

Creating Brave Spaces for Community Voices in the Fight for Race and Disability-based Justice in Special Education

Equity Spotlight Podcast Series

Dr. David Hernández-Saca, MAP Center Equity Fellow – Iowa

TRANSCRIPTION

Anna P.: Well, welcome everyone officially. It's so good to see your faces and to share this wonderful space together. I know a lot of us talk all the time, and know each other pretty well, so this is really just a time for us to have a meet and greet [inaudible] to talk about our experiences with race and disability, and how those two connect, and how we can work together to create change in our education systems. So tonight, on this call, we have some advocates statewide. We have some scholars. We have some advocates, we have some parents and students, and just some really wonderful people that all come from such a unique angle, which is interesting. And are also just super dedicated to this work, so we honor everyone's time, we honor your experiences.

Anna P.: And this is very informal right? This is just kind of what we do, for those of us that work together, frequently, is we just kind of talk about what's going on, and how we can work together to create positive change. So, our purpose tonight is just to begin that dialogue, because a lot of times, it can be isolating when we're dealing with these oppressive systems in our everyday lives. So really just getting to know one another, getting to know support systems is a big purpose of tonight.

Anna P.: So, I'm hoping, we can start to just build our support networks, to share our experiences if we feel comfortable, and then, I did, as your friendly MC, just also wanna let you know that tonight we are recording the meeting, and the reason for that is because this discussion, and the points that are made, it's not just going to go poof off into the distance. We want to make sure that we're actually taking these concepts seriously and that we're translating them into policy, into teacher training curriculum, and to things that will

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actually create change so that in our schools 10, 15, 20 years from now, hopefully, things are gonna look and feel a lot different.

Vincent G.:

I can go ahead and introduce myself. I'm Vincent, I went to Carver and then I went to East High School. And now I'm a full-time student at Hawkeye. I'm getting my two-year degree there, and hopefully transferring over to Iowa. I came because I'm interested in this conversation, and I've had experiences kind of dealing with you know, obviously the racial aspect of injustice in the school system, but also the inaccessibility in the classrooms, and, you know, how much being able-bodied or how much being quote unquote normal can make or break someone's entire high school career. So, I'm really interested to talk about that and also see how it translates, or doesn't translate, to being in college.

Jamisia Y.:

Hi you guys. I'm having some issues over here, technical difficulty. Hi, my name is Jamisia Young. I'm a former student of Waterloo School District, graduated from East High, and I'm also a parent of three beautiful young ladies (Jamisia's daughter says hello). I just would like to, I guess, talk about my story in the Waterloo School District. When I was about nine or 10 years old, well, I was about eight, when I was diagnosed with ADHD. And that diagnosis became an issue for me only because I didn't, they didn't really do a good job with early intervention, which is really important for kids who suffer with ADHD. And you know, of course, cognitive disabilities are always stigmatized, unfortunately.

Jamisia Y.:

And so, I just remember growing up and being angry and, and, and sad because I was taken [sic] out of the regular-ed classrooms, and taken placed in a Special Ed class. And there wasn't a good or healthy transition. And about two years after I was placed in Special Ed classes, I was

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suffering with mental health problems, as well as I was being bullied. And at the time, the principal and my teacher was aware of the issues I was having with the student. And their way of handling this constant bullying was duct taping me to this child. And that, of course, as I'm sure you guys know, would be a traumatic situation for a child who was just recently diagnosed with this, you know, cognitive issue or impairment, and also a child who's already suffering with other abuse issues at home.

Jamisia Y.:

So, being duct taped to this boy, and having my mouth duct taped like I was cattle, was to me, I think, the beginning of my interest in fighting and advocating for children of Color. Because, you know, I'm a woman of Color and this young, you know, boy was a boy of Color as well, he was a Black boy, and I honestly know that that wouldn't have happened if we were a different race, and if we were, you know, if we didn't suffer from the disabilities that we suffered from. So yeah, so this, I think, conversations like this, is very necessary. It's important and it gives people like me a space to talk about our traumas, and to come up with a plan to help advocate for children who are, you know, in our shoes or have been in other people's shoes. So, yeah. So, thank you guys for doing this, and I'm very happy to be a part of this.

