	What have our students gained during this time of COVID-19? What are the ways that they enter school with new knowledge and understanding of the world around them?

How can we reframe reopening for Black students, students of Color, students with dis/abilities, and students whose identities are intersectional?

What should educators consider as schools reopen?

Eurocentric, White-Dominant Framings	Reframing with Personal Sovereignty Centered
"They haven't been supported in their learning at home."	Black students and other students of Color arrive at our schools carrying their collective and ancestral legacies. Their legacies are rooted in rich cultural histories that should be recognized, honored, and valued. In the present moment, these students represent their families' heritages and lineage while, at the same time, they provide dynamic momentum for shaping individual and collective futures.
"They are not able to learn."	Students with dis/abilities at the intersection of race, language, and other identity markers, learn in a multitude of ways that are often invisible, unrecognized, or erased by those whose ideologies and understandings around learning are seeped in dominant, Eurocentric values. We need to reframe they way we consider what learning is and what it looks like in different educational contexts, including the home environment.

How can we reframe reopening for Black students, students of Color, students with dis/abilities, and students whose identities are intersectional?

Fortifying Black, Indigenous & Students of Color by Creating Culturally Responsive and Sustaining Caring School Communities

Inclusive & Supportive Relationships Paired with High Expectations

- Value and respect students for the strengths they bring to the classroom
- Be a warm demander by holding high expectations, affirming students' ability and supporting them to meet expectations (Delpit, 1995)
- Practice concepts of fictive kin and other-parenting (Fordham, 1996)
- Conduct "check ins" with students creating space for open dialogue and expression of emotions

Fortifying Black, Indigenous & Students of Color by Creating Culturally Responsive and Sustaining Caring School Communities

Cultivation of Cultural Knowledge

- Promote racial literacy (Winddance Twine, 2010)
- Confront stereotypes and create counter-narratives
- Value multiple intersecting identities
- Use representative literature and other curricular materials
- Recognize families' wisdom and learn from them

Fortifying Black, Indigenous & Students of Color by Creating Culturally Responsive and Sustaining Caring School Communities

Individual & Collective Empowerment

- Support interdependency and reciprocity
- Support students in using tools and knowledge resources from multiple communities for critiquing the status quo and empowering students to make decisions that will lead to social change towards a just community (Stovall, 2006; Gay, 2010; Aronson & Laughter 2015).

ANTI-RACISM IN EDUCATION

Deconstruction of Oppressive Structures

Guiding Questions: Where is the racism and oppression (implicit and explicit)? How does it work?

Possible Actions: Book Clubs, Dialogue Sessions, Guest speakers, Data Gathering and Analysis

Reconstruction of Human Agency

Guiding Question: Whose knowledge and experience matters in planning and decision-making?

Possible Actions: Diversity and Inclusion at all levels and in all spaces

Construction of Equitable & Socially Just Relations of Power

Guiding Questions: How do we know we are doing anti-racist work and how will we hold each other accountable?

Possible Actions: Outcomes-Driven Reports, Protocols for Intervention, Rewards System

Adapted from Bell, Ladson-Billings, Milner, Berry, Lynn, Paris, etc.

