

A Systemic Approach to Equity Matters

Farmington Public Schools





Presenters

- Kim Wynne, Assistant Superintendent
- Veronica Ruzek, Director of Curriculum and Instruction
- Lisette Cobb, Equity and Inclusion Coordinator
- Russ Crist, FHS Assistant Principal
- Nilda Irizarry, IAR Principal
- Danielle Cloud, FHS Student
- Ayan Mohamud, FHS Student



By the Numbers: Profile and Performance Report

Students

October 1, 2019 Enrollment²

	District	
	Count	Percent of Total (%)
Female	2,053	49.4
Male	2,106	50.6
American Indian or Alaska Native	6	0.1
Asian	933	22.4
Black or African American	195	4.7
Hispanic or Latino of any race	357	8.6
Native Hawaiian or Other Pacific Islander	0	0.0
Two or More Races	173	4.2
White	2,495	60.0
English Learners	180	4.3
Eligible for Free or Reduced-Price Meals	718	17.3
Students with Disabilities ³	499	12.0

Teachers

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	7	1.7	1.2
Black or African American	5	1.2	4.0
Hispanic or Latino of any race	10	2.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	398	94.5	90.4

CORE BELIEFS

Expectations Matter

Teachers maintain high expectations for all students through continual encouragement, specific and timely feedback, tenacity in providing targeted support, and through communicating that all students have the capacity to meet district standards. We believe that maintaining high expectations leads to higher levels of student achievement.

Relationships Matter

All staff members create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

Effort Matters

Students in the Farmington Public Schools succeed at high levels through their own efforts and the collective efforts of their parents, educators, and the community. It is through students' own hard work and dedication to the pursuit of excellence that they will succeed. We believe that increasing effort leads to higher levels of student achievement.

Results Matter

Administrators, teachers, and students measure progress toward meeting and exceeding defined standards and goals. Through the ongoing and collaborative analysis of student work and data, we hold students and each other accountable for continuous improvement. We believe that sharing and using results to inform our decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

Instruction Matters

Teachers refine their teaching craft through ongoing study and action research, observation of instruction, and collaboration with colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. All educators demonstrate their commitment to instructional and curricular development for the classroom, team, school, and district through their leadership in improvement efforts. We believe that improving instruction leads to higher levels of student achievement.

Equity Matters

We recognize that students come to us with diverse experiences, interests, strengths, and needs. It is therefore essential that all students have access to challenging and personally meaningful curriculum and instruction. Teachers, administrators and staff are committed to the pursuit of excellence for all students, meeting them where they are, and providing resources, flexible pathways, and targeted support to remove barriers to opportunity. We believe that equity is a fundamental value of a high quality education and that diversity is an asset to our school community.