Anna P.:

I saw a lot of people nodding and really just like feeling Jamisia's energy, maybe relating to her experiences. So, with that, if anyone would like to, particularly parents, students, Black and Indigenous community members on the call, if you would like to, anything's coming up for you that you feel comfortable sharing, we would love for you to, to do so.

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Vincent G.:

I guess that I could share something. For me, with school I struggled with some of the same challenges that Jamisia mentioned. I struggled with anxiety disorders. and then as a result of those being untreated, I would develop depression as kind of like the add-on thing. But it's kind of a well-known thing that if you get diagnosed with one of them, the other one will soon follow because of being untreated, or the stress that comes from being a kid and having anxiety, and not knowing why you can't hang out with the other kids, or why you're having so much trouble in class, or you can't ask the teacher for any help, and things like that. And it followed me until I did get a proper diagnosis, which really took me my entire school career.

Vincent G.:

It wasn't until well within high school, I had a grasp of. I had a number of therapists, and finally got a psychiatrist kind of my junior/senior year. They told me, “Hey you have social anxiety disorder, and also a generalized anxiety disorder” and through talking with her, she kind of was like “Hey, this depression thing isn't the end of the world if we can get the rest of it under control.” And so, I've been medicated, and seeing a therapist, and been on the road to recovery, but I think about how much easier my life is now compared to then. Now that I've gotten the help I needed, and I've also gotten out of a bad home environment. I'm now living on my own, and the drastic change from being in high school and suffering with these things and not really having any advocacy or any resources to get through it, to being an adult and being in college, especially a community college, and having the freedom to choose your schedule, to choose your classes, to schedule appointments with the therapist, make sure you're taking your meds, having a school that cares about you and will reach out to you with a

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plethora of resources, not even just mental health resources but financial resources.

Vincent G.:

If you're someone like, me and a big factor of your anxiety is monetary value, or having enough money in your life, or worrying about bills. And so, I guess the biggest thing I would want to combat, if I would go back in time and go back to high school or even middle school is, we need a lot more understanding teachers, that even if a teacher doesn't know xyz, doesn't know the diagnosis, doesn't know the home situation, doesn't know what's going on with the kid, that they just keep an open mind and an open heart to whatever is going on.

Vincent G.:

And I was a chronic skipper in school, because of everything going on, and I just could not bear being at school for longer than I had to. And so, I would skip school and then turn in all my assignments at the end of the day, or something like that, and it became a huge problem. And although I did have a few teachers that acted as mentors, and understood, and would check in on me and be like “Hey just as long as your grades aren't slipping as long as you're still here the next day.” And then I had a lot of teachers who were not so understanding, and saw me as delinquent, and weren't willing to work with me, or weren't willing to work with me as much as they would work with a white student who was skipping as much as I was.

Vincent G.:

And a lot of people that questioned my intelligence, and my schoolwork because of it, even though I was putting in the work, and I was turning in everything on time. So, you know, it would just be a thing of, I feel like I would have, at least, had a better chance, even with all the factors your teachers can't control, like me being unmedicated, me not having a good

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home environment, me not seeing the right therapist, or psychiatrist. I feel like I would have had better chances if I had more teachers who just put in a little more time to work with me, and understand that I was going against all of these things. And you know didn't hold it any of it against me, cause as a child it can feel really sad to be dealing with all these things, and even if a teacher doesn't know or you've told the teacher, and they're like "Oh you can't use that as an excuse" or "Oh you can't let that hold you back" or "oh it's just another thing, you're stronger than it" and da, da, da, da, da. And so, it would just be better if teachers were more equipped to help students.

Karen T.:

I have a question for both Vincent and Jamisia about the things that you've shared so far. Because one thing that I think is an intersectionality between disability and race that we see or hear about, or I think I'm seeing or hearing about it, but I'd like to check my understanding on that and see if it's also what you feel like you experienced. Is, you know, we hear all the time, the overrepresentation, the disproportionality of people with racial and ethnic differences in special education, right? Or people of minorities in special education. And not that, and I'm not saying that isn't the case that, there's data all over the place, obviously that's the case. But I don't think that's the only problem, because I also work with so many families who say, wasn't identified, wasn't identified early enough, or if I was identified, I was wrongly identified in terms of what I needed to really help me. And I think I hear you both talking about that, and is that, am I on, on par about that?

