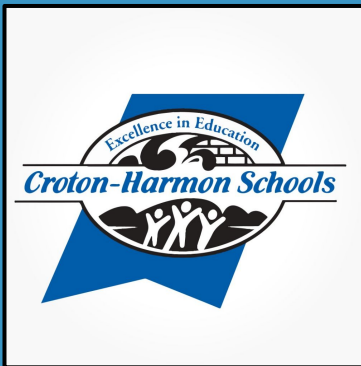


Croton-Harmon Middle School Staff Session #1

Wednesday, April 27th, 2022, 3:15pm

Focusing on an Equity Lens



Facilitated by:

- **Erin Lee**
- **Melle Powers**

Tech support: Benjamin Bunce

Welcome - We will begin shortly!

Please type in chat: Something you can see out of your window (if you are near one).



**POWERFUL
COMMUNICATIONS**

The Lodestar

In order to develop climate consciousness, students, parents, educators, and the community must feel safe, supported, and able to learn and grow together over time in CHUFSD. In order for this to happen, for this assessment of, and response to, the pulse of the lived experiences of district community members, individuals must feel heard and represented, and confident that their story matters.

- Croton-Harmon Equity StakeholderTeam

Focusing on an Equity Lens

Part 1

Self and Stories

- Stock
- Concealed
- Resistance
- Counter

Part 2

Vocab and Visioning

- Understanding Social Identities
- Building a framework for an “Equity Lens”

Part 3

Sharpening our Focus

Today's Agenda

1. Welcome and Review
2. Building a Counter Story
3. Case Study
4. Closing

Community Agreements

- 1. Be Present - Cameras on if possible**
- 2. Share what you know/Honor privacy**
- 3. Speak your truth - Use “I” statements**
- 4. Call a “Literacy Moment” if you need one**
- 5. Opinions may differ - Respect is key**
- 6. Take space/Make space - “1 minute rule”**
- 7. Brave Space/Safe Space/Safe Enough Space**
- 8. Some of the conversation may bring up discomfort but we are going to get through it together.**
- 9. Expect and accept non-closure and productive discomfort**

Program Objectives

- To begin to apply the principles and practices of Equity to our classrooms and school culture

Homework Review

- [Equitable Classroom Practices Observation Checklist](#)



Your Ideal School



Your Ideal School



What are the elements of your vision of an ideal school?

- **Physical school building/Culture + Climate:**
Think about EVERY aspect of this school.
 - What does the physical building look like as a whole?
 - What do individual classrooms contain? What is the technology present? What is the curriculum like?
 - What does the school look, sound, smell, taste, feel like?
 - What is the culture and climate and what structures do you have in place to support them?

- **Break into small groups**
- **You can describe however you like:**
 - **Jamboard**
 - **Make lists**
 - **Add pictures**
 - **Create the story of this ideal place**

Croton-Harmon UFSD Student Demographics 2019/2020

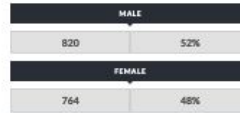
These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "REDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2019 - 20 school year. For nonpublic school enrollment data please see the Non Public School Enrollment and Staff Information on our Information and Reporting Services webpage.
Enrollment Data - Glossary of Terms | Business Rules

CROTON-HARMON UFSD ENROLLMENT (2019 - 20)

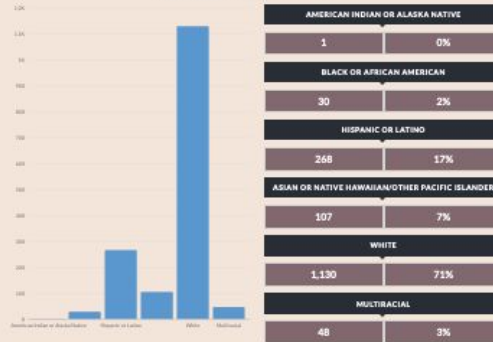
K-12 Enrollment: 1,184

Other data

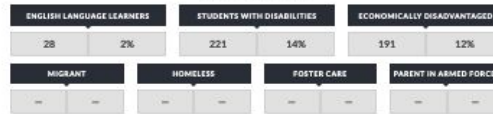
ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS



Data from NYSED.gov

Some stories about Jamie: “A Croton-Harmon Student”

- **Jamie is gender non-conforming.**
- **Jamie is bi-racial and identifies as multicultural.**
- **Jamie receives subsidized lunch.**
- **The holiest day on Jamie’s religious calendar is not recognized by the school district.**
- **Jamie has been assessed as having a “high iq”.**
- **Jamie needs glasses and often has difficulty seeing classroom projections.**
- **One of Jamie’s guardians is undocumented and does not speak English.**

Some stories about Leslie: “A Croton-Harmon” Student

- **Leslie is cis-gender.**
- **Leslie identifies as White.**
- **Leslie’s household income is commensurate with the Croton-Harmon median of \$140,000 and Leslie enjoys several enrichment and afterschool activities.**
- **Leslie’s religious celebrations are recognized by the school district.**
- **Leslie has an IEP for a cognitive learning difference.**
- **Leslie is struggling to meet expectations for state assessments and it is affecting their self-esteem.**
- **Leslie recently broke their leg badly and will need to use crutches and/or a wheelchair for at least 3 months, if not longer.**

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