



Daniel T. White
District Superintendent

To Whom It May Concern:

I am writing to express my support for the Antiracist Curriculum Project. Many school districts in my supervisory region have engaged with this project at a highly successful level. The curriculum is comprehensive, factual, standards based and engaging. The team members supporting the project, and the associated professional development for staff, are truly outstanding.

The Antiracist Curriculum Project seeks to create a more inclusive and accurate educational experience for students. The focus of this curriculum initiative is on presenting local and state history from a factual and relevant perspective. This approach ensures students have an educational experience that reflects the true narrative of a region, fostering a deeper understanding of shared history.

The Antiracist Curriculum Project is inquiry-based, engaging instruction. It promotes active learning, critical thinking, and problem-solving skills that enrich the students' understanding of their community. The beneficial aspects of the project include:

- **Dynamic Learning:** The Antiracist Curriculum Project encourages a teaching approach that is more dynamic and student-centered. It enables teachers to tailor instruction to meet the diverse learning needs of their students, resulting in improved engagement and retention of knowledge.
- **Relevance to Students and the Community:** The curriculum is designed to resonate with the experiences and backgrounds of students, making it more relevant and relatable. This approach fosters a sense of connection to local history and community.
- **Accurate Representation:** The Antiracist Curriculum Project employs educational materials that are representative and historically accurate, dispelling historical inaccuracies and myths.

This project is in alignment with the NYS Culturally Responsive-Sustaining Education Framework and the NY State Learning Standards. I firmly believe that all students in New York State should have the opportunity to engage with this project.

If I can be of further support, or provide additional information, please do not hesitate to contact me.

Sincerely,


Daniel T. White
District Superintendent and CEO



RICHARD B. CHAPMAN
Assistant Superintendent for
Curriculum and Instruction
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STEPHEN R. DUNHAM
Superintendent of Schools
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STEVEN E. SMITH
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Business Administration
Phone (315) 426-3000

October 17, 2023

To Whom It May Concern:

It is my pleasure to write this letter of support for the Rochester Antiracist Project on behalf of the Westhill Central School District. I have personally been able to participate in several professional development sessions with Shane and Kesha diving into the variety of curriculum materials and resources that they have put together for various grade levels. The curriculum is standards-based, culturally responsive, inquiry-based and completely student-centered. Students are able to examine and explore history through primary and secondary documents which allows them to become true consumers of information by constructing their own interpretation of these sources. The high level of rigor and relevance is exactly where we want our students engaged. Several members of our teaching staff have participated in the training as well and have implemented the curriculum with great success.

In addition to the curriculum professional development, a team from Westhill participated in professional learning with Shane and Kesha around interrupting harmful comments at school as part of creating a welcoming and affirming environment while attending an equity summit at LeMoyne College. The session was so powerful and useful for our staff we quickly secured Shae and Kesha to provide that same professional learning to all of our secondary level teachers at our November Staff Development Day. We can't wait to have them in the district!

As a district, we have already benefited from the energy, effort and enthusiasm that the Rochester Antiracist Curriculum Project brings to this important work. We are fortunate to have the opportunity to continue our partnership with them and look forward to continued growth and positive impacts on our students and school community.

Continued success,

Stephen R. Dunham
Superintendent of Schools



Anna Murray-Douglass Academy No. 12

Anthony Rodriguez, Principal

Faith Hart, Assistant Principal

Margaret Crowley, Assistant Principal

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August 22, 2023

To Whom it May Concern:

I am a Bilingual 7th and 8th grade Social Studies teacher at Anna Murray Douglass Academy School #12. I am writing to share my positive experience as first a student participant and then a facilitator of the Antiracist Curriculum Project (ACP) last year.

I was fortunate to be exposed to the ACP on multiple occasions prior to teaching it to my students. I participated in five ACP trainings between 2022 and 2023 to get me prepared. I found all of the professional development helpful to be able to learn directly from the authors of the curriculum, gain an overview of the layout and materials, and to experience the training as a participant. It was a powerful and important experience to discuss the issues in the curriculum and how they impacted me on a personal level before facilitating it with my students. Participation in these training sessions also provided an opportunity for me to meet other teachers in the district who share a common interest in bringing it to their classrooms.

The ACP leaders went above and beyond to support my classroom facilitation of the curriculum. As a white teacher in a school that is majority students of color, I preferred to work with others the first time I facilitated it. The ACP connected me to a veteran teacher coach as well as a University of Rochester Professor who invited bilingual colleagues to support me.. We worked as a team to curate the ACP curriculum to comply with the NYS Social Studies Framework, align with standards and pacing as well as ensure that the topics and content we chose were culturally relevant to my students. We measured our success by the degree to which students were eager to learn more - whether while they moved around the gallery walk or the depth of their critical thinking as they worked in small groups. Inspired by the activism of local leaders they learned about from the materials, students asked to create hypothetical action plans about issues they were concerned with.

