



NYU | STEINHARDT

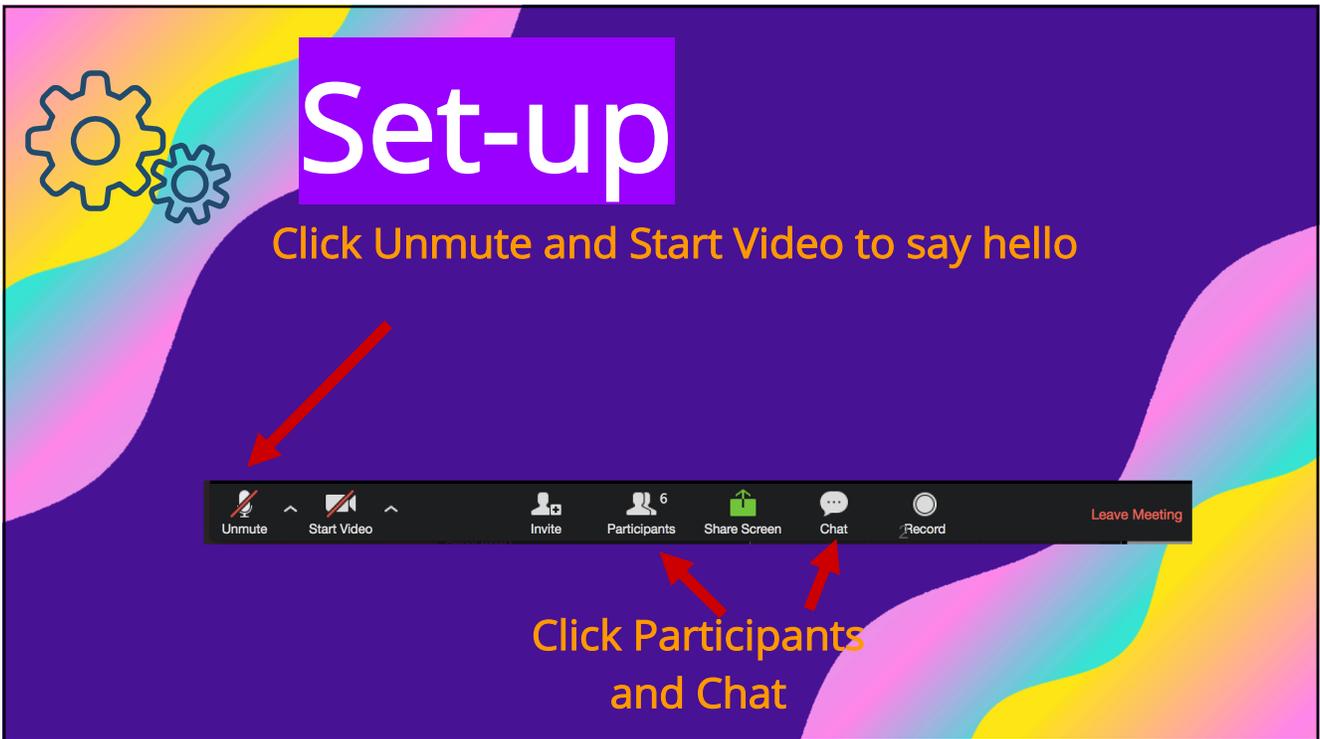
Rye CSD Race, Inclusivity, and Community Task Force
Day one
August 27, 2020

Natalie McCabe Zwerger, Director
Luis Alejandro Tapia, Equity Coach and Consultant

Center for Strategic Solutions
Metropolitan Center for Research on Equity and the Transformation of Schools

The slide features a purple background with colorful abstract shapes. On the right, there are two video call windows: a tablet showing a woman with dark hair and a laptop showing a man with a beard and glasses. The text is white and yellow.

1



Set-up

Click Unmute and Start Video to say hello

Click Participants and Chat

The slide shows a Zoom meeting toolbar with icons for Unmute, Start Video, Invite, Participants (6), Share Screen, Chat, Record, and Leave Meeting. Red arrows point to the Unmute, Start Video, Participants, and Chat icons. The background is purple with colorful abstract shapes and gear icons.

2

Rename yourself by hovering on your name and clicking "Rename". Add your pronouns & location

The screenshot shows a Zoom meeting interface. At the top, there is a purple header with a white gear icon and the text: "Rename yourself by hovering on your name and clicking 'Rename'. Add your pronouns & location". Below the header is a video gallery with several blurred participants. On the right side, the "Participants (27)" list is visible, showing a search bar and a list of participants with "Mute" and "Rename" buttons. A red arrow points to the "Rename" button for the first participant. Below the participant list is a "Chat" window with a search bar and a "Type message here..." input field.

3

Native Land We're Hiring! Territory Acknowledgement Teacher's Guide Join or Donate Blog About Language

Territories Languages Treaties

Search your address, or toggle switches above to add shapes. Click around! [Think critically about this map](#)

Search

Effe

Territories

Languages

Treaties

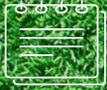
LAND ACKNOWLEDGMENT

Lenape-Delaware Forced Migration

The screenshot shows the "Native Land" website. The main content is a map of the Northeastern United States and parts of Canada, color-coded by Native American territory. Various tribes are labeled, including Lenape, Delaware, and many others. A sidebar on the left allows users to toggle "Territories", "Languages", and "Treaties" on or off. A search bar is also present. In the bottom right corner, there is an inset map titled "Lenape-Delaware Forced Migration" which shows the historical migration routes of the Lenape and Delaware peoples from the Northeast to the Midwest and West Coast, with arrows indicating the direction and time periods (e.g., 1783-Present, 1830-1868, 1821-1830, 1868-Present, 1807-1815, 1790, 1875-Present).

