

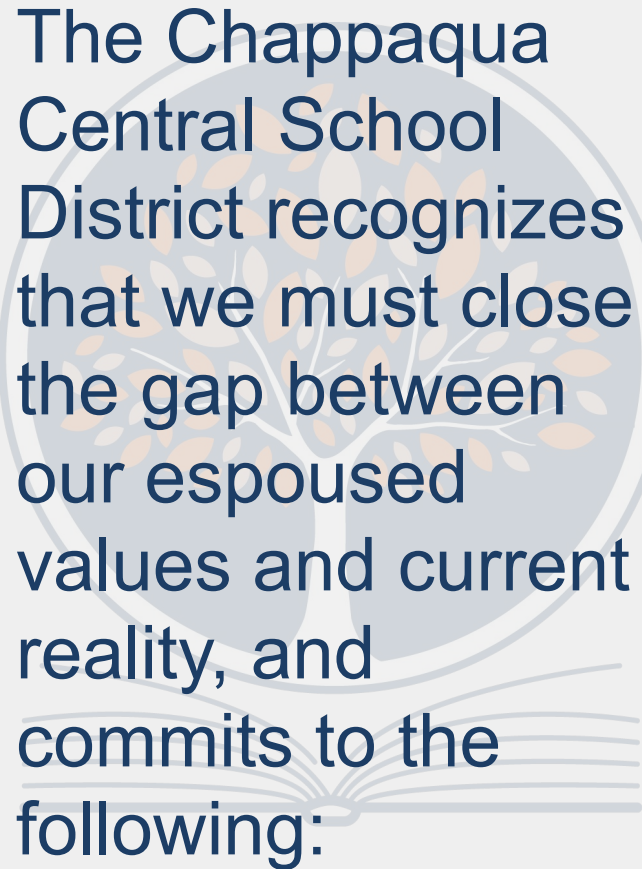


Chappaqua Central School District

*Antiracism and Social Justice Education
in Our School Community*

The Chappaqua Central School District is a community of learners who demonstrate an understanding and appreciation for continual growth in all aspects of education. Our community values equity, celebrates inclusivity and promotes social justice.

January 27, 2021



The Chappaqua Central School District recognizes that we must close the gap between our espoused values and current reality, and commits to the following:

Act with Purpose

We will create a tangible action plan to drive change.

Accelerate Our Response

We will identify and take decisive strategic actions to fight racism and other discriminatory forces in our schools and by extension, our community.

Show Progress

We will measure the impact of our strategic actions and report progress and challenges to our school community.

Framework



Evolution

Set clear short- and long-term goals and measure progress, reporting on improvements or setbacks.

Education

Ensure that our curriculum & our faculty are reflective of the global community, and value, celebrate and accurately represent our rich history and diversity.

Equity

Ensure that every student, staff member & family are treated equally and justly so they are safe, seen, heard and valued



Framework For Action



Comprehensive Community Update January 2021

- ❑ Identify and share strategic goals crafted by the Community Advisory Committee on Anti-Racism, Equity, & Social Justice
- ❑ Administer the Climate Assessment Tool for Students & Share Results with the Community
- ❑ Reconvene District Strategic Plan Steering Committee to Analyze Student Climate Survey Results and Consider Strategic Plan Revisions
- ❑ Identify Professional Development Scope & Approach for ALL Staff (RFP Awarded)
- ❑ Expand Curricular Experiences for All Students
- ❑ Hire the Director of Equity, Inclusion, and Wellness
- ❑ Establish Affinity Groups for BIPOC Faculty
- ❑ Implement Mentor Program for BIPOC Students