I am so grateful to have access to such a well-researched, highly organized and comprehensive curriculum that exposes students in our region to our local history.

Best,

Carly Fox

Dr. Charles T. Lunsford School No.

465 Seward Street, Rochester, New York 14608

Phone (585) 328 - 7454

Fax (585) 935 - 7419



August 29, 2023

To Whom It May Concern:

It is my greatest pleasure to write this letter of support for the Antiracist Curriculum Project. As a school leader, it is important that my staff is provided professional learning that is purposeful and directly aligned to the work that they are doing in the classroom with students and that our students are provided learning experiences that are culturally responsive and reflective of their needs. Our experiences with Shane and Kesha are consistently engaging, purposeful, and effective, leaving teachers excited about their new learning and bringing it back to the classroom to engage students with it.

The curriculum provided by the project is student-centered, standards-aligned, and culturally responsive. It uses powerful primary and secondary sources that are directly from local Rochester history and involves individuals, groups, and neighborhoods that students are familiar with and can relate to. The resources and concepts within the curriculum allow students to connect the past to the present and current events, but most importantly it is a present that is theirs and about the community in which they live.

At Dr. Charles T. Lunsford School No. 19 this work has been one of the most impactful programs we have ever been involved in and we are excited to continue our partnership and learning with the project to create continual culturally responsive learning experiences for our students.

Best,

Moniek Silas-Lee

Moniek Silas-Lee
Proud Principal

Vision Statement

We are Lunsford Strong. We are kind. We are creators. We are leaders.

We are dedicated. We persevere.

We will change the world.



RYAN KEATING
DIRECTOR OF SOCIAL STUDIES
Rochester City School District
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Phone: 585-353-1456
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To Whom It May Concern:

Often, those of us that plan and deliver professional learning will hear that teachers want things that are purposeful, aligned to what their students need, and ready to be taught first thing the next morning. To have these materials provide a pathway for teachers to teach the difficult history of race and racism in Monroe County is something extraordinary. Experiences with the Antiracist Curriculum Project are consistently effective, purposeful, powerful, and impactful. To ensure that Rochester City School District students are provided with an accurate history that is rooted in local and culturally reflective and responsive resources, the Rochester City School District has offered numerous sessions led by members of the Antiracist Curriculum Project to train our district's teachers on their curricula. In addition to providing professional learning experiences for all interested teachers within the Rochester City School District, members of the Antiracist Curriculum Project have also facilitated a session with all Rochester City School District social studies teachers during a Superintendent's Conference Day that provided an overview of the curriculum, as well as provided context on the instructional decisions the team has made throughout the design of their units. Because effective implementation requires that all members of an organization understand the initiative, all Rochester City School District building principals, school chiefs, Chief Academic Officer, and Deputy Superintendent for Teaching and Learning were also provided a professional learning session that presented highlights of the Antiracist Curriculum Project's work and opportunities for continued building-based learning. In addition, members of the district's Teaching and Learning team were also provided an overview of the resources in an effort to ensure there is full district awareness, understanding, and use of the Antiracist Curriculum Project's resources.

Consistently, our teachers indicate that the professional learning experiences provided by the Antiracist Curriculum Project are among the highest quality they have experienced. To ensure all Rochester City School District teachers have access to the Antiracist Curriculum Project's materials, all current Antiracist Curriculum Project units are written into the Rochester City School District's scope and sequence/ pacing charts at the appropriate grade levels (4,5,7,8,12). In addition to providing a pathway for teachers to be able to teach "hard history," the instructional moves articulated throughout the curricula are indicative of what a social studies classroom should look like nearly a quarter of the way into the 21st century and serve as a model to Rochester City School District teachers. Much like it is a goal of the Antiracist Curriculum project that all students in Monroe County learn through their resources, it is a goal of the Rochester City School District Social Studies department that all students within the district learn about their local history through these units of inquiry. There is still much work to be done in this regard and I look forward to continued partnership with the Antiracist Curriculum Project.