4

Be Present, Be Here...



- ▶ We'll have one 15 min break



- ▶ Please grab something to write/scribble/doodle on



- ▶ What else might you need? (Snacks, beverages, headphones, comfy slippers, cushion)

- ▶ "Presence" takes many forms (do what you need to do - movement, breathing, family care, etc.)

5

5-minute Pair Share

Name + Pronoun
Role

What's one thing you hope to get out of your participation in this group?

6

6



Essential Question

How can I disrupt and dismantle the existence of inequity within my sphere of influence? (adapted from Gorski, 2016)

7



Agreements

Accept that our impact might not always reflect our intentions. Focus on the impact.

No one has all of the answers. This work is complex.

Sit with and learn from your discomfort. Discomfort leads to growth.

8

Equity

“**Equity** is the state, quality, or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice.

To be achieved and sustained, equity needs to be thought of as a structural and systemic concept, and not as idealistic.

Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.

Systematic equity is a complex combination of interrelated elements designed to create, support, and sustain social justice.”

(NYSED Culturally Responsive-Sustaining Education Framework, 2019)

**CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION**



9

Educational Equity

Educational equity means each student has what they need to:

- define & experience their own success,
- experience joy in learning everyday, and
- see themselves reflected in the content of their learning as well as the educators who serve them.

It provides a climate in school that attends to race, ethnicity, language, culture, gender identity & expression, sexual orientation, religion, dis/ability, and socioeconomic status (McCabe Zwerger, 2017).

10



11

Racial equity

“Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.” (<http://www.capd.org>)

12



Race, Inclusion and Community Task Force

13



Race

14



15

INDIVIDUAL-LEVEL RACISM

INTERNALIZED RACISM

The private racial beliefs held by individuals.

EXAMPLE

Prejudice, internalized oppression and internalized privilege

INTERPERSONAL RACISM

How we act upon our racial beliefs when we interact with others.

EXAMPLE

Bias, bigotry, hate speech and violence

SYSTEMIC-LEVEL RACISM

INSTITUTIONAL RACISM

Racial inequities within institutions and systems of power.

EXAMPLE

School systems that provide unequal opportunities for people of different races

STRUCTURAL RACISM

Racial bias across institutions and society.

EXAMPLE

The racial wealth gap reflects the cumulative effects of racial inequities.

Race Forward: The Center for Racial Justice Innovation (2014). *Moving the race conversation forward: How the media covers racism, and other barriers to productive racial discourse Part 1*. Retrieved from <https://www.raceforward.org/research/reports/moving-race-conversation-forward>

16

“**RACIAL JUSTICE** is the systematic fair treatment of people of all races that results in **equitable** opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity — goes beyond “anti-racism.” It’s not just about what we are against, but also what we are for. A Culturally Responsive-Sustaining education framework should move us from a reactive posture to a more powerful, proactive and even preventative approach.” (NYSED Culturally Responsive-Sustaining Education Framework, 2019)

17

Thesis: to promote racial equity...

HOW DO WE BEGIN?

- Athletics & Extracurricular Activities
- Community Education
- Curriculum
- Data Collection & Analysis
- Mission Statement
- Policy
- Professional Development & Staff Support
- Student Support

18



“TO BUILD COMMUNITY REQUIRES VIGILANT AWARENESS OF THE WORK WE MUST CONTINUALLY DO TO UNDERMINE ALL THE SOCIALIZATION THAT LEADS US TO BEHAVE IN WAYS THAT PERPETUATE DOMINATION.”

Bell hooks

19

Our 20/21 partnership

- Admin training
- Admin consultations
- BOE engagement
- Equity audit
- Race, Inclusivity, and Community Task force meetings
- Student equity leaders
- Professional development for staff

20

Equity audit

An equity audit of the districts' policies and practices including the following data points:

- (1) District strategic plan,
- (2) Survey administered during COVID-19, Panorama climate survey, or other available survey data,
- (3) Comprehensive data review: School-level data on achievement, discipline (suspensions, expulsions + behavioral incident referrals), special education identification + classification, academic + behavioral interventions, usage of PBIS and/or restorative practices, demographic data (student and staff), parent/guardian engagements/programming, AP/college course enrollment, etc).
- (4) District policies and practices (i.e. review of procedures for responding to the community around expressed harm, practices for welcoming new students, supports for multilingual students, code of conduct and all school discipline practices and procedures)

CSS will:

- Facilitate 2-3 virtual community conversations bringing together leadership, staff, + parents/guardians to discuss a series of topics related to school climate + culture.
- Offer virtual focus groups of students + staff + parents/guardians + alumni around a co-developed set of research questions.

The narrative behind and across these data will be summarized in a report and offered with a set of recommendations to the district.

21

Operationalizing a racial equity lens

Questions I can ask myself this month:

- (1) What is my relationship to the community of Rye and how does my race impact that relationship?
- (2) How does my racial identity impact the way I live, teach, engage, and/or relate to the young people Rye CSD serves?
- (3) When race, power, and privilege come up in my interactions with other folx in Rye, how am I promoting equity and inclusivity?
- (4) What pedagogical and relational moves advance racial justice? What am I doing in furtherance of these moves?

McCabe Zwerger, 2020

22



Resources

[Activating the racial equity lens](#)

23

Natalie McCabe Zwerger
nz11@nyu.edu
917.806.9127
@Natalie_Zwerger



24