

Episode 3

Episode Three explores how the choices that families make about where to send their children to school can have a powerful impact on the school system as a whole, and even on the very schools they don't send their children to.

Choice, Tracking, and Equal Opportunity

- How much choice have you — or your family — had in your education? How has your identity (your race, social class and more) affected your ability to make important choices — or not — about your education?
- CPS allows families to typically choose from a number of options. Do you think this kind of choice empowers families and children and strengthens the public school system as a whole? Or does it perpetuate inequality and segregation? Why?
- How do programs that enroll students in different tracks perpetuate or exacerbate existing segregation and inequality? Peirce offers an advanced track for math in middle school. What efforts should Peirce make to ensure that gifted programs are representative of the student body? How do merit-based systems at Peirce perpetuate inequalities, and are there any ways to rectify that?

Episode 4

In Episode Four we learn about two integrated public schools with very different approaches to pedagogy and to striving toward equity.

Equality vs Equity

- “Equality means everyone gets the same thing. Equity means everyone gets what they need.” Do you think this distinction is important? Do you think one goal is more important than the other?
- Can Peirce achieve equality without also achieving equity? Why? What examples of equality or equity do you observe or experience at Peirce?

Racism/Culture Responsiveness In the Classroom

- Do you think white students have a different experience than students of color at Peirce? If yes, why do you think this difference in experiences exists at Peirce? To what extent does racism or racial bias exist at Peirce?
- What is Peirce doing to try to address inequalities in race, class and power? What is happening at the CPS district level? How do we try to have these difficult conversations?
- What do you know about discipline at Peirce? What was your experience with discipline in school, and how does that shape your thinking?
- What are the consequences for all of our children when some lived experiences are valued more than others?
- Culturally responsive practices involve recognizing and incorporating the strengths all students bring into the classroom to ensure that learning experiences are relevant to all students. In your experience, how does Peirce consider students' identities when implementing curriculum? When you imagine a school community that celebrates student identity, what do you see?