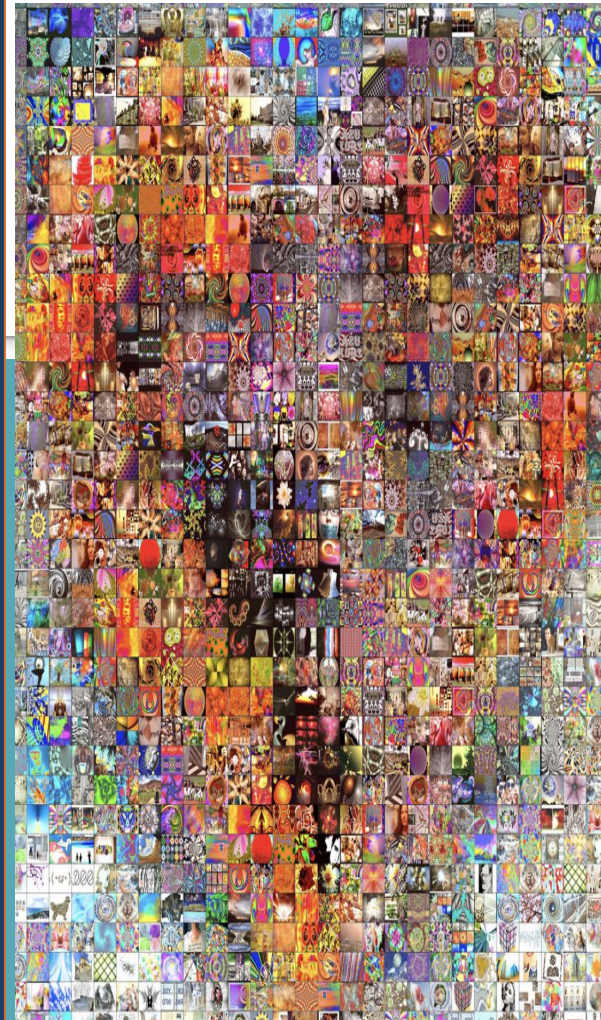


Community Advisory Committee

Community Advisory Committee on Antiracism, Equity & Social Justice

CARES - Focus Areas

1. Developing Shared Understanding & Common Language
2. Focused & Intentional Professional Learning
3. Developing Equitable Culture & Climate for BIPOC Students





Hire Director of Equity, Inclusion & Wellness

Completing entry interviews with District stakeholders to assess the organizational readiness to facilitate sustainable change that centers students and equity

Co-Facilitating “Not Light, But Fire” leadership book talk

Co-Facilitating the Equity Fellowship in collaboration with the Equity Leadership

Hosted and facilitated elementary and secondary faculty circles after the attempted insurrection on January 6th

Hosted and facilitated Greeley HS student circles to provide the lens and language to process racism in America

Developing a professional learning plan for effective implementation of windows and mirrors texts into the ES curriculum, in collaboration with the Director of Literacy

Providing resources to support building leaders and grade teams with building an inclusive culture

Director of Equity, Inclusion & Wellness

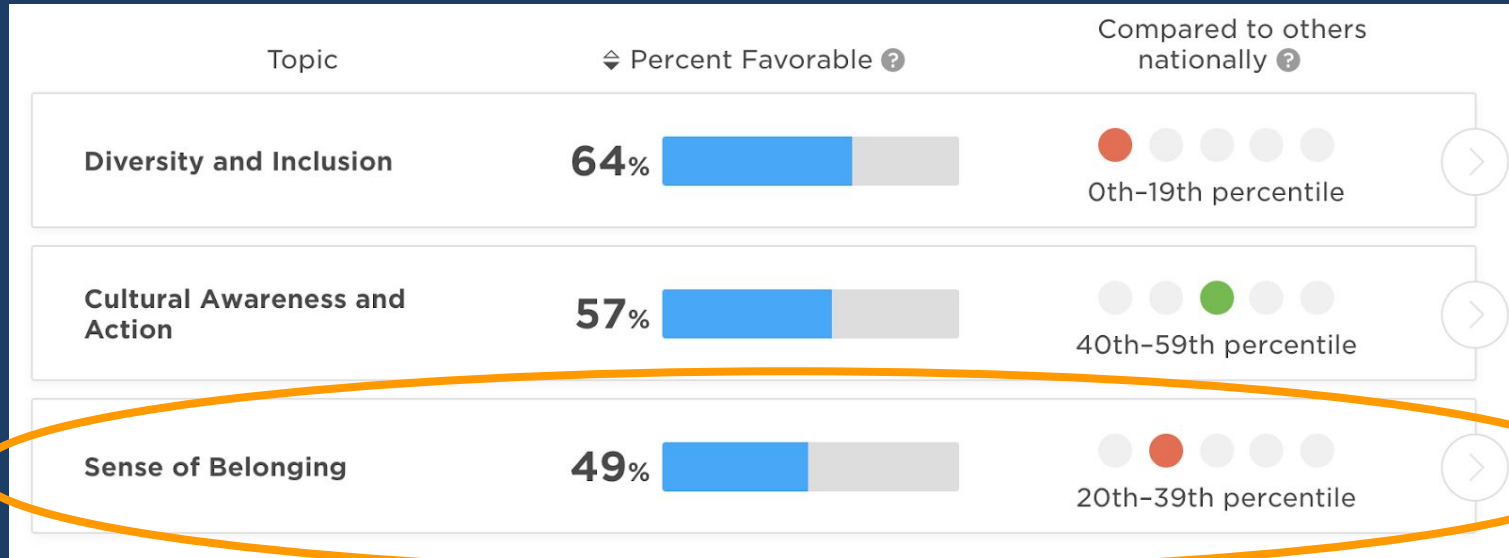


Mr. Phillip Marcus Jr.



Student Climate Survey

Survey Focus Areas



Demographics

Group Name

Group Size

Cultural Awareness and
Action
Diversity and Inclusion
Sense of Belonging

All respondents

1,838

57%

64%

79%

What is your race or ethnicity?

