



# 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)

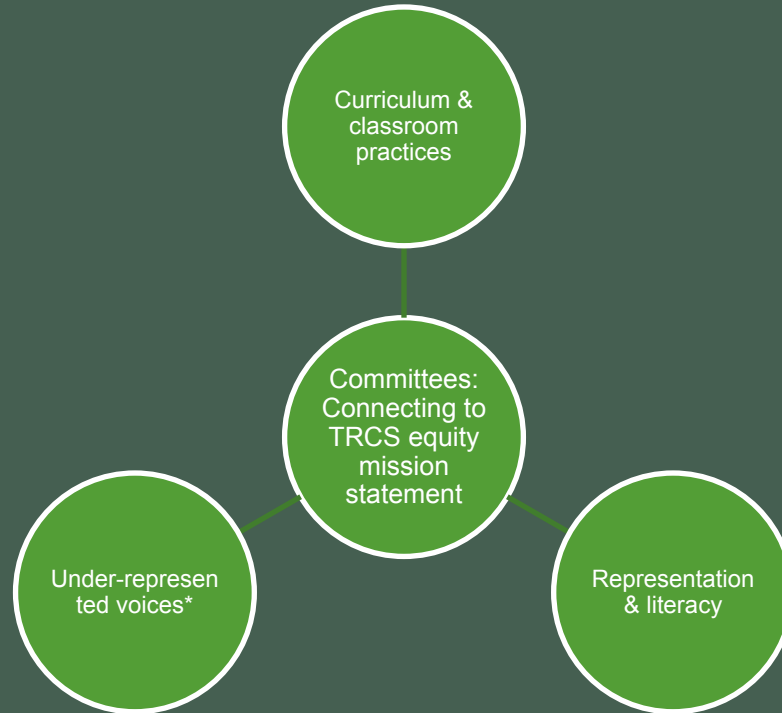
## Collaboration space:

all stakeholders  
worked together  
in the  
committees



**Build  
Community**

# Committees: based on CSG priorities



\* 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

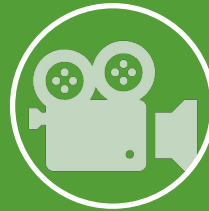
Student  
Leadership



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



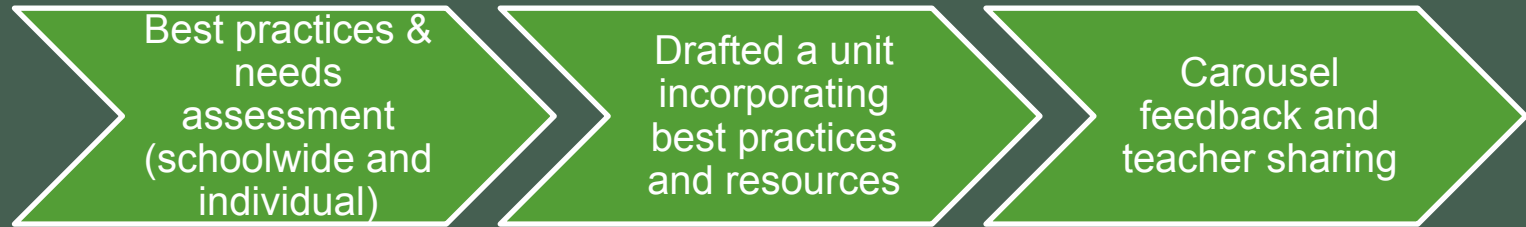
Researched mentoring organizations for young men of color and outlined future initiatives to support and expose them to diverse opportunities and options available



# In-depth Committee look: Process & Documents



# Curriculum and classroom practices: professional development 3 part series on CR-S, January - May



# Examined Best Practice for CR-S Curriculum Work

## Review: best practices from last session

### Highlighting traditionally silenced identities & multiple perspectives

WINDOWS

Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migration/diaspora status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curricula.

IMPACTS

Play a role in helping our school to understand and align curricula to the variety of histories, languages and experiences that reflect the diversity of the State population.

### Re-envision assessments

Utilize student datapoints and assessment measures that reflect:

- Learning spaces
- Modalities
- Demonstrations of proficiency

And an expanded traditional focus

Examples:

- Project based learning
- Research projects
- Presenting knowledge
- Presentations
- Experiments
- Performances

### Curriculum connections with students

#### Youth Culture

- Pair traditional curricular content with digital and other media platforms that provide current and relevant context 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.