Sincerely,

Ryan Keating
Director of Social Studies
Rochester City School District

Troy D. Olin
*Assistant Superintendent
for Instruction*

Sara B. Mucino
Director of Elementary Education

Katie Coon
Director of Secondary Education

Teri Marsh
*Coordinator for Student
and Staff Success*

January 2023

To Whom It May Concern:

I am honored to write this letter of support for the Antiracist Curriculum Project on behalf of the Gates Chili Central School District. The project as well as the team supporting the work are committed to empowering students, teachers, and educational leaders with instructional resources on the local history of structural racism and civil rights in Monroe County. As a district, we have benefited from the team's knowledge and passion since our partnership. We are amazed at their comprehensive approach and the benefits recognized in Gates Chili and throughout Monroe County because of the curriculum they have produced and professional learning they have provided.

The curriculum is standards aligned, culturally responsive, inquiry-based and student-centered, which directly supports the rigorous learning we expect in Gates Chili. Their curriculum and resources are designed to empower students to learn the history of their community through a thoughtful interpretation of rich primary and secondary sources and we have seen our students benefit firsthand. Our students are reading and interpreting these sources and then applying the skills to be critical consumers of the information. The case studies provide the opportunity for students to connect the past to the present through their own interpretation of sources.

Our teaching staff have embraced the curriculum at all levels and have worked to integrate their new learning into the curriculum. As strong as their curriculum is, it is their team that makes implementation a success. Their attention to the whole student and sensitivity to students processing this information in the curriculum leads to educators who are sociopolitically conscious and socioculturally responsive. Our teachers become guides who act as facilitators and encourage a thoughtful exchange of ideas in the classroom through restorative practices. They help students negotiate the meaning of the sources in culturally responsive and developmentally appropriate ways.

Our team at Gates Chili is fortunate to have partnered with the professionals at the Antiracist Curriculum Project and look forward to continued success into the future.

Sincerely,



Troy D. Olin
Assistant Superintendent for Instruction



To whom it may concern:

McQuaid Jesuit strives to form its students to be young men of conscience, competence, and compassion. The school community's hope is that by graduation, students will have grown more loving, religious, intellectually competent, open to growth, and committed to justice. I first heard of the Antiracist Curriculum Project through a YouTube video just before my arrival to the school as the Director of Service & Justice. Since that moment, Shane Wiegand and others have given school-wide keynote addresses about the history of redlining and zoning, offered antiracist professional development to our faculty and staff, provided resources to incorporate a lesson plan on zoning into all our 11th-grade US History courses, and prepared two of our seniors to do a Capstone service project advocating for housing justice in their local areas. All these efforts have proven to assist McQuaid Jesuit in more effectively executing its mission in forming young men who can analyze the most pressing justice issues in Rochester competently and respond to them proactively and empathetically.

On a personal note, I was a student at McQuaid Jesuit from 2006 to 2011. When our sports teams traveled to city schools to compete, I was left with lingering questions. Why was McQuaid's team almost all white while the opposing team was often all black? And why were almost all the parents and faculty at the city schools a different skin color than most of the parents and faculty at McQuaid? In other words, why are our schools undergoing *de facto* racial segregation? After all, I did not see explicitly racially motivated policies in the schools' admissions processes, and *Brown v. Board of Education* case was ruled in 1954, the year McQuaid was founded.

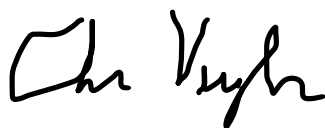
Now back at McQuaid as a Jesuit seminarian, the work of the Antiracist Curriculum Project has helped me realize that racial disparity at sports games as a student was only the tip of the iceberg of racial injustice in Rochester. I remember from the first YouTube video I saw of Shane at the University of Rochester that the ZIP Code 14608, a majority black part of the city, has a median family income of over \$100,000 less than that of 14534, where I grew up. The Antiracist Curriculum Project has helped bring the lessons I did not learn as a student to the whole McQuaid Jesuit community today.

McQuaid strives to leverage its standing as a privileged institution of Jesuit education. It hopes to ultimately eliminate barriers to education and opportunity based on race. The Antiracist Curriculum Project has helped the school explore the National Housing Act zoning policies, neighborhood poverty rates, and the racial makeup of the city of Rochester. The lessons on the

history of redlining policy in our US History courses have proven particularly helpful in this regard.

Two seniors at McQuaid have begun a capstone project to explore the possibilities of advocating for housing justice with the Penfield Town Board. Shane Wiegand has helped them take note that the Town of Penfield's border with the city of Rochester is the one of the most segregated school district borders in the country. The professional development opportunities have also allowed our faculty and staff to be aware of the city's history that affects the racial makeup and disparity of our school today. These efforts from Shane and the whole Antiracist Curriculum project team have allowed our students to be competently educated in our history and consciously rooted in compassion with respect to racial justice.

Sincerely,
Christian Verghese, S.J.

A handwritten signature in black ink that reads "Chr Verghese". The signature is written in a cursive, slightly slanted style.