Asian

263

-4

0

-7

Black or African American

24

-13

-10

-13

Hispanic or Latino

82

+1

-8

-4

White

1,228

+1

0

+3

Two or More Races/Ethnici...

152

0

-1

-10

Other

66

+5

+12

+2

Confidentiality protected

13

-11

+8

+6

What language do you mostly speak at home?



Chinese

47

-6

-1

-8



English

1,558

0

0

+2

Korean

10

+3

-1

-21



Russian

11

-5

+6

-4

Spanish

38

+3

-12

-3



Other/multiple languages

157

-1

+1

-6

Confidentiality protected

7

-17

-16

-32



Sense of Belonging

Sense of Belonging

49%



20th-39th percentile

What grade are you in?

6th	227	-6	+9	+8
7th	309	+2	+9	+3
8th	266	+6	+4	+2
9th	262	+6	-1	0
10th	239	-5	-9	-3
11th	235	+1	-7	-5
12th	223	-4	-13	-6
Other	70	-1	+7	+8

Sense of Belonging

Breakdown by What grade are you in?



Student Connection

QUESTION

› How well do people at your school understand you as a person?

45 %
responded
favorably

QUESTION

› How connected do you feel to the adults at your school?

32 %
responded
favorably

QUESTION

› How much respect do students in your school show you?

64 %
responded
favorably

QUESTION

› How much do you matter to others at this school?

42 %
responded
favorably

QUESTION

› Overall, how much do you feel like you belong at your school?

64 %
responded
favorably





Strategic Planning Update

Strategic Priorities Update



Christine Ackerman CCSD
@chackerman1

The district strategic planning task force reconvenes to analyze student data from a recently administered student 6-12 equity survey and to revisit our priorities
[@pimtheeducator](#) [@TonySinanis](#) [@DrAPease](#)
[#WeAreChappaqua](#)



Strategic Planning Committee Reconvened

- Reviewed District Priorities
- Analyzed Student Survey
- Analyzed District Approach since June 2020

District Strategic Priorities:

- Using Instructional Space to Amplify Learning
- District-wide Assessment Practices
- K-12 Social Emotional Learning Curriculum
- K-12 Academic Program Alignment
- Instructional Technology as a Tool to Personalize Learning
- Cultivate Equitable, Affirming and Culturally Responsive Learning Environments





RFP Update

RFP Components:

1. Overview
2. Background
3. Scope
4. Description of the Project
5. RFP Requirements
6. Evaluation Process
7. Results & Contract Award
8. Proposal Submission Instruction



CHAPPAQUA
Central School District

RFP Timeline & Update

- Developed with feedback from BIPOC Faculty, Students & CARES Committee
- Finalized RFP Published December 17, 2020
- Proposal Deadline: January 19, 2021
 - 2 Proposals received by 1/19/21
 - Submitted proposals didn't meet our needs
- RFP will likely be re-posted in early February



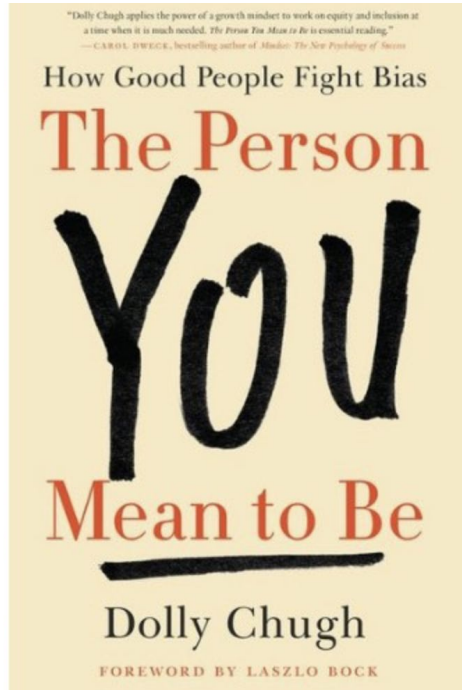
CHAPPAQUA
Central School District

Promoting Racial Inclusivity,
Diversity & Equity



Professional Learning & Curriculum

The Person You Mean to Be - Dr. Chugh



- Considering the impact of bias - both implicit and explicit in our daily lives;
- Powerful analogies (headwinds/tailwinds) to explain privilege, power and systemic racism;
- Introducing the idea of being “goodish” with an emphasis on continuous learning & reflection;
- Direct links to other research, including the importance of relationships, identity and growth mindset

November 3, 2020

Not Light, But Fire - Matthew Kay:

Creating a classroom
community & culture

Structuring
Conversations


Establishing Purpose

“Pop-up”
Conversations




Matthew R. Kay
Teacher & Author

*Practical strategies to
initiate and facilitate
meaningful, productive
dialogue about race in your
classroom*


CHAPPAQUA
Central School District

**NOT
LIGHT,
BUT
FIRE**
HOW TO LEAD MEANINGFUL
RACE CONVERSATIONS
IN THE CLASSROOM
MATTHEW R. KAY

January 27th
3:30pm - Zoom



*Open to all CCSD
Faculty & Staff*

Save the Date

Not Light, But Fire - Book Club

- 4 sessions for the district leadership & PD teams to learn and practice how to engage in courageous conversations about race in the classroom and beyond, facilitated by Jenn Thompson & Phillip Marcus.

