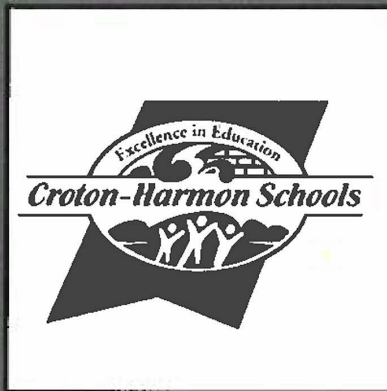


Croton-Harmon Equity Stakeholder Team

Session #1

Monday, March 28th, 2022, 3:30pm

Focusing on an Equity Lens



Facilitated by:

- **Melle Powers**
- **Melissa Shaw**

Tech support: Benjamin Bunce

Welcome - We will begin shortly!

Please type in chat: Something you are looking forward to for Spring.



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 Stakeholder Team

Focusing on an Equity Lens

Part 1: Monday, March 28th, 3:30pm-5pm
Stories and Society

Part 2: Monday, April 25th, 3:30pm-5pm
Identity and Visioning

Part 3: Monday, May 16th, 3:30pm-5pm
Exploring Equity

Part 4: Monday, June 6th, 3:30pm-5pm
Sharpening our Focus

What is one area of growth you would like to see in your community by the end of these training sessions? (in 5 words or less) Mentimeter

awareness

Last years recommendations in implementation

understand common needs

sensitivity to otherness and belonging

awareness of community's inherent diversity

relevant and rigorous curriculum

A variety of family stories shared

not feeling that there is any tension in doing this work

An ability to hold fear and discomfort



What is one area of growth you would like to see in your community by the end of these training sessions? (in 5 words or less)

Mentimeter

respect and growth

Involve all staff - not just teachers

increased collaborative (not destructive) dialogue among the adults



Program Objectives

- **To gain an understanding of how stories are constructed in relation to identity characteristics (individually and societally), and why this understanding is essential to creating an “Equity Lens.”**
- **To examine the ways in which the stories we amplify can support the values of *equity* and *belonging* in our schools.**

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**

What is a story?

An account of incidents or events.

- Merriam-Webster

Reflection

Think of a story from your time in school where you felt like you belonged or did not belong.

In one word, what is your emotional takeaway (positive or negative) from your own story?

Mentimeter

i felt like a complainer

affected
stronger
satisfied
reflective
lost
growth
positive
pride
insecure
nervous
awkward
unmaximize
exposed

What can a story do?

Stories create community, enable us to see through the eyes of other people, and open us to the claims of others.”

– Peter Forbes, photographer and author

The Story of Martin Luther King, Jr.



Stories

- **Stock Stories**
- **Concealed Stories**
- **Resistance Stories**
- **Counter Stories**

Stock Stories

Stock Stories are those **told by the dominant group**, passed on through historical and literary documents, and celebrated through public rituals, monuments and **media representations.**

Martin Luther King, Jr. was a beloved Civil Rights leader who believed deeply in the use of non-violence to advocate for change.



Breakout Room
“Unearthing Stories About Race”
or
“What is Water?”

- **Breakout Room groups of 3 (7 minutes total)**
- **Discussion questions to answer**

1. What are some of the other stock stories that we tell in United States culture?

2. What is the belief being amplified in the stock story? What is being left out? Why do we leave the rest out?

Concealed Stories

Concealed stories coexist alongside the stock stories but most often remain in the shadows, hidden from public view. Though invisible to those in the dominant society, concealed stories are often circulated, told and retold by people in the margins whose experiences and aspirations they express and honor, and they provide a perspective that is often very different from that of the mainstream.

Stock Story:



Concealed Story:

Martin Luther King, Jr. was not beloved by the dominant culture during his lifetime. He had a public disapproval rating of 75%. King wrote about the importance of breaking unjust laws and named his disappointment in "white moderates" who offered shallow understanding of the movement.



"I have almost reached the regrettable conclusion that the Negro's great stumbling block in the stride toward freedom is not the White Citizens Councilor or the Ku Klux Klanner but the white moderate who is more devoted to order than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice."