Director of Service & Justice
Mathematics Teacher
Office: 585-256-6129



**ST. JOHN FISHER
UNIVERSITY**

**RALPH C. WILSON, JR.
SCHOOL OF EDUCATION**

1-26-23

To Whom It May Concern:

My work with the Anti-Racist Curriculum Project began when I was invited to a district-wide K-12 professional development. I immediately wanted to bring Kesha James and Shane Wiegand to St. John Fisher University and the Ralph C. Wilson, Jr School of Education to train my faculty in the anti-racist curriculum. It's imperative that higher education teacher training programs prepare future teachers, librarians, and leaders for this work for many reasons: to educate them on the racist history of Rochester, NY; to prepare our candidates to deliver the curriculum and to understand Rochester's history; and to model for university professors and future teachers how to successfully deliver a curriculum like this that can be potentially controversial. Not only did they do the training for my faculty, they also offered to co-teach with them and to also to be guest speakers in their classes. It was extremely valuable for our faculty to have this training. This work is good work, just work, and much needed. The annual conference that the Anti-Racist Curriculum Project puts on is also a valuable resource to educators from all levels across Monroe County. We look forward to continued work with them.

Sincerely,

Joellen Maples, Ph.D.

Dean, Ralph C. Wilson, Jr. School of Education

St. John Fisher University

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January 18, 2023

To whom it may concern:

It is with great pleasure that we write to express strong support for the continued expansion of the Rochester Antiracist Curriculum Project / [Resistance Mapping](#). Shane, Kesha and several partners have had rapid and meaningful impacts on our work with pre-service and in-service teachers at SUNY Brockport, and we'd be thrilled to continue working with them as the project matures. One of the most notable features of the work is the broad coalition the Antiracist Curriculum Project has brought together – in the development, piloting, and refining of the curriculum, but also now as we all work to ensure the curriculum becomes familiar to, and taught by, the next generation of teachers in and beyond Monroe County. Outstanding work that sits on a shelf does little good – and a laudable aspect of what this project has been doing is connecting with institutions like SUNY Brockport and making their materials and professional development available at no cost to teachers exploring the work and finding their voices as educators. And the curriculum itself is *excellent* – the materials are age-appropriate yet challenging, they are user-friendly for busy teachers, the site is modern and visually rich, and the content is grounded very much in the places we call home. It is clear that the work has been driven by skilled, knowledgeable teachers who understand what their peers need in addressing some of the harder truths many of us have avoided for generations.

In the past year alone, the Rochester Antiracist Curriculum Project has, with and supporting the School of Education, Health and Human Services at SUNY Brockport:

- Provided professional learning on Antiracist curriculum for the faculty of the Department of Education & Human Development (EHD) in 2021 and 2022;
- Provided the curriculum and an open invitation to all full- and part-time faculty to use the curriculum with pre- and in-service teachers at Brockport;
- Co-taught with EHD faculty members Dr. Shema, Dr. Miller, Dr. Ashton, Dr. Yurko, and Mr. Kelley; and
- Keynoted student teacher orientation at SUNY Brockport, January 14th, 2022.

We've been deeply engaged with the work as partners, including:

- Integrating the Antiracist Curriculum into several undergraduate and graduate courses at SUNY Brockport, including EDI 4/530: *Education and society*; EDI 601:

- Diversity in education*; and EDI 4/548 * EDI 4/568 *Social studies methods* (middle- and high-school methods);
- Serving on the Advisory Board to the Rochester Antiracist Curriculum Project;
 - The School of Education, Health and Human Services at SUNY Brockport has sponsored the Antiracist Education Conference in 2022 and will do so again in 2023.

We are proud to support the work of the Rochester Antiracist Curriculum Project, and are confident that its reach and impact on young people in the Rochester area will continue to grow in the years ahead.

Sincerely,



Thomas J. Hernández, EdD, LMHC

Dean

School of Education, Health, and Human Services
SUNY Brockport



Christian Wilkens

Chair

Department of Education and Human Development
SUNY Brockport

Monday, January 23, 2023

To Whom It May Concern,

The Greater Rochester Association of Realtors is a proud partner and supporter of the Antiracist Curriculum Project. From the moment we began working with the instructors and support team, we knew we would finally be able to deliver the historical context our members needed to understand the history of racial residential segregation and how it is still impacting our community. By learning about discriminatory policies such as redlining, restrictive covenants, and the early versions of the REALTOR® Code of Ethics, our members can more deeply understand our industry's role in creating the issues we face today so we can be more proactive in finding solutions.