Overarching Session Goals:

- Establish the parameters to guide our conversations about race.
- Use *Not Light, But Fire* by Matthew Kay and other layered text to normalize conversations about race.
- Surface and disrupt misconceptions that have been internalized about race, racism and oppression.



January 27, 2021

Drs. Brenda & Franklin CampbellJones

November 3rd
Conference Day

- ▣ Counselors & LIFE
School Cultural
Proficiency
Continuum
- ▣ HGHS English
Literature to talk
about race



Brenda CampbellJones,
Ph.D., CEO



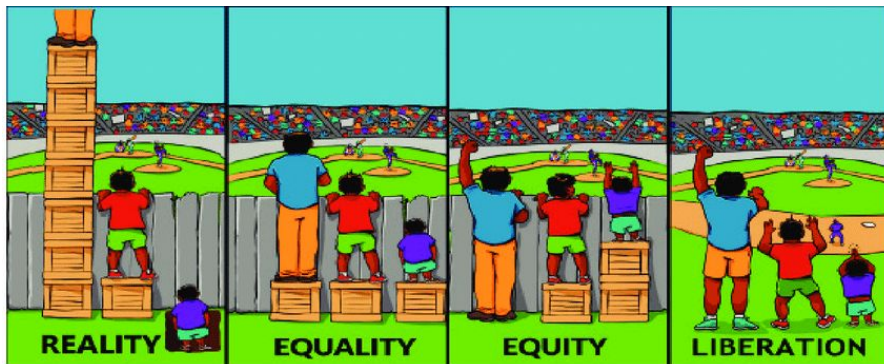
Franklin CampbellJones,
Ed.D.

Ongoing Professional Learning

Facing History Learning Team - Teaching for Equity and Social Justice



- **Module 1:** Establishing Brave Space for an Adult Learning Journey Centering Equity
- **Module 2:** History of Race, Racism, and Educational Inequity
- **Module 3:** Critical Consciousness for Equity-Based Work
- **Module 4:** Building Teacher Efficacy and Student Agency



Goals

- Understand the ways in which implicit bias operates
- Learn how to mitigate implicit bias in the classroom
- Unpack how implicit bias is bookended with structural racism

OUR APPROACH to history and literature

THE INDIVIDUAL & SOCIETY

WE & THEY

CHOOSING TO PARTICIPATE

JUDGMENT & LEGACY

CASE STUDY

Teaching for Equity and Justice: Establishing Brave Space for an Adult Learning Journey Centering Equity

#ChappEquity P.R.I.D.E. Fellowship

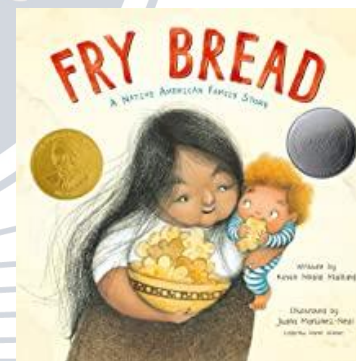
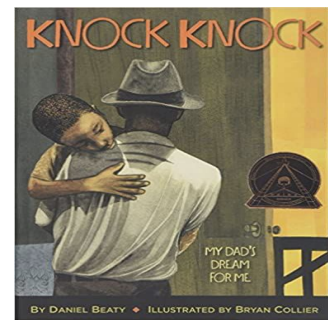
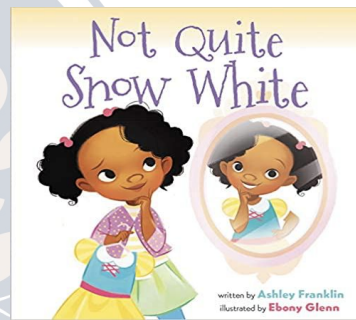
- The fellowship sessions are broken up into groups of 3 - 4 with a specific learning arc and intentional areas of focus; examples thus far include:
 - Relationship building;
 - Creating an emotionally safe space for participants;
 - Beginning to unpack our own identity;
 - Maintaining a learner's stance with consideration to where we access our learning and from what sources;
 - Modeling and practicing the surfacing and naming of words, actions, beliefs & practices with roots in white supremacy and systemic racism