Vincent G.:

I guess I could say that, yes, in the sense of, it is very hard to get diagnosed, and it took me a lot of years; partially because I had a parent who didn't believe in getting diagnosed, and also, just was the type of parent to let you struggle and hope that you come out of it stronger. And

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sometimes that's just not the case with disability at all, or you know, mental illness. You can't just let someone struggle, and struggle, and struggle, and expect them to magically be better without medicine, or working at it, or therapy. And so, I had a parent who was overlooking it, and then in the school system, I had teachers, and educators, and principals, and people that were in charge of attendance, you know overlooking it, besides like “Oh this student seems like a good student, so I'm going to check on them, and make sure that I am doing all I can for them,” or “I'm not going to label them a delinquent for skipping, and I'm going to do the work to find out why.”

Vincent G.:

Whereas children of Color, and you know, especially like non-English speakers or things like that, they're kind of just given-the delinquent role or the, you know, a misdiagnosis. And I've heard millions of stories, from my friends that I went to school with, we've been separated for a couple grades because a child of Color would be acting out in school, or wouldn't be focusing, or just wasn't getting along with the other kids. Be it racism from your classmates, or just at home situations, or just, you know, undiagnosed things. And they'd immediately make them one of the students that had a slip that they'd carry around, and their teachers would sign and write notes on their behavior, and say if they had been bad in class or not, and they'd have to turn it in to interventionist.

Vincent G.:

Or they'd have in-school suspension every single time I saw them. Or they'd have an officer with them, or have a program to keep them in line because teachers just saw a difference and went, “That's a bad kid” or “That's someone who doesn't know how to act right or needs to be corrected.” Instead of “Oh, this is someone that's struggling with something, possibly a

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disability or a learning difference that we're not addressing," or "someone that needs help at home."

Vincent G.:

Because I feel like the, when you look at people who are corrected instead of helped, it is mostly kids of Color that end up getting the correction, instead of the help. And, in my case, I feel like this is the way it is for a lot of, at the time, Black women. It was an ignoring thing if they're not correcting you as much as they are, like, Black men. I'd see a lot of Black boys be treated that way. But for most women of Color you just get ignored, you get filtered through the system, you get neglected. They just don't care, so you don't get harshly corrected, but you also don't get any help. You basically just struggle, and struggle, and struggle, and they hope you come out of it.

Vincent G.:

And if you don't, then they start paying attention, and it's kind of a toss in the air of "You're not trying hard enough," or "You're bad." And in my case, you know, the skipping thing, I got ignored, and you know, nobody really cared because I had good grades. And nobody really looked into it, because they'd see me like once in the hallway, like one week, and they'd be like "Oh so you are coming to school sometimes." But if someone had at least asked, or checked up on it, more than like one teacher, probably two in the last few years, that I was there, it wouldn't be such an issue, is the thing. Yeah.

David H-S.:

I do want to maybe start my reflections about that. When I introduced myself, I didn't necessarily like come out as also being a product of special education myself. Being a student who was labeled as well, so I think, I think that's really important for me to put on the table. When I was

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immigrating to the US in the 1980s, with my family from El Salvador, I developed the high fever, and develop convulsions and seizures, and, eventually, when I was in Special Ed, or when I was in school, I was diagnosed with an auditory learning disability.

David H-S.:

I'm cognizant of my positionality of my pigmentation, the ways in which perhaps, I experienced Special Education, be it, you know within the Latinx community, and Palestinian, and El Salvadorean. But in the Latinx community, there's a lot of colorism, as well. And so, you know, the my own reflexivity about pain and privilege I write about, I share, I come out to my students, you know every first week of school, so they know the foundations from which I'm coming from in regards to it, current issues in special, in Special Ed, and in education around educational equity.

David H-S.:

And so, the conflation, the confusion of race as disability, and disability as race, has been a problem since the 1960s in the desegregation of schools. And there is work regarding the racialization of disability, but I want to touch on something that, right, the reauthorization of the Individuals with Disabilities Education Act of 2004, has this kind of like top-down, I think it's really, one theme I'm hearing is, you know, what is coming from Washington at the Federal level, but what is happening on the ground, with our Black, Indigenous and Youth of Color at their intersections.