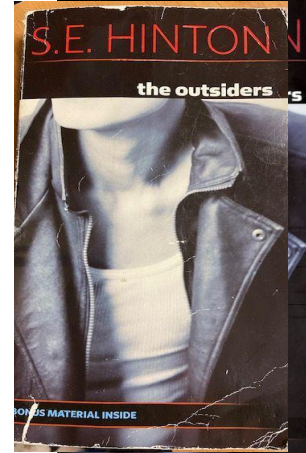


# Sample CR-S unit work

# 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 harrasment, 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)



Teacher: Ram  
Subject: Math  
Class: Gr 7 / 8

## 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)

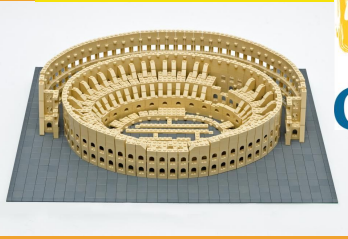
## 2) Incorporating Black Mathematicians in the celebration during Black History Month



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

# Introduction

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.



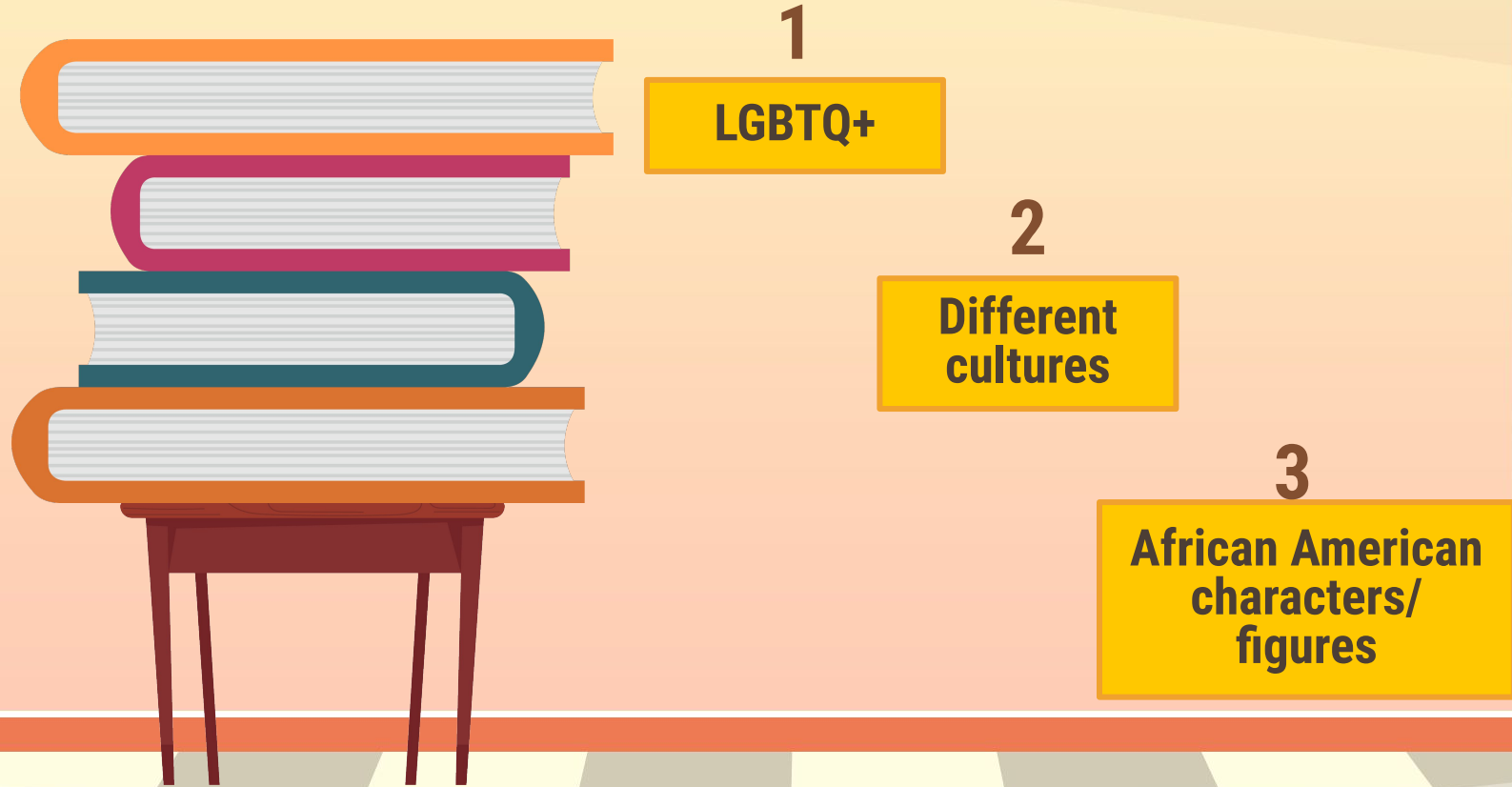
# How did we do this?

**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?





# 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 an initiative from the committee  
Leveraging Underrepresented Voices: Boys & Young Men of Color/Gender Issues

**Excited for next year!**

**Thank you!**