Promoting Racial Inclusivity,
Diversity & Equity

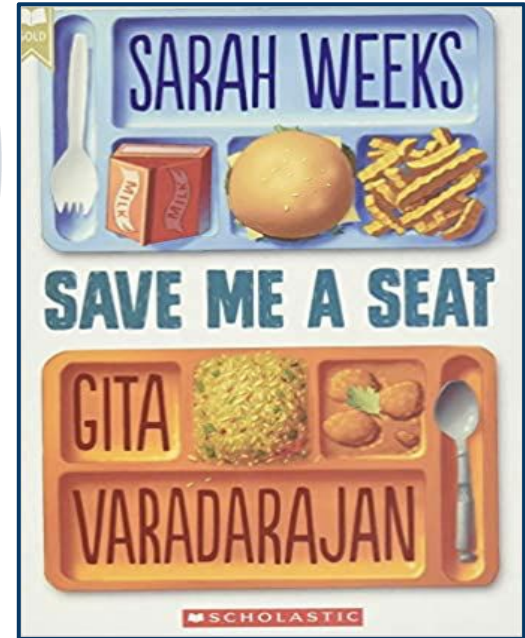
Windows and Mirrors Libraries - K-4

- Collection of over 30 titles
- All same voice
- Some mirrors - reflect identities and experiences of students
- Some windows - look at lives and experiences different from our students
- ES Faculty Meeting
- Learning Team
- All titles align with reading & SEL curriculum



“Save Me A Seat” - MS, Grade 5

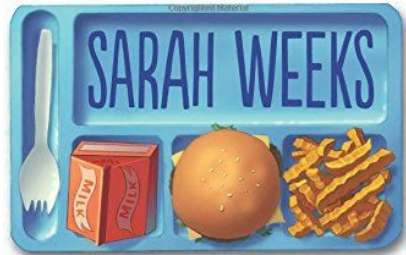
- Same voice text
- South Asian main character & author
- Includes easily accessible themes of identity, bullying and immigration
- Replaced a whole class text by a white author



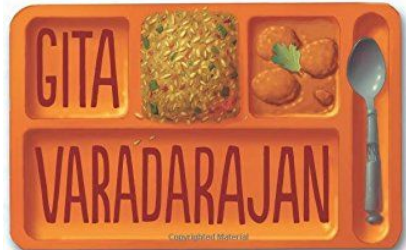
**Max
Tortorello-Allen**

7B 5th Grade

5th Grade Novel

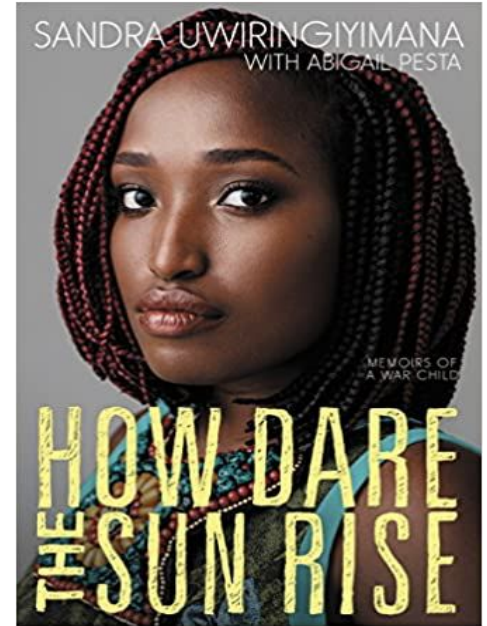


SAVE ME A SEAT



“How Dare the Sun Rise” - MS, Grade 8

- 8th Grade - Both schools
- Same voice text
- Part of a reading/writing memoir unit
- Refugee story
- Setting from Africa to America





RACISM IN SPORTS


has been a prevalent issue for years, particularly towards African Americans.

This ends now. Help end racism in sports, as well as in general, in three easy steps:


EDUCATE YOURSELF ABOUT RACISM: learn about the history of racism, and how it is still occurring today

EXAMINE YOURSELF: look at yourself carefully and understand when you may have condoned racism in the past

TALK ABOUT IT: work with others to help them understand their privilege and call others out when needed



Jackie Robinson was trained specifically to use restraint and poise instead of fighting back against constant racial abuse from fans and other teams alike.



Tiger Woods was cursed at during tournaments so much he practiced calling names during his free time.



APARTHEID: WHAT YOU NEED TO KNOW



What is apartheid?

Apartheid was a system of institutionalized racism in South Africa, where it lasted from the 1940's to the mid 1990's. Coming from the Afrikaan word meaning, "apartness", Europeans forced Africans to live amongst themselves and in suboptimal condition.

What happened during apartheid?

During apartheid, colored people were completely driven out of South African politics, and for periods of time they lived in completely different parts of the country than white people. There wasn't such thing as interracial marriage, and black people had limited rights.

Is there apartheid today?

