BOARD OF TRUSTEES PRESENTATION

Focus: CSG Work on Equity, Anti-racism, & Anti-bias 2021-22
June 1, 2022
Sandra Fritz & Jose Mane
We change the world one room at a time. This room, today, becomes an example of the future we want to create. There is no need to wait for the future.

Peter Block
Agenda

1. CSG structures
2. Three committees, process, & accomplishments
3. In depth committee work: process, documents, & achievements
4. Looking ahead
Grounding equity work: consistent structures

**Norms:**
- revisited norms in every meeting

**Outreach & Accessibility:**
- prioritized ensuring voices of all stakeholders (translations)

**Protocol Driven:**
- used SRI protocols (connections)

**Collaboration space:**
- all stakeholders worked together in the committees

Build Community
Committees: based on CSG priorities

- Curriculum & classroom practices
- Committees: Connecting to TRCS equity mission statement
- Under-represented voices*
- Representation & literacy

* Boys and young men of color; gender
Committee connection to TRCS Equity Mission & accomplishments

Built on last year’s work and creation of 3 committees

Committees outlined one actionable goal to focus on this year and outlined steps to move the work forward

Created a process and structure across committees to build momentum and support progress
What we did

Developed a 3-part Professional Development series to support teachers on Culturally Responsive-Sustaining Unit Design: school-wide teachers re-designed a unit and aligned it to the NYS CR-S Frameworks.

Conducted a MS student survey and received recommendations of high-interest books so students feel more welcomed and affirmed.

Created an index of K-12 resources-books and films that highlight historically underrepresented identities to share with teachers for their lesson plan and libraries.

Researched mentoring organizations for young men of color and outlined future initiatives to support and expose them to diverse opportunities and options available.

Student Leadership
In-depth Committee look: Process & Documents
Curriculum and classroom practices: professional development 3 part series on CR-S, January - May

- Best practices & needs assessment (schoolwide and individual)
- Drafted a unit incorporating best practices and resources
- Carousel feedback and teacher sharing
Examined Best Practice for CR-S Curriculum Work

Review: best practices from last session

Highlighting traditionally silenced identities & multiple perspectives

Re-envision assessments
- Utilize student datasets and assessment measures that reflect:
  - Learning spaces
  - Modalities
  - Demonstrations of proficiency

Curriculum connections with students
- Youth culture
  - Pair traditional curricular content with digital and other media platforms that provide current and relevant content from youth culture.
- Daily lives
  - Connect instructional content with the daily lives of students by using culturally specific examples (e.g., music, movies, text) that tap into their existing interests, knowledge, and youth culture.
Teacher Needs Assessments & Unit Revision: strengths & gaps
Sample CR-S unit work
Rethinking The Outsiders
By S.E. Hinton
Published in 1967
Considered first YA novel

- Widely loved by students; socially insightful and problematic at the same time.

- **Representation**: all white characters, focuses on class, poverty; oppression of “Greasers” by “Soc’s”. Set in Tulsa, Oklahoma. Written by a 16 year old girl; published under ambiguous name!

- **Problems**: sexual harassment, use of derogatory term for Native American people; seems to present an “all-white world” in a country and area that is not.

- **Solutions**: Read the book, allowing its strong points and enduring relevance around class conflict and coming of age to shine, but approach its problems with critical research questions.
Students will research critical questions alongside reading the book.

- What does this book (its characters as well as S.E. Hinton’s story) show about gender dynamics in 1967? What else can we learn about the issue of women’s rights at that time?

- What does this book say (or not say) about race? What can we learn about the setting of the story by researching black history and race relations in Tulsa, Oklahoma? (hint: Black Wall Street and the Tulsa Race Massacre)

- What can we learn about indigenous history in Oklahoma? (Hint: tribal lands in Oklahoma)
Three Best CR-5 Practices

1. Continuation of the traditional Pi-day practices (Discovering Pi and Pi digits recitation)
2. Incorporating Black mathematicians in celebration of Black history month.
3. Circles around you and its significance (ex. historical landmarks/personal connections)
2) Incorporating Black Mathematicians in the celebration during Black History Month

1. Groups research about a famous black mathematician.
2. Make a Poster with 3-5 bullet points about the person’s contribution.
3. Gallery String was displayed for the whole month of February in school’s stairwell.
4. Each day, a mathematician is celebrated during DO NOW.
3. Circles around us and its significance (landmarks & personal connections)

1. Groups research about famous landmarks or symbols in their native country and its significance
2. Show and tell in class.
3. Compare circumferences and area of these circles. What patterns or generalizations can we make about them?
Focus: how can we create resources that are more culturally responsive, diverse, and inclusive K-12?

Curriculum Spotlight: Creating an index of books and films that are culturally inclusive, diverse, and inclusive
Resource Index highlighting historically underrepresented identities: films & books

Elementary School

MS School

HS Films
Representation & Literacy: MS Survey and Outcomes
Representation & Literacy
At The Renaissance Charter School
We decided to take a closer look at what books students at TRCS enjoyed reading and why. The natural next step was to ask what types of books students would like to read in the future, as well as ask for their input on which topics they would like to learn more about.
How did we do this?

**WHO:** Middle School students at TRCS

**WHAT:** conducted surveys on books they enjoyed, genre, why they enjoyed them, what is lacking, and book topics they would like to see in the future
What topics would you like to see more of?

1. LGBTQ+
2. Different cultures
3. African American characters/figures
In closing...

We have a responsibility to our students and school community to make sure they FEEL and are represented. These surveys provided us a glimpse of what WE can do to make this happen.

Next steps: share findings with classroom teachers and for future book orders.
Leverage Underrepresented Voices: Boys & Young Men of Color/Gender Issues
Main focus and objectives

- More representation and collective work and community-based programs for LGBTQ+ youth.
- Access to different professionals and mentorship for boys of color.
- Utilize the Leadership Program to help further Student careers and understanding of career opportunities in NYC.
We chose to focus on:

Access to different professionals and mentorship for boys of color. Because:

- High need group
- To raise self esteem
- Support with academic skills
- Expose them to people and supports in careers they otherwise may not have been exposed to.
- Expose them to diverse opportunities and options that may be available to them post high school
Research: organizations that foster conversations on identity and power, and provide opportunities to leverage underrepresented voices

Call to Men Program:
A call to men: We work to transform society by promoting healthy, respectful manhood and offering trainings and educational resources for companies, government agencies, schools, and community groups.

The Brotherhood, Sister Sol:
With a focus on Black and Latinx youth, BroSis is where young people claim the power of their history, identity and community to build the future they want to see. Through unconditional love, around-the-clock support and wraparound programming, we make space for Black and Latinx young people to examine their roots, define their stories and awaken their agency.

South Asian Youth Action (SAYA):
SAYA is a youth development organization providing accessible, safe, and culturally affirming year-round programming to New York City students. We would like to start a SAYA chapter at TRCS
Suggested future initiatives

• Create partnerships with previously researched organizations

• Create our own Big Brother, Big Sister Programs

• Establish an Alumni of Color Program

• Hire/train a Coordinator/Community Liaison to support these initiatives
Looking ahead

1. Conduct a new needs assessment to determine next steps for the committee work & PDs
2. Continue supporting teachers in aligning Curriculum & Classroom Practices to CR-S Frameworks
3. Begin outlining & implementation of a selected initiative from the committee Leveraging Underrepresented Voices: Boys & Young Men of Color/Gender Issues
Excited for next year!

Thank you!