The instructors have been excellent, and reviews of our course are always very good. Most of those who go through the course comment that they were largely unaware of the severity of the racial segregation and that these policies were intentionally put in place. Knowing that, they feel compelled to work toward restorative action that will create opportunities for the historically marginalized communities we serve.

This course has been one of the most important and impactful programs we have ever been involved in, and we are eager to continue our partnership to create additional coursework, resources, and learning opportunities for our members.

Sincerely,



Jim Yockel
Chief Executive Officer
Greater Rochester Association of Realtors

Offices for Medical Education



January 23, 2023

RE: Letter of Support for the Antiracist Curriculum Project

To Whom It May Concern:

It is with great pleasure that I write this letter of support for the Antiracist Curriculum Project.

For context, I direct a course for over 100 first year medical students at the University of Rochester School of Medicine and Dentistry. Broadly, the course introduces students to foundational principles of evidence-based medicine and public health, which includes key content around the social and structural determinants of health. For the past four years, members of the Antiracist Curriculum Project have delivered a large group session in the course on the history of race and racism in Rochester to provide our medical students with critical knowledge and skills to effectively care for their future patients.

Each year, the session is consistently high quality with students commenting on its impactful and innovative approach. As the content addresses a sensitive topic area, the facilitators intentionally and thoughtfully craft a learning environment that fosters students engagement, collaboration, and critical self-reflection - claims that are evident in the following student feedback:

"The narratives shared by the session leaders, particularly those about the history of property purchasing in one family and the history of having no housing freedom and thus limited ability to accumulate wealth in the other family, was extremely compelling and a fantastic illustration of the impacts of redlining. The anecdotes were also very telling of how these problems still impact society today. This session was fantastic."

"Incredible session, definitely repeat this! The best session we have had thus far. More of this content!"

"I think Shane and Kesha (the session facilitators) did an excellent job getting the class to participate and feel vulnerable and safe enough to contribute and share despite the uncomfortable reality of what we were learning about. I really enjoyed the session and feel like it shouldn't end with just this session."

This positive feedback is a testament to the Antiracist Curriculum Project's excellence and dedication to delivering an outstanding educational experience.

As the home of the biopsychosocial model, the University of Rochester School of Medicine and Dentistry prides itself in developing humanistic-oriented physicians who demonstrate exemplary

Offices for Medical Education

attitudes and behaviors, which includes compassion, ethical conduct, cultural humility, and selfless advocacy for patient and population health. Partnering with the Antiracist Curriculum Project has proven critical to supporting this aim as we endeavor to cultivate anti-racist physicians who embody attributes that are aligned with our educational mission. We sincerely look forward to continuing our partnership with the Antiracist Curriculum Project to help meet these goals and maintain our deep commitment to the University's motto, "Meliora" - ever better.

Sincerely,

A handwritten signature in purple ink that reads "Chris Mooney". The signature is written in a cursive, flowing style.

Christopher J. Mooney, PhD, MPH, MA
Assistant Professor of Medicine, Health Humanities & Bioethics, Public Health Sciences
Director of Assessment
Director, Medical Education Pathway
University of Rochester School of Medicine & Dentistry



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Court

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Hon. Fatimat O. Reid

District Wide Coordinating Judge for
Diversity, Equity and Inclusion
Acting Supreme Court Justice
Family Court Judge

February 21, 2023

To whom it may concern:

I am pleased to be writing a letter in support of the Antiracist Curriculum Project through Pathstone Foundation. As the 7th Judicial Districts Coordinating Judge for Diversity, Equity and Inclusion (DEI) as well as a Monroe County Family Court Judge, I have the unique distinction of presiding over various matters involving families and youth, many who are children and families of color. In my role as Coordinating Judge for DEI, our Districts core mission is to create, advance, and sustain an environment of inclusivity, and to set priorities that support a commitment to equity. Our goal is to ensure the values of the 7th JDs diverse bench, staff and court users are acknowledged and reflect our delivery of service as well as our work environment.

In that regard, I knew it would be important to thoughtfully engage in challenging discussions for eight (8) counties that are very diverse geographically and racially. Engaging with the Antiracism Curriculum Project provided our diverse court staff and employees an invaluable opportunity to further our core mission. Participants were able to review and analyze data and engaging difficult and self-reflective discussions. The training set us on a path where we began to review policies and practices as well as structure and operations to challenge ourselves on how we respond to issues of institutional racism.

I fully support the efforts of the Antiracist Curriculum Project as they seek funding to further provide opportunities for the community to develop the awareness and skills necessary to meet the challenges in our society today.

Respectfully Submitted,

Fatimat O. Reid

Hon. Fatimat O. Reid