Fortunately, no. Apartheid was abolished in 1994. Pieter Botha, the prime minister at the time, was forced out of office by the UN. A man named F.W de Klerk took charge. Under him, a new constitution was made that gave the Afrikaans the rights they once had, effectively ending apartheid.



This is a photo of a part of the ocean that was reserved for white people only. This was the kind of racism that happened everywhere in South Africa during apartheid.

Racial prejudice in ballet

Imagine having a life-long goal, that you've worked tirelessly to get to- and have to put in more work in than others with the same goal just because of your skin color.

The problem starts with children not being exposed to ballet. Eric Underwood of the United Kingdom's Royal Ballet in London [elaborates](#). "I feel that because you have to start training as a youngster, it's the responsibility of the parents or society's responsibility to introduce children to it," Underwood says. "A five-year-old child would find it very difficult to come and say, 'Mom, I'd like to dance.'"



After the challenges of initially starting ballet, come the challenges of being hired, or continuing at all. Rachel Moore (above) of the American ballet theatre weighs in [saying](#), "I've heard from the mouths of dance professionals that black dancers categorically cannot become ballet dancers because they don't have the right body."



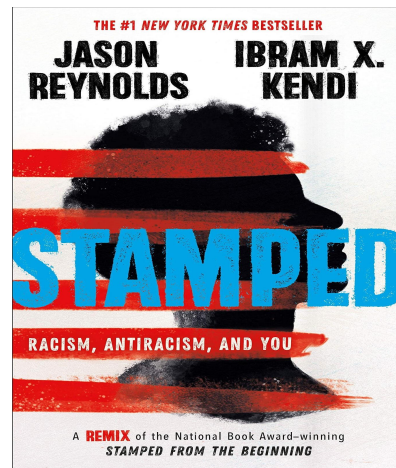
"It's not only been exclusive of people of color—it's been very class-oriented." Virginia Johnson of the Dance theatre of Harlem [says](#). The lack of diversity in the industry is also influenced by the high costs of the necessary materials to practice ballet.

There is still hope though. Many Ballerinas still rise to fame despite the numerous obstacles in their way, such as (left to right) Misty Copeland, Lorena Feijoo, and Georgina Pazcoguin.



“Stamped” - HS, Grade 9

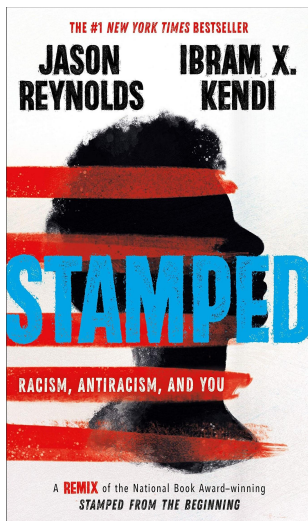
- Foundation unit to create a space where all students feel seen, heard and valued
- Created norms and prompts for students to hold each other accountable
- Preparation for honest conversations about race and the text



Lauren Nero

HGHS Eng.

9th Grade Novel



CCSD
INSTRUCTION

Account

Dashboard

Courses

Calendar

Inbox

History

Commons

Help

Modules

Assignments

Grades

Discussions

People

Pages

Syllabus

Files

Rubrics

Outcomes

Quizzes

Conferences

Collaborations

Settings

ENGLISH 9 DISCUSSION NORMS AND EXPECTATIONS

This is the classroom contract, created by our community, that we must hold each other accountable to during our discussions.

BASIC ZOOM RULES

- Have your camera and microphone on
- Don't take pictures of the Zoom room
- If you are unsure of what the discussion prompt is, ask a peer or ask for Ms. Nero
- Be present and looking at the screen; YOU should be on camera, NOT your ceiling

PARTICIPATION

- Everyone should participate in the conversation
- Include others in the conversation if they are quiet
- Ask follow up questions
- Don't interrupt each other

BRAVE SPACES

- Respect each other's opinions
- It's okay to disagree with each other, but explain your reasoning
- Do not try to make jokes about a serious topic
- No questions are "bad" and you will not be made fun of for any question you ask

CONVERSATIONS ABOUT DIFFICULT TOPICS

- Lean into discomfort; make sure to speak what's on your mind as long as it's school-appropriate. Do not be afraid to engage in the conversation no matter how difficult the topic is
- Share the information you can to educate others about your own racial identity, cultural identity, gender identity etc.
- Sometimes you can let conversations go without having the complete answer

Ms. Nero's English 9

SENTENCE STEMS TO BUILD ON CONVERSATION

ACTIVE LISTENING

- What I heard you say was...is that right?
- Is it fair to say that you believe...
- In other words, you're saying...
- As I listen to you, I'm hearing...is there anything else I should know?

AGREEING AND FURTHERING

- I agree with (blank) because...
- You and I seem to be coming from the same position...
- Your point about (blank) was so important because
- To add to what you said...

TIP 1

When conversation begins to stall, pose another question to the group.

