

## Purpose:

### ❖ This study seeks to examine:

- Legacies of settler colonial and white supremacist ideologies, policies and practices in the U.S. education system.
- Illuminate the experiences of Black, Indigenous and People of Color (BIPOC) specifically students.

## Preliminary themes:

**Social Policing In Schools**

**Need for Connection**

**Self-Advocacy**

## Background:

The literature indicates the strict use of only western-centered ideas and perspectives.

Exclusion of non-western knowledge is an inherent part of the education system that exists today.

## Research Question:

How might the legacies of settler colonial and white supremacist ideologies, policies and practices in the U.S. education system influence the contemporary experiences, opportunities, challenges and acts of resistance of Black, Indigenous, and People of Color educators and students in the U.S. education system?

## Methods:

For this study, semi-structured interviews will be used to explore the experience of BIPOC students in the education system.

## Data Analysis:

**Line-by-line coding:** Concepts and segments are moved into categories to identify common themes (Merriam, 2016).

**Member Checking:** To explore the credibility and accuracy of participants' experiences (Merriam, 2016).

## Quotes From Participants:

Unfortunately, there is machismo in like traditional Mexican families... and I feel like there could be a shift for students if they saw teachers who looked like them.

I felt in danger. There were a few times that I got threatened by my peers.

The entire syllabus was about white middle class people... I called it out, so I told her how I felt about it. She denied everything.

She placed me in a lower math class and I just hated that, You know? I had to take additional math just 'cause. she didn't offer that support.