



Building Racial Literacy/Forming Partnerships: Previous and Ongoing Work

The Mamaroneck School District sees its diverse student body as one of its greatest assets. The partnerships we have formed with outside organizations over the past 10 years, many of them involving professional development (some on Superintendent's Conference Days), have had a profound influence on our curriculum. Several key initiatives to confront racism and bias have created impact, including:

Co-op Summer Enrichment: Co-Op is a Mamaroneck School District summer slide intervention program that works to provide equal access to summer learning for all children. MUFSD is dedicated to providing learning opportunities that help reduce the achievement gap between low income students and higher income students. Co-Op serves 72% Hispanic campers, 5% Black, 5% White and 5% Multi-Racial/Other and 13% undeclared. Led by the STEM Alliance with a strong focus on hands-on STEM education, Co-Op does not take a deficit approach to the needs of the campers. Rather, the program offers highly enriching project-based learning to ensure that all Mamaroneck students have the opportunity to participate in high quality summer programming.

Facing History and Ourselves

The Mamaroneck School District has had a 15-year relationship with Facing History and Ourselves (FHAO), an international non-profit organization that for 40 years has "empowered young people to confront bigotry and antisemitism". [Watch video](#) about the partnership between MUFSD and FHAO and its mission to use teaching as a vehicle for making the world a better place, for helping students gain more voice, and assisting them in being better members of their community. The work with FHAO led to a 9th grade Mamaroneck High School four-week curriculum in English and Social Studies classes focused on identity, bias, the danger of a single story and discrimination. This curriculum infused many concepts of FHAO and culminated with a visit by contemporary civil rights activist and playwright, Spirit Trickey (daughter of Minnijean Brown Trickey, member of the Little Rock Nine).

Library Audits

Audits have been conducted in classroom libraries and curricula; we have continually infused new titles to ensure all students have access to high-quality texts that reflect authors and characters of diverse genders, races, ethnicities, cultures, sexual orientations, abilities.

Courageous Conversations

The District engaged 80+ administrators, faculty members, and parents in a two-day Beyond Diversity seminar with Courageous Conversation, an organization founded by Glen Singleton.

Prior and Ongoing District Initiatives Towards Equity

Creating Welcoming, Affirming Environments

- Made targeted outreach to students of color at HMX and MHS to participate in extracurricular clubs and activities;
- Partnered with STEM Alliance to support children from families with opportunity gaps participating in Co-Op Camp;
- Recruited members of district administrative team whose races, ethnicities, and spoken languages represent our student body;
- Convened a community diversity forum hosted by the BOE and administrators
- Created a Director of Dual Language and ENL administrative position to lead programs and advocate for students and families who speak languages other than English.
- Created Middle School Director of Student Life position to enhance student engagement, school climate and to foster student leadership.
- Created district-wide lead bilingual social worker position to provide leadership, coordination of services, and advocacy for low-income families.

- Co-sponsor with Larchmont/Mamaroneck Human Rights Committee annual Martin Luther King conference featuring speakers on racism and bias (Ned Benton, historian of slavery in Mamaroneck; Charles Blow, NYT columnist; John Beiwan (Duke University) and Dr. Chenjerai Kumanyika (Rutgers University), renowned podcast team; and Marlon Peterson, social justice advocate).

Ensuring High Expectations and Rigorous Instruction for All Students

- Opened opportunities in sixth grade math to allow access to future accelerated classes;
- Removed entrance criteria for Honors/AP courses at MHS;
- Created the MHS Scholars program to prepare and support students of color to participate in advanced courses and pursue college admissions;
- Dismantled the APPLE program in which students of color were over-represented; replaced with programs and services to support students in mainstream classes;
- Eliminated “low track” courses (e.g., project Prepare) in which students of color were Over-represented;
- Developed and implemented a MHS program to guide first-generation students of color through the college application and admissions process; 50 MHS graduates in the class of 2019 are first-generation college students.

Inclusive Curriculum and Assessment

- Launched a district-wide dual language program to highlight second language acquisition as an enriching asset and promote respect for all cultures;
- Launched annual “summer slide prevention” book fairs to provide 15 books for summer reading for all K-5 children from families with opportunity gaps;

Ongoing Professional Development

- Deepened a relationship with Facing History and Ourselves, an organization whose mission is to heighten understanding of racism, religious intolerance, and prejudice; increase participants’ ability to relate history to their own lives; and foster understanding of roles and responsibilities in a democracy;
- Provided professional development to equip teachers to teach NYS Social Studies curriculum topics in areas of “hard history” (e.g., history of slavery in NYS);
- Provided professional development for teachers and administrators in “high expectations teaching” and combating implicit bias;
- Re-launched District Equity Team whose mission it is to “identify the impact of multiple expressions of diversity (race, ability, ethnicity, socioeconomic status, gender identity and sexual orientation, language, and religion) on student success and the interconnectedness of the home and school community through policy review, research-based climate surveys, community and student forums, data analysis, and various other methods.”
- Provided professional development for district administrators in restorative practices.
- Continue to convene professional book clubs and text-based discussions centering texts written by IBPOC (Black Indigenous People of Color) about racism, white privilege, institutional bias (e.g., #31DaysIBPOC, Stamped, How to Be Anti-racist).
- Facilitated anti-racist book clubs and text-based discussions with district administrators