TIP 2

Make and bring up a connection to yourself, to the world, or to other texts.

SENTENCE STEMS FOR DIFFICULT CONVERSATION/ DISAGREEMENTS

CLARIFYING

- Is it your position that...?
- To be clear, you're saying that...
- I'm confused when you say... can you elaborate?

DISAGREEING

- I see it differently because...
- The evidence I see suggests something different
- Some of that is fact, but some seems like opinion as well.
- We see this differently.

WHEN THE CONVERSATION GETS EMOTIONAL

- I think we need to take a break from this topic
- Let's only look at what the text says
- I need to step away from this conversation

IMPORTANT

If a conversation begins to cross a line for you, you can step away from the room and/or call on Ms. Nero.

REMEMBER, A DISCUSSION CAN ONLY BE AS ENGAGING AS YOU ARE. GET INVOLVED AND GET ACTIVE IN YOUR GROUP!

Choose Home Page

View Course Stream

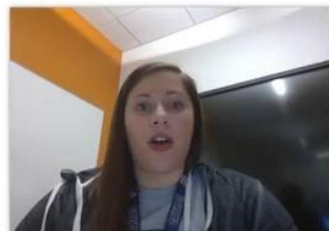
New Announcement

View Course Analytics

View Course Notifications

Coming Up [View Calendar](#)

Final Assessment: Mirror and Window Literature
"ENGLISH 9 (1000) Nero; Lauren"
50 points • Jan 21 at 11:59pm



MS Social Studies Updates

Social Justice Vocabulary

Bell Middle School
Seven Bridges Middle School

ethnicity
nationality equity
upstander
microaggression
social stereotype bias
racism race
white systemic culture
bystander
justice equality
privilege
antiracism

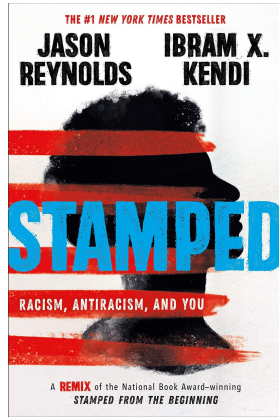


Social Studies teachers from both middle schools collaborated to identify terms to explicitly teach students and embed in their curriculum so that all students have a foundation in key concepts.

US History 7th gr.
Understanding the origins of race-based enslavement in the colonial period.

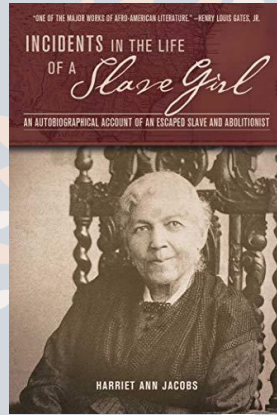
US History 8th gr.
Designing memorials to Civil Rights leaders & events that symbolize their significance.

HS Social Studies Updates



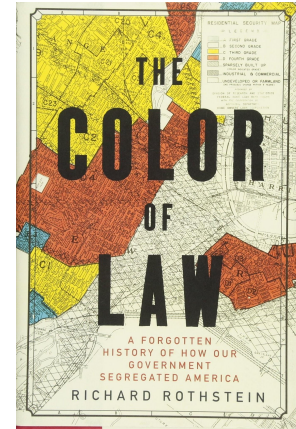
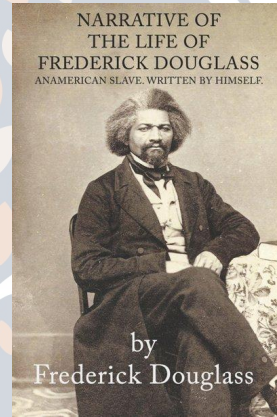
US History Anchor Text

Students examine different periods in US History through the lens of race. This framework places racial history front and center and allows students to see the impact of structural racism.



AP US History Projects

Narrative texts provide students a primary source view of how slavery operated as a system and its human impact. Narratives are complemented by accounts of enslaved women and indigenous peoples from the period.