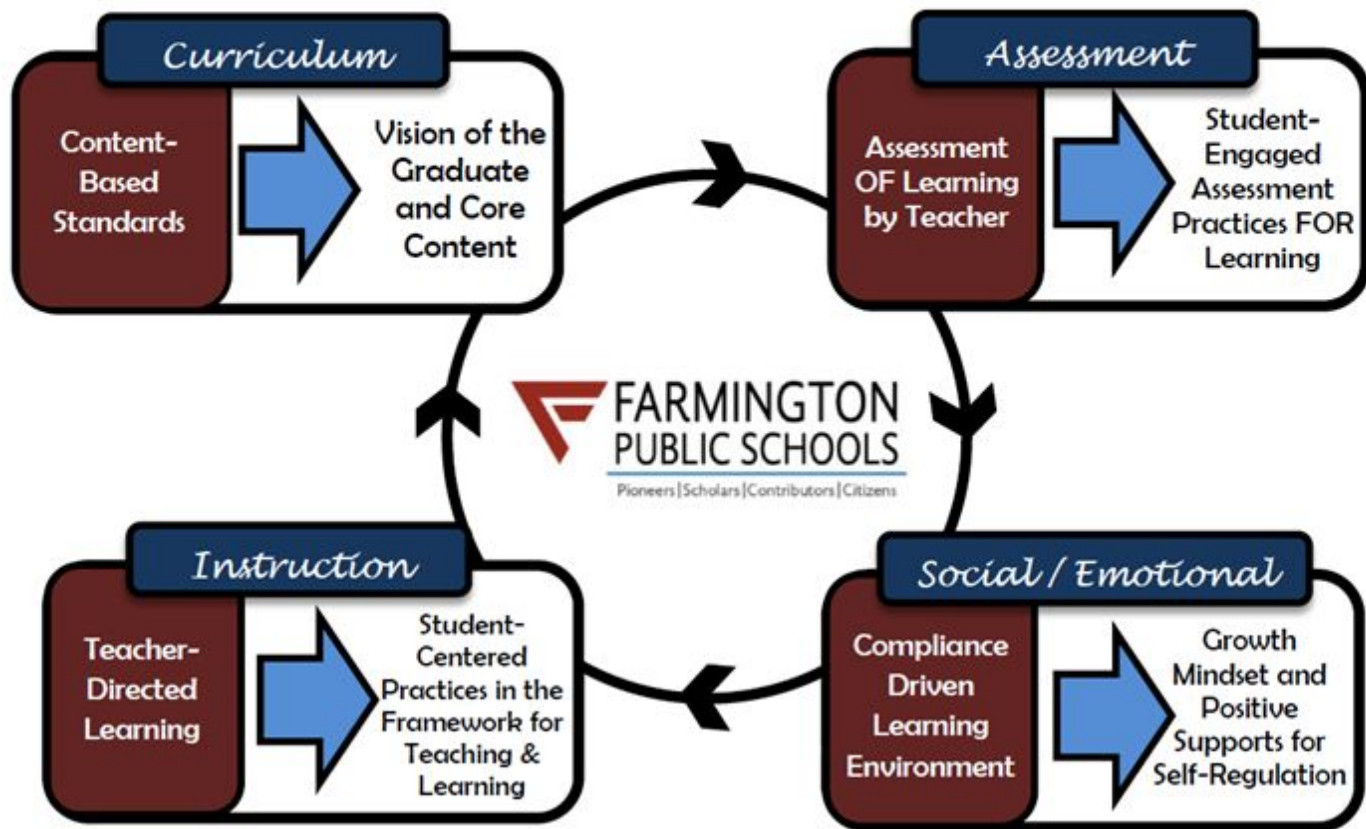


Vision of the Global Citizen 2020

- Self-Aware Individual
- Empowered Learner
- Disciplined Thinker
- Engaged Collaborator
- Civic-Minded Contributor



Major Shifts



Chronology of FPS Faculty & Staff Professional Learning



EQUITY, INCLUSION, COMMUNITY Chronology of FPS Faculty and Staff Professional Learning

2016 - 2017	
Equity Institute: Leading for Equitable Classrooms (5 day series) Facilitated by Center for School Change	Administrative Team
2017 - 2018	
Administrative Retreat - "Equity Matters - Developing a Theory of Action" Facilitated by Harvard RIDES Program to launch partnership in the Equity Collaborative at the Harvard Graduate School of Education	District Leadership Council
Examining the Racial Achievement Gap - Case Study Method using data to uncover systemic barriers to achievement and find opportunities for improvement Facilitated by Principals and District Leaders at each school	District Level and School-based Teams
Equity and Diversity Faculty Training Workshops in every school - Color Blind vs. Color Brave, Equity vs. Equality, Implicit Bias Facilitated by The RE-Center: Race and Equity in Education	All Faculty K to 12
Established and Communicated Core Belief: EQUITY MATTERS Faculty meetings focused on considering implications	All Faculty K to 12
Equity Intensive - 3 Day Workshop Facilitated by The RE-Center: Race and Equity in Education	Approx. 15 Teacher Leaders and Administrators
Faculty Book Clubs - Topics included: Partnering With Parents, Cultural Competence, Engagement Strategies Sponsored by CREC Open Choice Program	Various faculty member volunteers
2018 - 2019	
Teaching in Multi-Cultural Classrooms Facilitated by The RE-Center: Race and Equity in Education	All Faculty K to 12

