

Episode 1

The first episode looks at what happens when a group of white parents who are new members of a school community assert their power and agenda in a school whose student body is predominantly Black, Latino and Middle Eastern.

Race:

- Does the Peirce community do a good job discussing disparities or inequalities involving race? What kinds of conversations have been had?
- Why do you think issues of race so often go unspoken at Peirce?

Fundraising/Value/Power:

- Is there anything wrong with raising thousands of dollars for a school? Holding a fancy fund-raising event? Does fundraising ever create resentment or awkward moments at Peirce? How do these moments of tension relate to the larger issues of race and class?
- Peirce has a fundraising committee (Friends of Peirce, an independent NFP). Do folks who donate money and/or sit on this committee hold a type of power at the school? What type of power? Does where the money is spent matter? Does where the money is spent express what we value as a school?
- What other parent groups have or potentially could have power/persuasion at Peirce? What do they have the power to do? Are these groups accessible? Who is left out?
- Within a few miles of Peirce, there are several other CPS elementary schools (Goudy, Swift, Hayt) that have less fundraising capacity and a higher population of students in need, especially as the demographic of Peirce continues to shift. How does private fundraising at individual schools affect overall equity within CPS?

Episode 2

A focus of Episode Two is the history of segregation in New York City public schools and conflicting efforts made to advance integration and preserve the status quo.

	Student Demographics					
	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Asian	5.3	6.1	6.3	7.1	6.7	8
Black	9.3	9.8	10.5	10.7	10.7	10
Hispanic	36.9	39.6	44.2	47.7	52.6	54
Other/Multi	7.6	6.1	6.5	5.9	5	4
White	40.9	38.4	32.5	28.6	25	24
	100	100	100	100	100	100

*Data from Peirce LSC Meeting

Integration:

- What does a diverse school look like? What does an integrated school look like? Do they look the same? Do you think other people at Peirce of different backgrounds share your vision?
- Do you think having integration at Peirce is important for the common good? Why? Do you think having integrated schools is important for you — or for your children? Why? And if yes, what should (or does) integration at Peirce look like? Do you think integration can happen “naturally,” without mandates?
- What is the history of race, affordable housing, and gentrification in the 48th Ward community around Peirce? What are the consequences of that history today?

Change:

- Have you ever tried to speak up or create a change in your child’s classroom at Peirce, with the Peirce administration, or the CPS district level? Why or why not? If you have tried to create change, how did you go about it and what happened?