

SOCIAL JUSTICE FRAMEWORK

Unit 4 understands social justice as a continual commitment to thoughtfully consider and actively challenge societal norms that privilege some and not others.

STEP 1. Identify the issue: _____

STEP 2. Identify the parts of the system below that are affected by the issue.

Athletics/Extra-curriculars	Grades	Parent/Family Involvement	Student Attendance/Participation
Curriculum	Human Resources	Scheduling/Calendar	Transportation
Discipline	Instruction	School Life/Culture	
Facilities	Nutrition	Special Events	

STEP 3. What is the goal?

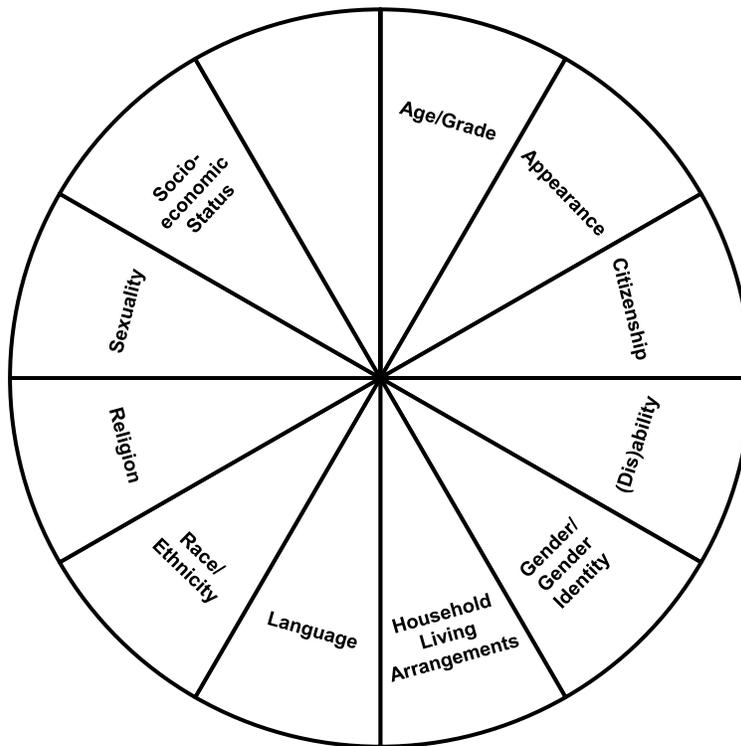
Consider the parts of the system affected by the issue when answering the questions.

What are we trying to get done? What do we want for students and/or families? Why is it important? How would we know we have effectively provided that service?

STEP 4. Who benefits? Who is marginalized?

Consider the categories on the wheel and how they overlap when answering the questions.

Who has access? Who's informed? Who's engaged? Who's learning? Whose concerns are considered important? Whose strengths are drawn out and/or recognized? Who can't get access or isn't interested in access? Who is explicitly or implicitly discouraged from participating? How so? Who's uninformed? Who's not engaged? Who's not learning? Whose strengths are not being tapped? Who's left out of decision-making? Who's considered a burden?



STEP 5. How could we be more just?

Consider which part(s) of the system should be tweaked or transformed when answering the questions.

Should we adjust our goal? How so? Is this a policy change or a culture change? What new organizational structures or mechanisms need to be put in place? Who should be involved in making it more just? Who will have to give up some control or status?

For additional considerations and an example, please see back.

EXAMPLE

1. Identify the issue: REGISTRATION

2. Identify the parts of the system that are affected by the issue.

Athletics/Extra-curriculars, Facilities, Human Resources, Nutrition, Parent/Family Involvement, Scheduling/Calendar, School Life/Culture, Special Events, Student Attendance/Participation, Transportation

3. What is the goal?

Consider the parts of the system affected by the issue when answering the questions.

- To increase facility accessibility
- To be effective and efficient
- To involve as many families as possible so that no kids miss school
- To create times that are available/accessible
- To provide services that are free/accessible/convenient
- To include everyone
- To maintain privacy and dignity in signing up for free/reduced lunch
- To strive for full participation—pride in school community (collect all physicals)
- To provide information to all about special events—good PR/communication
- To create a positive experience

4. Who benefits? Who is marginalized?

Consider the categories on the wheel and how they overlap when answering the questions.

- Socio-economic Status: People with cars/who can take off work/who can pay fees benefit; those who can't/without, do not
- Citizenship: People with IDs do not have a distrust/fear of institutions; those who are undocumented, may
- (Dis)ability: People with access are engaged; those without, are not
- Gender/Gender Identity: People whose identity is gender conforming benefit; those who don't may be implicitly discouraged
- Household Living Arrangements: Who's your "guardian"? Less convenient for people with time constraints and day care needs
- Language: English-speakers benefit; people of other languages may be marginalized
- Race/Ethnicity: People who look like those working the tables benefit; others may be implicitly discouraged
- Sexuality: People with traditional marital status benefit; those in non-traditional relationships may be marginalized

5. How could we be more just?

Consider which part(s) of the system should be tweaked or transformed when answering the questions.

- We could think about the experience for families in addition to just getting it done
- We could register online or all kids at one school regardless of which schools they will attend
- We could add transgender or other to gender
- We could add "partner"/spouse
- We could have translators available
- We could provide day care
- We could staff registration with a diverse group of people
- Those with privilege would have to give up status
- Those with power would have to give up control

ADDITIONAL CONSIDERATIONS

STEP 3. What is the goal?

Consider the parts of the system affected by the issue when answering the questions.

Why is it worthwhile for all students and families to participate? What services are we trying to provide – academic, social, emotional, cultural, sociopolitical, some combination thereof?

STEP 4. Who benefits? Who is marginalized?

Consider the categories on the wheel and how they overlap when answering the questions.

Whose kind of engagement, learning, or fun is considered acceptable? Who has traditional forms of power like authority and decision-making? Who's doing all the talking? Who's considered smart? Who is "on stage" or somehow honored by the event? To which participants' physical and mental well-being does the decision/event contribute? For whom is this easy or convenient? Whose privacy is respected? Whose time is valued? Who is not reflected in the event? From which participants' physical and mental well-being does the decision/event detract? For whom is this difficult or inconvenient? Whose privacy is compromised? Whose time is wasted? Whose ways of engaging, learning, or having fun are not acceptable? Who's remaining silent?

STEP 5. How could we be more just?

Consider which part(s) of the system should be tweaked or transformed when answering the questions.

What assumptions are embedded in the ways we answer the questions above? What existing policy or past practices are shaping our current practices? How will we know we're making progress? What will we do if we're not making progress? Who will be accountable, and how so?