IAR hosted CREC's Dine and Discuss Event focused on Cross District Sharing of Equity-related strategies	Attended by voluntary FPS teachers and administrators
Equity Intensive - 3 Day Workshop Facilitated by The RE-Center: Race and Equity in Education	Approx. 20 Teacher Leaders and Administrators
Developing Faculty Capacity to Implement and Facilitate Proactive and Restorative Circles Facilitated by Carol Kerkin, CREC	IAR, EF, NW, WD Teachers
Faculty Book Clubs - Topics Included: Trauma-informed Practices, Confronting Bias in Education Sponsored by CREC Open Choice Program	Various faculty member volunteers
2019 - 2020	
Seedings Institute - Leading for Social and Emotional Intelligence using the RULER Approach Facilitated by Dr. Marc Brackett, Yale School of Emotional Intelligence	Administrative Team
The RULER Approach - Recognizing, Understanding, and Regulating Emotions Facilitated by Dr. Marc Brackett, Yale School of Emotional Intelligence Follow-up Training with all faculty and staff in these schools	Leadership Teams from IAR, WD, UN, NW, and EF
Administrative Retreat - "Social and Emotional Learning to Create an Inclusive Sense of Belonging" Facilitated by Admins who attended RULER Institute	District Leadership Council
PLX (Farmington's Professional Learning Exchange) Multiple Sessions on Social and Emotional Learning, Courageous Conversations, Social Justice, Confronting Bias, and other related topics. Teachers self-selected sessions to attend. Some teacher to teacher sharing, others presented by experts in their fields	K to 12 Faculty
Developing Faculty Capacity to Implement and Facilitate Proactive and Restorative Circles (all faculty, + advanced training for leadership group) Facilitated by Dr. Joseph Brummer	FHS, WW All Teachers + 35 Teacher Leaders
Dismantling Systemic Racism: 2019 Conference on Race, Education & Success	FHS Teacher Leaders attended

Equity Intensive - 2 Day Workshop Facilitated by The RE-Center: Race and Equity in Education	Approx. 25 Teacher Leaders and Administrators
Trauma Sensitivity Training: Historical Trauma and its Impact on Learning	NW Faculty
2020 - 2021 - Currently developing plans for these and other learning experiences	
Summer Book Club Readings - 10 Titles (see Padlet webpage) Focused on Anti-Racism, Stereotypes, Systemic Oppression, and Cultural Competence	Teachers and Administrator volunteers
Summer Online Learning Modules: Systemic Oppression and Institutional Racism in the United States - past, present, and future goals Video content, readings, journaling, and discussion groups	Teachers and Administrator over 130 participants
Responding to Bias and Racism in School: Strategies for Teachers August Return to School Mandated Training Facilitated by Family School Liaisons and Principals	All Faculty K to 12
Social Justice Student Leaders from FHS - Faculty Presentations at each school	TBD
Ongoing - Building Faculty Capacity to Implement and Facilitate Proactive and Restorative Circles Facilitated by Trained Teacher Leaders	ALL Schools
Closing Achievement and Opportunity Gaps Partnership and Facilitation by <i>Equal Opportunity Schools</i>	Aug - June Ongoing Training
The RULER Approach - Recognizing, Understanding, and Regulating Emotions Facilitated by Dr. Marc Brackett, Yale School of Emotional Intelligence Follow-up Training with all faculty and staff in these schools	Leadership Teams from FHS and WW
Community Council for Equity and Inclusion - The council will include students, parents, and faculty representatives, as well as outside experts, to engage in an ongoing dialogue about dismantling systemic racism and working toward school communities with inclusion, social justice and equity goals at the center of school improvement work.	Launch - Fall of 2020

What's great about working in Farmington?

- We are all learners!
- Teaming is the way we do business
- Active involvement in continuous improvement - lots of opportunities for leadership
- Clear and shared expectations
- Family support
- Open doors, open minds, open hearts



Anticipatory Set:

Name a system you would guess
that we've addressed as part of
our equity work?