Local Efforts to Address Racism as Foundation for COVID-19 Response

Deconstruction of Oppressive Structures

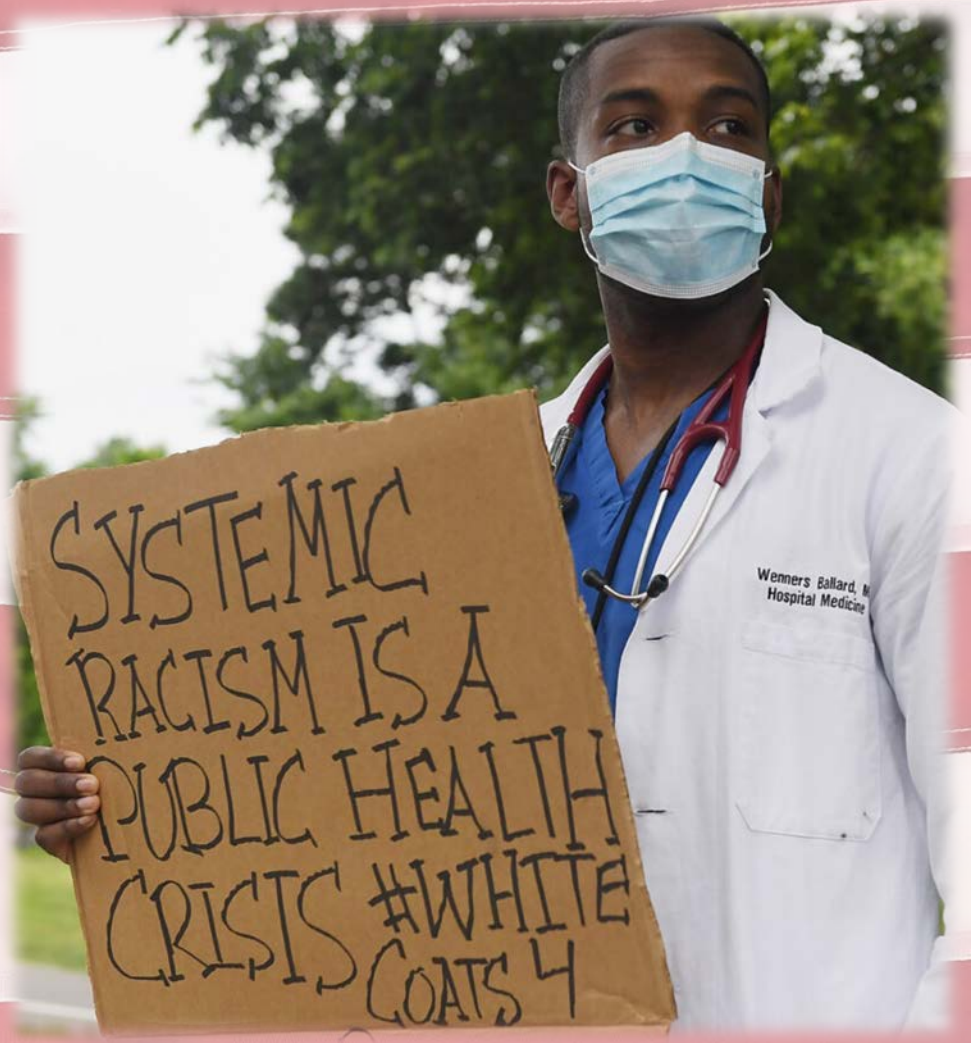
- IPS Racial Equity Institute
- IPS Community Coalition
- Wayne Township Equity Team

Reconstruction of Human Agency

- District Parent Survey and Town Halls, Marion County Public Schools Stand United Video, CDF Freedom Schools, African American-Focused Programs

Construction of Equitable and Socially Just Relations of Power

- Washington Township Beyond Equity Call to Action
- IPS Racial Equity Policy



MICHAEL B. THOMAS/GETTY IMAGES

"Naming Our Reality" in Local Urban Schools*: Realities and Possibilities for All Black Children

Black Students Enter

Stories of Ancestors and Relatives

Songs about **Strength & Success**

Skills for **Negotiation & Inquiry**

Black School Leaders Welcome

Models of **Black Leaders & Experts** on Walls

Displays of Black Student Poetry about **Goals & Strengths**

Encouraging **Anti-racist Stances**

Supporting **Freedom School** & African American-centered programs

Black Teachers Integrate

Integrating **parents & families' expressions**

African American **Inquiry Projects**

Restorative Justice Practices

Thoughtful Dialogue regarding voting & violence

Strong **Content Knowledge** across subject areas

*Observed in local Marion County Schools

Examples of Local Anti-Racist Initiatives

Marion County Public Schools Stand United Video

Pike Township Schools Human Dignity Policy

Washington Township Beyond Equity Call to Action: *It Takes a Village*

IPS Reading List and Equity Institute site

Reflection & Discussion

Take a few minutes to consider **your own individual and collective efforts** to address racism and to **sustain the cultural legacies and talents** of Black children and families.

Also, feel free to **share any ideas** on how we can support each other and hold each other accountable in the **survival and development of our Black children**.

COMMUNAL & ANCESTRAL

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