



❖ Description of the scenario

In March 2020, Jet is a 14 year old African-American student at Golden High School gets in trouble for not having his zoom camera on during English class. In a meeting with his parents, the principal, and his teacher, Mr. Sands (his teacher) mentions the online etiquette policy states “that students are required to have their cameras on at all times throughout the duration of the class. He also stated that each time a camera is off, he will deduct points for participation with the exception being if the camera is off due to technical difficulties or an emergency. If that is the case, students would need to justify it by contacting him.” Mr. Sands brings out the syllabus and points to the policy in the syllabus, and shows the email on his laptop that was sent home to families outlining the policy two weeks ago. The teacher explained it is difficult to make sure students are understanding the material, are engaged in the class, or to create a sense of community in the classroom. Having the cameras on is a pedagogical necessity for him to be able to do his job in this online environment.

The parents claimed they never received that email and that a letter should have been mailed home or the school should have called in order to make things fair for all families. They also questioned the policy, stating it is not a fair policy to all students. They reiterated that “Jet is a good student, has had no late assignments and is always engaged with his peers in class verbally and via the chat”. The parents stated that they do not think it’s fair that all his hard work is being affected due to not having his camera on.

❖ Which amendment and case is relevant to the scenario and why? *Connection (IR2)*

14th Amendment “All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. **No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States;** nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

"No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States."

The way I see it, the teacher was enforcing a law that students need to have their cameras on does "abridge privileges and immunities" like the amendment states.

Even though it's not a search, a student enrolled in a school doesn't give the school the right to see inside their house/room through a zoom camera. You also need to consider relationships, as the school is a non-profit that's supposed to put education and student success first...it would be different if it was a job and students were being paid. Then we could withhold salary if their cameras weren't on and it wouldn't be a violation.

❖ What steps would you take to address the scenario and why? *Connection (IR2)*



- I will conduct an empathy interview with the teacher. I would open up with a very open-ended question, "what is going on" or "tell me about the situation". I would follow up with more specific questions such and ask him "what made him create this point deduction system?" I would also ask "if his norms were created collectively or if it was his norms?". Based on what I read, I would ask him "how the student was doing in the class", "if his assignments were getting turned in on time", "if his work was grade level", and how the two were then connected meaning if everything is going well, why does this continue to be a point of contention for you as a teacher?
- I would also speak with the student asking him to tell me how it is going with this, how are you feeling, why he doesn't want his camera on, I would also ask him what he wanted out of this conversation and out of this situation. I would also listen to the parents concerns etc. I would ask parents if they wanted to speak with the teacher with me or by myself and I would also ask them what they wanted out of this, what would the best outcome be. I would probably do a restorative circle because it seems like a hostile environment and again moving forward is what we want and what could the best outcome be for all involved.

- ❖ What conversations would you prioritize having and with whom? *Connection (IR2)*
 - Conversation with the student as to why his camera is off.
 - Conversation with the teacher as to the reason behind associating having a camera on with participation points.
- ❖ Which equity issues were raised in your assigned scenario? *Reflective Practice (IR1)*
 - Disparity due to low-income families afraid to show what is in their backgrounds.
- ❖ How do the action(s) you chose support equity in this fictional school? How do they perpetuate particular inequities? *Reflective Practice (IR1)*



- I believe that through the approach of interviewing the teacher and the student, equity is fostered in the sense that it creates self-awareness. It offers all voices to be heard and share their perceptions, experiences, and meaning of this situation. Through this process, we must acknowledge our personal biases and seek to understand people with different experiences. It also establishes culturally responsive teaching with an understanding of the intersections of race, ethnicity, gender, sexual orientation, religion, socio-economic status, and being able-bodied. Lastly, it promotes community involvement with the school, the student, and his family. If interviews are the end result, I am perpetuating the inequities by not naming or calling attention to the teachers' acts. Furthermore, I am not opening dialogue to what implicit biases the teacher exhibits and how to address them.



In this scenario, the implicit bias I am holding onto is the attitude and stereotype that is unconsciously affecting my perceptions or beliefs about an individual based on their race (the teacher). With that being said, the stories we make up about people before we actually know who they are stand in the way of our trust in them and building an

authentic relationship. Therefore, in order to break down inequities in my implicit bias, I will need to make sure I listen to all voices. This will allow the opportunity to bring awareness and replace biases with receptive listening and affirmative thoughts. That is how I feel my decision-making was impacted.

- ❖ What restorative practices can be implemented in order to address this issue proactively, retroactively, or both? *Reflective Practice (IR1)*



- I believe having a family conference would give an opportunity to address this issue properly and proactively. This process will also allow space to better understand the root cause of the student's behavior and also help repair the damages caused by the student-teacher relationship and the teacher-parent relationship.