David H-S.:

And so, I think it's really important to, for me, as a teacher educator, to orient our white females. Because all of my students are white, the majority, maybe one African American, one Latinx student every semester. And so, that is really important, to put race on the table. Race matters. Gender matters. Language matters. Identity markers matter in the wellbeing, in the

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psychological and sociological wellbeing of our students. I tell my students that we want to be psychologists, but also sociologists about the social imagination about how race impacts Black and Brown bodies in schools, in their construction of their sense of self, in relationship to learning contexts, such as reading, writing, doing mathematical calculations or whatnot. But we don't do a really good job as teacher educators, in terms of our programming of our own teachers, to care. I think we need to do a better job at understanding that that comes first.

David H-S.:

I was just in a meeting with the Democratic, the Democratic Caucus of Minnesota, because I have a new, I have a new relationship with a colleague who is an autistic woman in Minnesota. And in that context, because of Amir Locke's murder, right, within Minnesota, a lot of the community members were saying that within Democratic Party, how the, the Democratic leadership makes them feel matters, number one. And I think that's what I'm hearing you say as well, Vincent, in terms of, "Does this teacher care about me as a human being, holistically," right? And I spend a lot of time talking with my students about effective intersectionality, meaning that intersectionality, one's identity markers, are not outside of how they feel about who they are, and their ontology, their way of being, and their, their epistemology, their way of knowing.

David H-S.:

Their bodies, their minds, their way of learning is part and parcel of learning contexts. But, I get a lot of pushback from my white female students in my evaluations as well. Where they say, "Well, why are we talking about race? Why are we talking about culture? I thought this was a special education class." So, I think it's a contested space because policies and practices have not, have not anchored race conscious, identity conscious policies.

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And so, they're inculcated in a particular way of thinking and feeling about being a teacher. Their own identity is not oriented to such, having their antennas up, to some of the things that you're talking about, Vincent.

David H-S.:

And so, I think this is crucial to, and it's a moral imperative, because if we don't foreground that in the orientation of our future teachers, issues of disproportionality. And so, it's important to have an effective term, an emotional term, within policy so that we anchor these issues from students' voices, from community members' voices, in order to reimagine what counts as education, and policies and practices, that is dialogic, right? That is not necessarily one in which the traditional status quo of what school looks like, sounds like, feels like continues, because we know it's steeped in white supremacy. And we feel that, on a daily basis.

David H-S.:

And if we are not allowed to even talk about that within school contexts, which is what's happening right now with the anti-Critical Race Theory wave in the legislature in Des Moines and other and other state capitols. It's so important to, to understand that we actually come from a legacy of the Civil Rights Movement. We come from a legacy of the Disability Rights Movement that identity matters. Not in a [sic] Oppression Olympics, as if my own suffering is, is, is more than yours, right? But in a way that can hold people's humanity before we act, basically.

David H-S.:

And I spend a lot of time doing that juggling with my pre-service teachers, so that we can get an orientation to these different intersectionalities, because there's a lot of work within the law about abstraction of bodies, right? Like we have policies and practices, or dilemmas of practice, such as disproportionality, of more historically marginalized students in Special Education when they need help, right? But, and, and I'll be quiet after I say

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something, one more thing, is this notion of like, since the, the reauthorization of IDEA, students can be given help without getting a label.

David H-S.:

Because we know the impacts of labeling, and so I'm like, "Oh my God, I want to make sure that my teachers know the consequences, the unintended consequences of labeling," and have them be oriented to the technicalities of the law, but at the same time, to be those co-conspirators, boots on the ground or whatnot, I don't like military metaphors, but so that we can have a language of that different yield, that their skills, knowledge and dispositions are anti-racist.

Vincent G.:

Another thing I would like to add to the discussion is thinking about everything that's been shared, and thinking about, you know, a teacher's role to care about their students. And coming from a standpoint of negligence. I also think we have a problem of teachers, and even administrators in schools, being invasive, and always invasive in the wrong ways. Or always there for something that doesn't matter. I had teachers that would ban people from brushing their hair in class, or ban girls from putting on lip gloss. Or publicly humiliate them in the middle of class and go like "Oh this isn't a beauty salon," or "Oh, do that at home" or blah, blah, blah, blah, blah. They ban people from wearing du-rags, from wearing scarves. You know, just with all the legislation and discrimination against people wearing dreadlocks, or having braids, or wearing their afros to school.