Example: Professional Learning
System



AnswerGarden





EQUITY FRAMEWORK

ACADEMIC ACHIEVEMENT

SCHOOL CULTURE AND
CLIMATE

SOCIAL AND EMOTIONAL
LEARNING

RECRUITMENT AND HIRING

CURRICULUM, TEACHING
AND LEARNING

COMMUNITY ENGAGEMENT



Vision of the Global Citizen 2020

- Self-Aware Individual
- Empowered Learner
- Disciplined Thinker
- Engaged Collaborator
- Civic-Minded Contributor



Jamboard Link

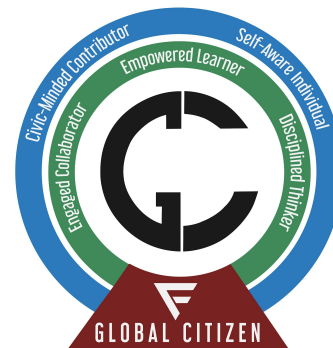


Self Aware Individual

I know myself and how to care for my own well-being.

I can assess my own personal strengths and needs, persist in overcoming obstacles to reach my own goals, make wise choices and informed decisions and adapt to new challenges and opportunities by regulating my emotions and adjusting my behavior to positively impact myself and others.

- Well-being
- Identity
- Confidence
- Integrity
- Gratitude



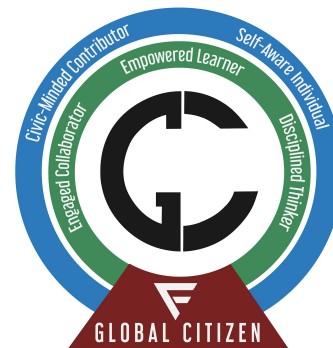


Empowered Learner

I am a knowledgeable, reflective and resourceful learner.

I can explore interests, take initiative, ask questions and conduct research. I can use technology and media tools skillfully and learn from my successes and failures by engaging in feedback and self-assessment protocols.

- Agency
- Resilience
- Curiosity
- Initiative
- Resourcefulness





Disciplined Thinker

I can apply strategic thinking to develop ideas and solve problems.

I am a critical consumer of information recognizing point of view and bias. I can reason with evidence, synthesize and evaluate data, and connect concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.

- Focus
- Creativity
- Logical Reasoning
- Flexibility
- Persistence



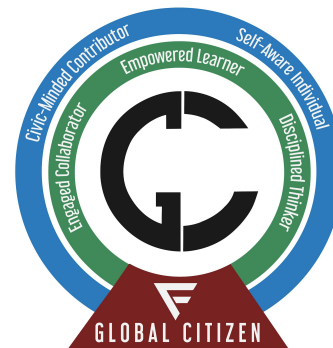


Engaged Collaborator

I can work effectively and respectfully with diverse groups of people.

I am a critical consumer of information recognizing point of view and bias. I can reason with evidence, synthesize and evaluate data, and connect concepts and ideas while thinking creatively and flexibly to design and develop innovative solutions, strategies, and outcomes.

- Empathy
- Open-Mindedness
- Perspective
- Adaptability
- Personal Accountability



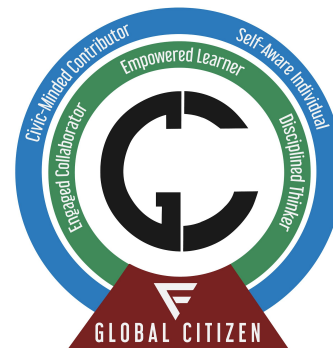


Civic-Minded Contributor

I can actively contribute to a civilized society.

I understand complex interdependent systems and their impact on people and the environment. I question prevailing assumptions, develop my cultural competence, and seek solutions through negotiation and compromise in order to contribute to the betterment of my local/global communities through service and civic participation.

- Compassion
- Global fluency
- Cultural competence
- Service
- Stewardship



Social and Emotional Learning

Help all students understand, express, and manage emotions, navigate conflict, and develop healthy relationships.





