

# MS 54 Equity Committee

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October 19, 2021

Welcome! Please introduce yourself 🤗 Put your name and role at Ms54 in the chat!

Staff: Role

Parents: Grade represented (and child's name (optional))

# Agenda

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- Welcome and Introductions (2 mins)
- Equity Meeting Norms (5 mins)
- Steering Committee and Equity Team (12 mins)
  - Define roles (2 mins)
  - Update on Steering Committee Meeting (10 mins)
- Discussion of Goals and Assessment (15 mins)
  - Preliminary goals stemming from last year's Equity meetings and work (2 min)
  - Brief intro to the NYSED Culturally Responsive Sustaining Education Framework (3 min)
  - Assessment and Goals (10 mins)
    - Areas of focus: Curriculum, Social Emotional Needs, Discipline, Inclusive School Environment
- Working Groups (15 mins)
- Report back and Next Meeting (5 mins)

# Update on Steering Committee Meeting - October 5, 2021

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- The Equity Team should hold regular meetings with administration
- PTA sponsored events that are inclusive for all families (neighborhoods, culturally relevant, accessible)
- Improve upon parent communication and outreach
- Promote school as excelling in many areas with an added focus on the arts
- Culturally relevant curriculum
- Kids want to be seen - Signage
  - Celebrating multiplicity of cultures & identities represented at our school
  - Bathrooms for gender questioning/ gender neutral/ gender fluid
  - Magnets marking safe zones in the school building
- Re-create a safe space for students to go take a breath and calmly work towards finding a solution for issues.
- Addressing staff concerns
- Affinity groups

# Areas of Opportunity

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- Communication & Community: accessible, open, virtual, orientations, omni-channel (text, website, email, facebook, etc), greater outreach to incoming families
- Academics: destigmatize ICT & academic supports; encouraging a growth mindset that celebrates improvement & work ethic; systematically adopt a culturally relevant curriculum
- Representation: data on demographics of staff; disciplinary data; greater diversity in PTA & SLT
- Navigating Conflict: professional development to support difficult conversations (staff and parents) and equitable behavioral interventions (students)

# New York State Education Dept. Culturally Responsive-Sustaining Education Framework

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The four principles of the [NYSED CR-S Framework](#):

1. Welcoming and Affirming Environment
2. High Expectations and Rigorous Instruction
3. Inclusive Curriculum and Assessment
4. Ongoing Professional Learning and Support

# Working Groups

## Principle I: Welcoming and Affirming Environment

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A **Welcoming and Affirming Environment** feels safe. It is a space where people can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning.

Swier, R., Hernández, M.G. & Lopez, D. (2021). *Culturally Responsive Sustaining Education Assessment Tool*. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.





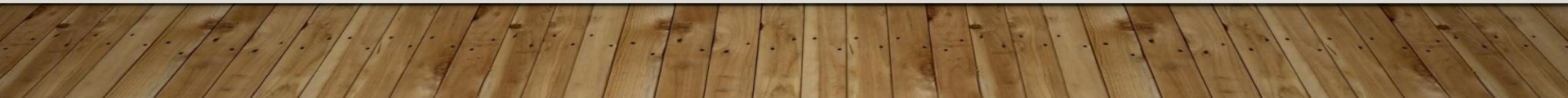
# Working Groups

## Principle 2: High Expectations and Rigorous Instruction

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**High Expectations and Rigorous Instruction** prepare the community for rigor and independent learning. The environment is academically rigorous and intellectually challenging while also considering the different ways students learn. Instruction includes opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Messages encourage positive self-image and empower others to succeed.

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# Working Groups

## Principle 3: Inclusive Curriculum and Assessment

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**Inclusive Curriculum and Assessment** elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works toward dismantling systems of biases and inequities and decentering dominant ideologies in education.

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# Working Groups

## Principle 4: Ongoing Professional Learning and Support

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**Ongoing Professional Learning and Support** is rooted in the idea that teaching and learning is an adaptive process needing constant re-examination. It allows learners to develop and sharpen a critically conscious lens toward instruction, curriculum, assessment, history, culture, and institutions. Learners must be self-directed and take on opportunities that directly impact learning outcomes.

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