— MARTIN LUTHER KING, JR.

Resistance Stories

These are stories, both historical and contemporary, that tell about how people have resisted racism, challenged the stock stories that support it, and fought for more equal and inclusive social arrangements.

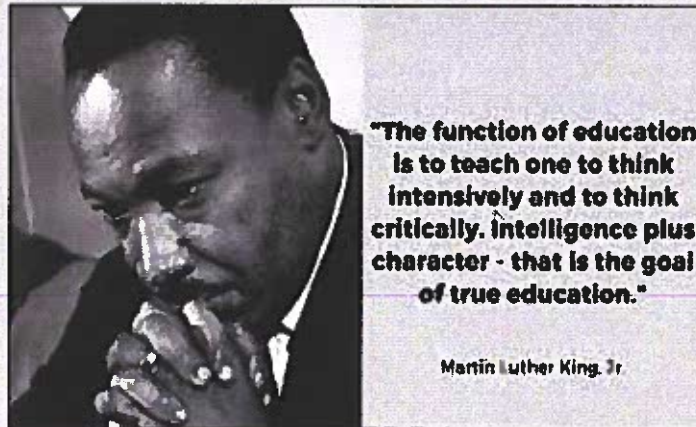


Resistance Story:

Dr. Martin Luther King, Jr. was orchestrator of a coordinated effort to gain Civil Rights for all Americans, particularly Black Americans. His campaign of “non-violence” was calculated to empower those for whom violent protest would be futile.

Counter Stories

Counter stories are **new stories** that are deliberately constructed to **challenge the stock stories, build on and amplify resistance stories, and offer ways to interrupt the status quo and work for change.** Such stories enact continuing critique and resistance to the stock stories and enable new possibilities for **inclusive human community.**



Real world practice: Defining an “Equity Lens”

Journaling homework

- **Review the definitions of “Equity Lens” that the teachers and staff came up with from their training session.**
- **We will use these definitions as we consider our work going forward.**

**Elementary School Staff and Faculty
generated “Equity Lens” definitions for
the next 3 pages:**

Please share the definition of "Equity Lens" that your group constructed

Making deliberate choices to be as inclusive as possible

Understanding each person for who they are and what they bring to the table

Is looking at all facets of an individual and creating learning that meets their individual needs

an open-minded diverse perspective of our world

To try to understand others to make things as fair as possible

Looking at what you do with compassion and support
Providing what may be needed for one to succeed

Where everyone is seen without judgment, regardless of race, gender, etc., or what they look like

Understanding what others need based on certain conditions in their lives in order to have the same access as others who do not have the same disadvantages

Giving everyone what is needed to succeed Embracing differences



Please share the definition of "Equity Lens" that your group constructed

Your perspective on advantages and disadvantages based on a person's identity

An equity lens are the glasses you need to look through to understand what needs to change in this school and this world to make all people have the opportunities and rights that you have had your whole life and take for granted

An equity lens is acknowledgement of differences and making meaningful decisions on providing supports to enable the best possible learning opportunities for our students

Understanding how your own identity affects the way you look at the world, speak, and treat others, and attempting to reckon with those biases and see things from a different perspective.

see or empathize from diverse perspectives, open mindset

Showing or seeking a way to make all feel included

equity lens is viewing the school to be the most inclusive while making decisions for all

inclusive decision making so individuals get what they need to succeed

Understanding what a student needs to succeed based on their individual identity



Please share the definition of "Equity Lens" that your group constructed

Understanding the backgrounds and needs of the individuals in your community to ensure that each is getting the tools and supports they personally need to be successful

understanding what everyone needs

making purposeful choices to include, respect and value the differences among us

Look at people for who they are

A perspective to also include others perspective

Look at an individual not at their physical being



**Middle School Staff and Faculty
generated “Equity Lens” definitions for
the next 1 page:**

Please share the definition of "Equity Lens" that your group constructed

In terms of how you would interpret the world around you the definition of Equity Lense is when you are viewing the world through an Equity Lense you would take into consideration all 8 identifiers Taking into account all people's perspectives as

intentionally taking into account the diversity that is present in the community we are part of

Having a viewpoint that deliberately acknowledges and adjusts for imbalances/barriers because we do not start from the same place. It is an ongoing process and we must work to be purposefully inclusive.