Social and Emotional Learning

Students will understand, express, and manage their emotions, navigate conflict, and develop healthy relationships

FPS Equity Framework Priority 2020-21

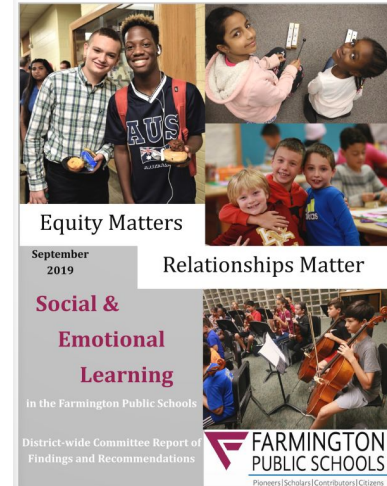
RULER Approach - implementing strategies to support students' and teachers' emotional intelligence

TEAM - new teacher induction and training includes a focus on emotional intelligence and classroom management strategies to support student-centered learning

Restorative Practices - Restorative practices and trauma-informed instruction partnership

SEL Committee Report - following through on implementing these recommendations and including SEL goals in all SDPs, Parent and Teacher resources posted on website

SEL Routines & Structures - creating daily opportunities for student advisories and/or morning meetings, counseling and social thinking groups, check-in and check-out



Recruitment and Hiring

Attract, hire, and develop teachers, administrators, and staff of color





Recruitment and Hiring

Attract, hire and develop administrators, teachers, and staff of color

Priorities for 2020-21

Systems Review of HR Practices - Conduct an audit and review of HR practices, revise recruiting materials, videos, webpages, and mandate anti-bias training for all interview committee members, include SJ and Anti-Bias in onboarding

RELAY Program - Partnership to support paraprofessionals achieving certification while on the job (diversity pipeline)

CT Diversity Recruiting Consortia - Participate with RESCs and the GHIAA in developing strategies and opportunities

UConn Partnership - Create student teaching and internship opportunities with the goal of attracting candidates of color through the junior, senior, and 5th year pgms

Aspiring Teacher Open House - Direct invitation to HBCUs and CT Teacher Prep Programs to actively recruit a diverse pool of candidates

Maryland Teacher Prep HBCU Recruitment Fair - Only CT district participating, launch of long term partnership



Curriculum, Teaching and Learning

Include diverse perspectives, voices, and texts in the curriculum to provide “windows and mirrors” for students to better understand themselves and others.





Curriculum, Teaching and Learning

Include diverse perspectives, voices, and texts in the curriculum to provide “windows and mirrors” for students to better understand themselves and others

FPS Equity Framework Priority 2020-21

K - 6 Social Justice Lessons - text-based lessons and activities aligned with the equity standards: identity, diversity, justice, and action

Culturally Responsive Teaching and the Brain: All curriculum leaders participating in this training

Curriculum Development and Revisions:
CAPSTONE Equity, Advocacy, and Social Justice
Prepare to pilot Black and Latinx Studies
Revisions to Grade 2 Unit
Audit and purchase of new texts to represent diversity
Partnering with external experts to create monitoring tools



Community Engagement

Develop deeper understanding of biases and beliefs in an effort to dismantle racism and other forms of oppression or discrimination.





Community Engagement

“If you want to go fast, *go alone*. If you want to go far, *go together*.” ~African Proverb

Community Council for Equity and Inclusion - Stakeholder participation in 4 meetings this year and the formation of subcommittees, Kathy Taylor facilitates 2 of the meetings focused on roles, responsibilities, purpose, and goals.

District-wide professional development and learning-shared reading, continuous internal and external training.

External Partnerships- Continue to cultivate external partnerships that will support our continued learning and provide necessary consultation in all areas of our framework.

School-based Equity Leadership Teams-collaborate around equity issues, collaborate around *potential* equity issues, dismantle current systems that are inequitable, and identify proactive ways to engage stakeholders/community members about the challenges arising from inequities. Promote an inclusive culture that engages and draws on the assets of students, families and staff.

