



Spencerport Central School District



Equity Committee Forum
Wednesday, July 15, 2020

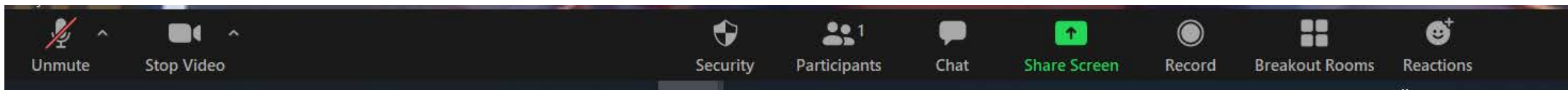
Pandemic Within the Pandemic



Utilizing Zoom



- Our reality when conducting virtual meetings
- Mute feature
 - Please use the “mute” tab throughout the meeting
- We will provide an opportunity at the end to address answer questions asked using the “Chat” tab
- Breakout rooms





Discussion Guidelines

- Be present
- Utilizing Zoom
- Speak your own truth
- Be respectful in our listening
- Validate other people's experiences and opinions
- "Lean into" and learn from your discomfort
- Dislike an idea without disliking the individual
- Demonstrate compassion in the face of ignorance
- Be patient, understand people are on their own learning trajectory

Agenda

1. Update on Curriculum and Professional Learning
2. Discuss Student Recommendations
3. Non-Racist and Anti-Racist discussion
4. Overview of Microaggressions
5. Code of Conduct – BOE Policies
6. 2020-2021 Exit Outcomes and subcommittees



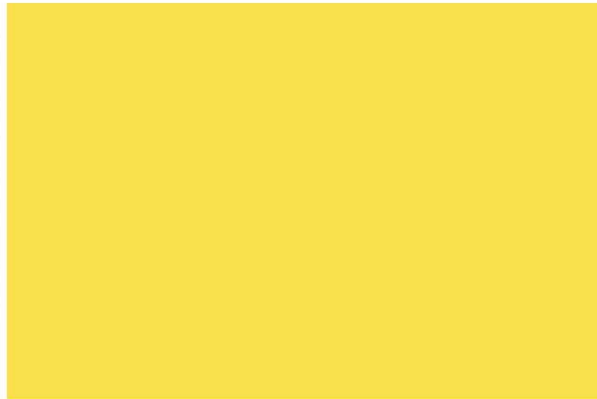
Curriculum Update: K-5

- Increasing diversity in character and author representation
- Mentor texts kits for writing instruction and author studies were chosen with a focus on increasing diversity in our representation. Each classroom teacher received 18 mentor texts and 3-5 author study picture books to teach writing during the 2019-2020 school year.
- Books for each classroom teacher were purchased in summer of 2020 for use in SEL and CRE instruction in the 2020-2021 school year. Focus was placed on increasing diversity in representation for both authors and characters. Many books address topics of diversity and acceptance.
- Affiliation with PathStone, BOCES, and U of R on units of study