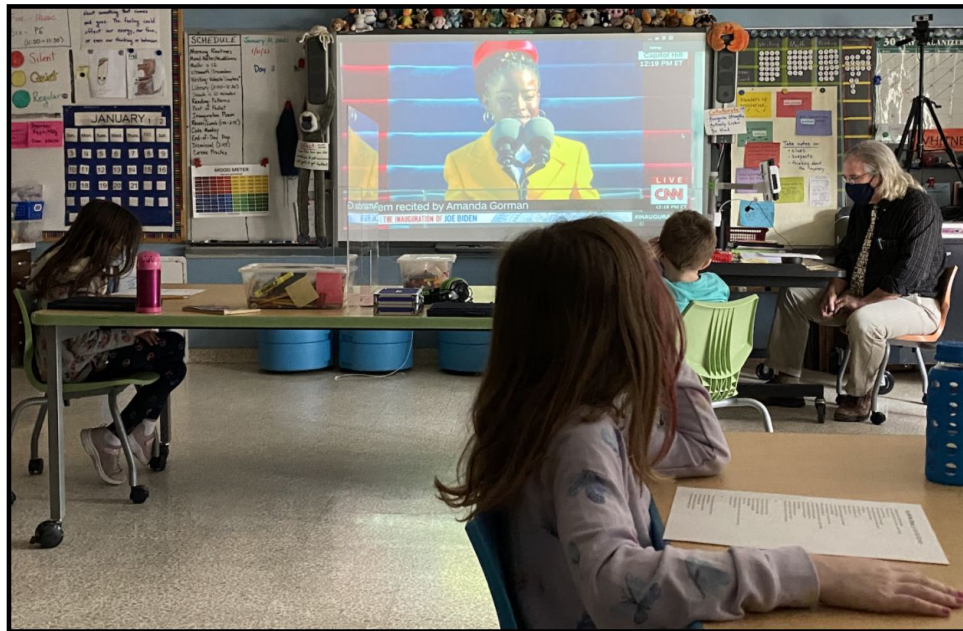


AP Government Book Clubs

Learning how government policy in 20th century resulted in patterns of racial segregation. Current housing patterns are a result of de jure segregation not de facto segregation.

Insurrection & Inauguration Lessons

- ❑ Lesson Planning
- ❑ Resources from reputable sources
- ❑ Guidelines Provided



"The Hill We Climb" - Amanda Gorman



Affinity Group

BIPOC Faculty Affinity Group

- New structure intended to support the retention of BIPOC educators in the District
- A team of BIPOC educators launched a BIPOC Affinity Group focused Learning Team
 - Facilitated by teachers for teachers; both new and those with years of service in the District.
 - BIPOC educators meet regularly to reflect on their experiences in Chappaqua, to support each other, share resources and create a network of District-wide colleagues who are connected by a shared identity.



Promoting Racial Inclusivity,
Diversity & Equity



Mentor Program Update

BIPOC Student Mentoring

Support
Empower
Amplify
Mentor



**BIPOC Mentorship in the
Chappaqua CSD**



S.E.A.M.

BIPOC STUDENT MENTORING EXPERIENCE

- Students expressed mixed interest in the 1:1 alumni mentoring program
 - Possibly staff mentors
- Based on student feedback, we are considering networking sessions with BIPOC alumni where they share their post-Greeley experiences
- Review plan with District legal counsel prior to launching to ensure student safety



Promoting Racial Inclusivity,
Diversity & Equity



Policy Updates

CCSD District Policy Updates

Title 7: Civil Rights Act

Discrimination on the basis of an individual's actual or perceived race, color, creed, religion or national origin is strictly prohibited regarding interactions between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the School District, as well as school volunteers, visitors, and guests.

Adopted: December 8, 2020

Policies and Regulations: 0100 District Philosophy

0100 The Mission Statement of the Chappaqua Schools

0105 Educational Philosophy - Chappaqua Central School District

0110 Educational Philosophy - Students With Limited English Proficiency

0115 Environmental Policy

0119 Title VI Civil Rights Act

0120 Nondiscrimination / Equal Opportunity Policy

0121 Technology Philosophy

0125 Wellness Policy



Incident Communication

Incident Communication

Principal

to communicate with parents, staff, and/or students when there is an incident where hate speech, bias, and/or discrimination occurs that results in disciplinary action that rises to the level of a superintendent's hearing (if there is an identified victim or victims of this behavior, he/she/they will have considerable influence in how and what is communicated);

Superintendent

to communicate with the District when themes and behavior patterns emerge;

to communicate quarterly to the Board of Education incidents that involve hate speech, bias, and discrimination.

1. 1st Report: November 18, 2020
2. 2nd Report: February 10, 2021
3. 3rd Report: April 14, 2021
4. 4th Report: June 23, 2021

Hate Speech, Bias, Discrimination Incidents - Quarterly Update: 11/20

Level	Incident Number By Level	Community Notification
Elementary	1 Incident -Hate Speech	NA
Middle School	2 Incidents -Hate Speech	1 Incident -Seven Bridges
High School	1 Incident -Summer/Harassment -Hate Speech	NA

2020-2021 School Year

2020-21

Strategic Planning



B.O.E. Strategic Question

"How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?"

District Priorities

Using
Instructional
Space to Amplify
Learning

1

District Wide
Assessment
Practices

2

K-12 Social and
Emotional
Learning
Curriculum
Alignment

3

K-12 Academic
Program
Alignment

4

Instructional
Technology as
Tools to
personalize
learning

5

Cultivate
Equitable,
Affirming and
Culturally
Responsive
Learning
Environments

6

Next Comprehensive Community Update - June 2021