Student voice and Agency-Engage students as partners in our school change efforts

Family Engagement - Various virtual events, PTO meetings with focused topics, school-based Community Conversations

Community, Equity, and Inclusion Webpage - welcomes families, includes information, resources, events, and ne





Equity and Inclusion Webpage

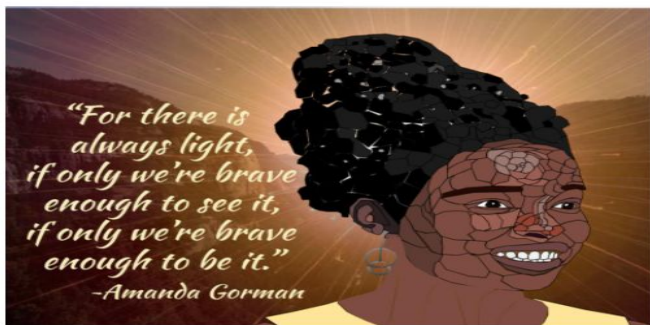
Welcome to the Farmington Public Schools!

We are very happy to have you join our learning community. Our schools are places where families, children, and young adults feel connected to a community that celebrates diversity as we work together to achieve our goals.

This website is designed to help you find information and resources that relate to our ongoing efforts to create an inclusive culture of respect, belonging and high expectations in every school.

Equity Matters: We recognize that students come to us with diverse experiences, interests, and needs. It is therefore essential that all students have access to challenging and personally meaningful curriculum and instruction. Teachers, administrators and staff are committed to the pursuit of excellence for all students, meeting them where they are, and providing resources, flexible pathways, and targeted support to remove barriers to opportunity. We believe that equity is a fundamental value of a high quality education and that diversity is an asset to our school community.

The month of March brings singular focus and additional awareness of the social, economic, cultural and political achievements of women across the globe. Join Farmington Public Schools as we celebrate both Women's history Month and International Women's Day honored on the 8th of March.



Amanda S. C. Gorman is an American poet and activist. Her work focuses on issues of oppression, feminism, race, and marginalization, as well as the African diaspora. Gorman was the first person to be named National Youth Poet Laureate. The image was created by Shahd H. (5th Grade) at West Woods Upper Elementary School.

[Professional Learning](#)

[Faculty Reads](#)

[Student Voice and Leadership](#)

[Books for children](#)

[Books for Young Adults](#)

[Affinity Groups](#)

[Community Council](#)

News & Events

[A Message from the Superintendent](#)

[- A Letter of Solidarity in Response to the Jan 6. Events at the Capitol](#)

[- A Letter of Solidarity in Response to the Events Related to Racial Violence against Asians, Asian Americans and Pacific Islanders](#)

[Summer 2020- K-12 Faculty Shared Readings on Anti-Racism](#)

[September- FPS Launches Partnership with Equal Opportunity Schools \(EOS\)](#)

School Culture and Climate

Create an inclusive culture of respect, belonging, and high expectations.





School Culture and Climate

We are engaged in...

- Faculty participation in Social Justice Learning Modules
- Mandated Anti-Bias Training for all faculty and staff
- School-based Equity Leadership Teams
- Student Surveys and Focus Groups
- High Academic Standards by grade level/course
- Student Leadership - FHS, IAR and WW Equity Clubs and Activities & Expand Equity Student Leadership Clubs and Activities K-4
- Social Justice Focus at FHS--Student Led



Student Engagement and Empowerment



The Expansion of Clubs and Activities:
“One School. One Community. One Us.”