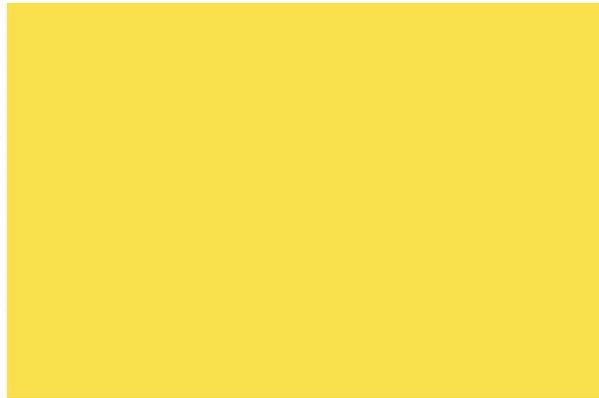
Curriculum Update: grades 6-12

- All Social Studies and English courses in grades 6-12 were subject to a CRE Curriculum Audit using the NYU Curriculum Scorecard. Teams of two teachers for each course reviewed the Scorecard and used the rubric to score statements on representation, social justice, and teachers' materials for each course. Teachers were required to justify their ratings by listing artifacts from the course to demonstrate “abundance, some, lack” as described in the rubric. This was completed on March 8th; we were not able to act on the data collected.
- High School English curriculum underwent major revision, changing focus of the units of instruction from a central text to a genre study with a focus on developing specific transferrable literacy skills. The 2020-2021 school year will include the implementation of the Informational genre unit. In each subsequent year, an additional new unit will be implemented. Curriculum has been written so that any text can be used in a unit, allowing for increased diversity in representation and social justice issues. The informational units at each grade level provide an opportunity for conversations on social justice topics, reading from a wide variety of perspectives, and the invitation for students to share their voices through their topic selections for publishing and researching.



Curriculum Update: grades 6-12 continued

- New titles were BOE approved for use in grades 6-12 that focused on increasing the diversity of characters, authors, and perspectives. Class sets of books were purchased in summer of 2020 and will afford teachers the opportunity to use them in literature circles, book clubs, and independent reading. Teachers are continuing to explore new titles, reading materials with a focus on CRE using the Scorecard statements as a guide for quality resources.
- Shift to the new US History exam has social studies teachers focusing on teaching students to read for bias and the ways it may impact the message of a text (I.e. article, advertisement, cartoon, book, speech, etc.)
- Affiliation with PathStone, BOCES, and U of R on units of study





Breakout Groups

Group Number	Facilitators
1	Cory Allen and Lanette Cypher
2	Kristen Paolini and Steve Lysenko
3	Tim O'Connor and Mike Calzi

RISE UP

2020-2021

Student Recommendations

- Teacher and staff professional development
 - Training on how to address use of the n word
 - Honest conversations about microaggressions and their impact
 - Extend dialogue and acknowledge diversity – going beyond black and white
- Analyze policies that involve discrimination (i.e. Code of Conduct)
 - Engage students in conversations about restorative practice procedures for individuals that display prejudice in schools
- Continuation/expansion of student summits, Equity Committee, faculty meetings, professional development, and candid conversations





Ensure that the Spencerport learning community is aware of relevant social issues.



Create a shared understanding of the terms Equity, Diversity, and Inclusion.



Engage in a respectful and peaceful discussion on issues involving diversity and race.



Goal is not to agree, but to deepen understanding and embrace differences.

Racism vs. Racist

	Racism	Racist
Definition	<u>A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race</u>	<u>One who is supporting a racist policy through their actions or inaction or expressing a racist idea.</u>
Examples/ Illustrations	<p>Disproportionality by race in terms of suspension rates, participation in Honors and Enrichment activities, etc.</p> <p>As a state, continue to teach and test an American History which is told only from a “Eurocentric” perspective</p>	<p>As a person in authority, failing to address acts of bias</p> <p>Vandalizing public or private property by painting swastikas and racial slurs</p> <p>Saying “White Lives Matter”</p>