Vincent G.:

And then growing up as an LGBT student myself, everyone's concerned about where you use the bathroom, everyone's concerned about splitting their classes up into boys and girls, and then making a whole spectacle of where you're going. And just want to know your business all the time about

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what you're doing. You know dress code, students have been fighting against dress code since before I even hit first grade. And, you know, it's just a lot of stuff that has a lot of time and energy dedicated to it, from administration and from teachers, and it definitely is a thing about power, and about humiliating your students, or knowing everything about your students, or you know, getting them to behave in the ways you want them to.

Vincent G.:

And I can think, the biggest example of that is gym class. And we talked so much about cognitive disabilities and mental illness and stuff, and how hard it is to navigate the school system with that, but I always thought, like, I could not even imagine what it would be like if I had grown up with a physical disability. And I say this because, even in my gym classes in high school before I finally opted out of them, which I think is, you know, a whole nother [sic] thing in itself because, why should a student have to be smart enough to opt out of a gym class and not have to take it? By taking all these extra classes, and making gym mandatory in the first place. But, all the mandatory gym classes I had, they were very unwilling to work with you in any way, shape, or form. They just wanted you to do what they had on their clipboard, and do what they were being told that you needed to do, all the requirements needed to hit.

Vincent G.:

There were multiple times in gym classes, where we'd be weighed in front of the other students, and they'd say it out loud. Or they make us do the FitnessGram Pacer Test, and make it a big deal about who wasn't running as much as the other kids. Or they make you do stretches in front of everyone. Or you'd get a horrible grade if you didn't participate, and that's been the same way, every gym class I've had, if you don't participate, you

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get an F. They make you walk laps, and if you don't walk the laps you get an F. If you don't participate in kickball and in the sports you get an F, and you can't really negotiate your way out of that. And obviously, as someone who kept skipping school, and partially wouldn't be there for the gym classes, but also someone who didn't really have the energy to participate, didn't want to, and also didn't want to subject myself to the humiliation of gym class, and the whole dress code thing, and just Americanized gym class situation, didn't want any part of it.

Vincent G.:

And I just keep thinking to myself, “This would probably be hell on earth if I had any type of physical disability or impairment, and was forced to still meet all of these requirements.” And I just think about, you know, attendance is a big one, because I know a few people with chronic illness, a few coworkers who struggled with it, and also a few classmates now in college that struggle with chronic illness and chronic pain, who can't be there, or have their classes online for a reason, or need extensions, or need their deadline waived, because they just can't do it.

Vincent G.:

And the way that people crack down on attendance and label people delinquent, or label them as “someone who doesn't care about their future.” And it's just not that many teachers or administration, or really anyone in a place of power, considering that some people just can't do it without the right tools and accommodations. And the help that they need, and not everyone is able bodied, white, perfect grades, can do xyz, and fit into the cookie cutter structure of school, because everything is so standardized. That's like everything, like testing, gym class, everything needs to be a certain way for you to pass, or a certain way for you to stay out of trouble and it's just not realistic.

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Chatara M.: Vincent for sharing that. One thing that stood out to me as an educator is, like, the Universal Design Learning is this concept that, you know, as instructors we go in creating curriculum and creating our courses to be equitable for all students. You know, so when we're creating our syllabus, when we're creating our curriculum, we're thinking about the single parent, we're thinking about the person with physical cognitive mental health. We're thinking about all of these things, whether they belong to us or not, whether we identify with those identities or not, so that when students come into our classrooms we're not trying to get ready to accommodate them; we've already structured it into our system that they're coming into.

Chatara M.: So, as this idea, I think, David talked about. Where was I going with this? This idea of just being ready and being empathetic. That's the thing: being empathetic. Being empathetic towards students, but also looking beyond ourselves. And I think intersectionality is really dope when it comes to that because I have students and adults just do this exercise. Like number one as instructors, as advocates as anyone in your community, you have to be able to identify with your own identities first so that you can understand where you could be blind, or where you could be potentially not seeing the full picture.

Chatara M.: And then, once you're able to do that, you're able to accept that and start becoming more aware of, “Where my blind spots,” or “Where are spots where I’m not fully thinking about that because that's not identity, or that's a privilege that I have, that I don't have to think about that?” Like, for instance, I’m a single woman with no children. And I had to think about that constantly: how are my policies in my class not conducive to the

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successfulness of students, because I'm not thinking about that on a regular basis? Or how are my materials in my classes not very productive or effective for my students, because I don't have any type of impairment that would be a barrier for me?