It's your level of awareness about inequity and actions that result from it

Equity Lens: Considering the inequities of people in society to create awareness, understanding, and empathy with the intention of eliminating potential barriers

Equity lens - Having empathy for multiple perspectives in order to meet the needs of the entire school community

Deliberately inclusive decision making The active process by which we include an awareness of variables that impact how equity plays a role in our communications interactions, and educational offerings.

All people are different and have unique needs and have the right to the opportunities and resources that they need to be successful

**High School Staff and Faculty generated
“Equity Lens” definitions for the next 2
pages:**

Enter the definition of "Equity Lens" that your group created.

It helps you see things from a new perspective

To analyze and adjust current policies & procedures in order to eliminate barriers

a means of determining the impact that we have as teachers on marginalized groups

Equity lens is creating pathways for every student to fully access the equal opportunities provided in the classroom by overcoming structural barriers. We do this by continuing to evolve and respond to the backgrounds of our community

Removing boarders and barriers so that each student is provided the same opportunity to an education

A mindset adopted by the District to ensure that decisions that are made and instruction that is offered is inclusive and all constituents are seen and heard

Purposefully analyzing and identifying barriers and inequities and then instituting supports and policies to promote equity to meet each person's needs

The equity lens is a flexible perspective and mindset for staff and educators to consider a range of experiences in the way they teach and interact with students and peers and to modify their instruction to incorporate the resulting insights

creating various opportunities to make pedagogy equitable to ALL. The process is not static, but continual as a result of reflection and feedback.

Enter the definition of "Equity Lens" that your group created.



Creating an inclusive environment that recognizes embraces and understands each individuals unique background in terms of culture, gender, race, socio-economic background etc

Carefully consider the social identity of each student so as to be creative in addressing the learning needs of our students daily



where everyone is seen without judgement and are provided with what they need to succeed based on their individual identity with specific mindfulness to traditionally marginalized communities.

Equity lens is providing access to all students using a creative, proactive and thoughtful method to provide resources and opportunities.

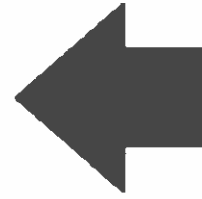
marginalized communities disproportionately lack access to safety, inclusion, education and opportunity. Our equitable lens will endeavor to see each community member for who they are and provide each and opportunity. Our equitable lens will endeavor to see each community member for who they are and provide each person with what they need so that everyone in our community has equitable access to all of those basic rights.

Equity lens: an intentional, active, reflective process of seeking different perspectives and growing from them; a process of interrogating existing systems to understand the impact on all students.

Empathy is a building block for awareness and equity.

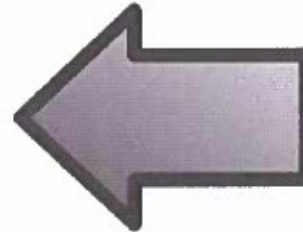
Group 5: High School Definition

It helps you see things from a new perspective



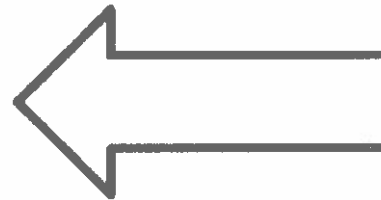
Consistently question and challenge mindset and what you think you know.

Equity lens is creating pathways for every student to fully access the equal opportunities provided in the classroom by overcoming structural barriers. We do this by continuing to evolve and respond to the backgrounds of our community.



Inclusion of language about the whole child not just backgrounds

Purposefully analyzing and identifying barriers and inequities and then instituting supports and policies to promote equity to meet each person's needs.



Using credible and effective metrics and instruments to "analyze and identify."