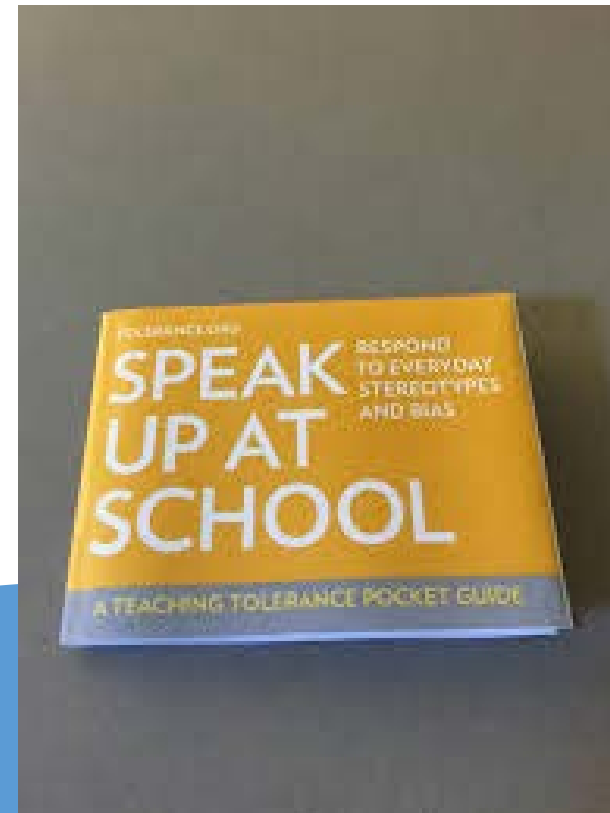
Non-Racist vs. Anti-Racist

	Non-Racist	Anti-Racist
Definition	<u>The passive rejection, opposition and disassociation from behaviors, discourses, and ideologies that are considered racist</u>	<u>A conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life.</u>
Examples/ Illustrations	“White Silence”-witnessing a racist act and doing nothing Being “color blind” Saying “All Lives Matter”	Identifying and interrogating instances of racial disproportionality and changing policies, procedures and practices accordingly



An Example of Anti-Racist Education/Training

- “Speak Up At School” from Teaching Tolerance



ECHO

EDUCATE

QUESTION

INTERRUPT

SPEAK UP
AGAINST BIAS

TEACHING
TOLERANCE 
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

TOLERANCE.ORG

SPEAK UP AT SCHOOL RESPOND TO EVERYDAY STEREOTYPES AND BIAS

A TEACHING TOLERANCE POCKET GUIDE

*I AM A PERSON
WHO WILL*



INTERRUPT

Speak up against every biased remark—every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly.

TRY SAYING

"I DON'T LIKE WORDS LIKE THAT." OR "THAT PHRASE IS HURTFUL."

QUESTION

Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation.

TRY ASKING

"WHY DO YOU SAY THAT?" WHAT DO YOU MEAN?" OR "TELL ME MORE."

<https://www.youtube.com/watch?v=JA4pniNZ7Zo>



EDUCATE

Explain why a term or phrase is offensive. Encourage the person to choose a different expression. Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population.

TRY SAYING
"DO YOU KNOW THE HISTORY OF THAT WORD?"

ECHO

If someone else speaks up against hate, thank her and reiterate her anti-bias message. One person's voice is a powerful start. Many voices together create change.

TRY SAYING
"THANKS FOR SPEAKING UP, ALLISON. I AGREE THAT WORD IS OFFENSIVE AND WE SHOULDN'T USE IT."



BRAIN BLAST



microaggressions

DEFINITION:

Indirect, subtle, or unintentional discrimination against members of a marginalized group. Hidden messages may “communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.”

source: Derald Wing Sue

MICROASSAULT

MICROINSULT

MICROINVALIDATION



MICROASSAULT	MICROINSULT	MICROINVALIDATION
<p>A microassault is a “verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.” Example: Students wear Confederate flag clothing.</p>	<p>A microinsult is insensitive communication that demeans someone’s racial identity, signaling to people of color that “their contributions are unimportant.” Example: A teacher corrects the grammar only of Hispanic children.</p>	<p>A microinvalidation involves negating or ignoring the “psychological thoughts, feelings, or experiential reality of a person of color.” Example: An Asian American student from the U.S. is asked where she was born, which conveys the message that she is not really an American.</p>





BOE Policies

- 3.1 Student Conduct and Discipline 7310
- 3.1.2 Student Dress Code 7312
- 3.1.3 Suspension of Students 7313
- 3.2 Alcohol, Drugs, and Other Substances 7320
- 3.3 Searches and Interrogations 7330
- 3.4 Bus Rules and Regulations 7340
- 5.5 Dignity for All Students Act 7550



Professional Development Updates

1. Student Summits
2. Cohort of educators participated in NYU training (second cohort will begin in September)
3. Data study with NYU
4. Partnership with PathStone and upcoming PD opportunities for teachers
5. 6-12 Humanities teachers working with Dr. Case
6. Targeted PD
 - a) Faculty Meetings
 - b) Administrators and BOE
 - c) Transportation
 - d) Food Service
 - e) Facilities
7. Superintendent's Conference Day
8. Partnership with Webster, East Rochester, and Brighton
9. Seeking additional consultants

Exit Outcomes for 2020-2021 (8/4/20)

Subcommittees (based on NYS Framework):

1. Student Resources
2. Family Engagement
3. Disproportionality
4. Curriculum and Professional Development