Chatara M.:

So, when we talk about intersectionality, and this empathy, I feel like they are very much hand-in-hand together. And, as an institution, whether it's on a macro level like this whole big scale of things, we can do this one-on-one as individuals on a smaller scale within our classrooms and with our students. And it really just depends on how much you want to lean in to get to know your students, individually and as a class. And that's how you create that culture and those safe spaces that teachers, social workers, nurses, community members, parents, you are making a conscious decision to lean in and say, "What are my identities, and how are they interacting with identities of my students, and where, is there a gap?" And, "How can we implement resources that provide a safe space for all students in our classroom that edifies and celebrates uniqueness and differences, but also find common ground amongst each other?"

Chatara M.:

And one thing I would add to that is that the cool thing about intersectionality, when you talk power privilege, is understanding that that changes according to context, and according to how you're navigating in certain systems. So, I believe what's really important is also teaching our students, and our community members, and our parents how to navigate that process. I always use the example of myself. When I was teaching, I had legitimate power in my classrooms: I create the curriculum; I create the blueprint. I tell you when things are due, and how it's gonna be done, and

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xy and z. But when I go into that board room with my peers, that's very different. My power is not the same in that setting as it is in the classroom.

Chatara M.:

So, helping teachers and students know what that looks like, and how to navigate, really sets a good example of how to navigate the real world as well. So, understanding that, what, like, code switching is and things of that nature, and why people do those things, is because of, you might have power in one setting, or privilege in one setting, and then when you go into another, that it's not the same way. How do you adapt to those things, and still keep your power, and still know how to advocate on behalf of yourself and others without minimizing the situation, or dismissing whatever topic is being talked about?

Chatara M.:

So, I do agree, intersectionality is, yes, it's identities, it's power and privilege. But I think, in essence, there's power in that itself. Understanding that teachers, social workers, and other social servants, that you need to leverage your power in the places you have power. So that you can give an opportunity for BIPOC, or other marginalized populations, to have a safe space to then also leverage their power. And I feel like by that example, you give people who have way more privilege than you, who are presidents of a college or administrators or superintendents, to say, "Now it's your turn to leverage your power, to give space for people who don't have power in these settings, and move out the way."

Karen T.:

I was at a presentation earlier today, listening to Derek Willis. I don't know if any of you know Mr. Willis, he's a, the Director of Centers for Disabilities and Development at University of Iowa, which is Iowa's University Center for Excellence in Developmental Disabilities, or what's called USED's

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around the state. And originally from Kansas City USED, so brought a lot of experiences from there to Iowa. Didn't expect to become the Director, and is now. And he's a Black man, and in a leadership role in disabilities across Iowa, and very much swimming upstream in terms of some of the things that he's trying to help put into place.

Karen T.:

And he spoke about moving from safe spaces to brave spaces, and that's what I hear you talking about. And went to his presentation, 289 people were at the point, that when I saw the presentation get as high as it, as it could on the Zoom, from around the globe, listening and chatting in. Most of them people of Color talking and making comments, "There is no such thing as a safe space, so we need to have brave spaces." And what does it mean to have a brave conversation? And how do we keep it as safe as we can, while we be brave? And how do we learn what it means to do that? What's the context, and the pieces that come with having the difficult conversations that we need to have about where things are, and how they got there, in order to get them somewhere other than where they are?

Anna P.:

Thank you so much everyone for sharing your very powerful experiences as educators, as learners, as community members, as advocates. It's just an honor to know each and every one of you. And I have so much love and respect for each and every one of you. And I do feel like we could do this all night, but I know we're coming up on probably a time when many of us need to do other things. I'm looking at some of your faces, and I'm like, "Did you eat today?" So, you know who you are. I appreciate us talking about how we can support each other. And like we said, this is not a one-and-done, see ya bye kind of situation. The way that we fight against these systems of ableism and white supremacy, one of the many ways that we're

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gonna do it is together, by caring and loving and supporting one another. And so now, we are building this network of support. We are speaking out by being on this call. This is a publication. So, everyone who is here, has been a voice for change, and has shared your experiences on a platform that will be used to impact teacher training, teacher curriculum, and policy. We have so much power together, and each one of us, our experiences and our identities, and our dedication to this work, is such a gift.

[End of Audio]

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