FHS Clubs and Activities

<p>STEM Communities</p> <ul style="list-style-type: none"> • Astronomy - Antolini • Bio Olympiad - Forstbauer • FIRST Robotics - Barron, Hall & Forstbauer • Environmental Conservation Organization - Butterfield • Environmental - Butterfield • Epidemiology's Healthcare Haven - Antolini • Future Scientists Club - Crisanti • Hack Club - Barron • HOSA - Shomo • Invention Convention - Forstbauer • Innovation Club - Gaddio • Math Competition (AMC, NEMO) - Rose • Math Practice Club - Raymond • Mu Alpha Theta (Math) - Kostal • Science Bowl - Butterfield • Science Olympiad - Tucker and Toepfer • STEM Club - Broomall & Brancato • Women in STEM - Tabbets 	<p>Common Interest Communities</p> <ul style="list-style-type: none"> • Book Club - Tolles & Johnson • Cards for Happiness - Rdler • Dear FHS - Luciani • Food and Nutrition Club - Gorman & Emond • Hook & Hooley - Butterfield • Investment Club - Gaddio • Mental Health Awareness Club - Leahy • National Honor Society - Pagano-Kor & Miller • Run Club - Yimoyinos • Tabletop Games Alliance - Diman • The Voice and Quill & Scroll Honor Society - Martinez • Women in Business - Horak • Yearbook - Friskey • Yoga Club- Glynn
<p>Fine, Applied, & Creative Arts Communities</p> <ul style="list-style-type: none"> • Art Club - Minor & Prockio • Audio Visual/SOS News - Foreman & Martinez • Automotive Sports Club - Conigan • Drama - TBD • E-Sports Club - Prockio • Fashion - McRimney • Film, Film Theory, & Film Making - Maynard/Barkow • National Art Honor Society - Minor • Photography Club - French • Unified Theater - Barkow/Maynard 	<p>Human Rights & Social Justice Communities</p> <ul style="list-style-type: none"> • Asian American Student Union - Ng & Tan • Black Student Union - Carter & Luciani • BRAVE - Monaghan • Gender & Sexuality Alliance (GSA) - Schardt & Toepfer • Indian Student Union - Loomis • Jewish Student Union - Goldberg • Latin Culture Club - Martinez • Multicultural Student Union - Raymond • Muslim Student Union - Monaghan • SHERO - Tan • Social Justice Club - Loomis/Johnson/Daake
<p>Leadership Communities</p> <ul style="list-style-type: none"> • Class of 2021 Student Council - Martinez & Mulcahy • Class of 2022 Student Council - Diman & McIntyre • Class of 2023 Student Council - Carozza & Prouty • Class of 2024 Student Council - Gallo, Robinson, & Tan • Executive Student Council - Loomis • FHS Ambassadors - Borneau • FHS CT Youth Forum - Mulcahy • Peer Leaders - Stocke & Leahy • Principal's Advisory Council (PAC) - Hurwitz 	<p>Culture and Language Communities</p> <ul style="list-style-type: none"> • BRIDGES - Luciani • Haitian English Outreach - Cristillo & Glynn • Kind for Everyone - Ortiz • Latin Club - Antolinis • Latin National Honor Society - Antolinis • National French Honor Society - McGiverts • National Spanish Honor Society - Crowe
<p>Community Service Communities</p> <ul style="list-style-type: none"> • A.C.T. (Assisting Charities Today) - Stocke • American Red Cross - TBD • Eppingford Food Bank Club - Johnson • FHS Cares - Mastrelli • FHS Spirit Train - Mulcahy/Sklar • Generations - Imre • Habitat for Humanity/ Project Rebuild - Carrigan • InterAct - Gallone • Key Club - TBD • Operation Smile - Tavdaco • The Youth Project - TBD • Veteran's Club - Richman • World Awareness Programs - Tavolacci 	<p>Humanities Communities</p> <ul style="list-style-type: none"> • Agora - Mulcahy • Debates - Diman • Economics - Nok • Fine Line Literary Magazine - Schlerker • History Day - Tutill and Trubia • Mock Trial - Mulcahy • Moral Uti - Goldberg • Philosophy Club - Diman • Poetry Out Loud - Gallucci & McIntyre • Political Action Club - Goldberg • Young Democrats - Goldberg & Tutill • Young Moderates - Tutill and Monaghan • Young Republicans - Goldberg
<p>Music Communities</p> <ul style="list-style-type: none"> • Music Appreciation - Prouty • TM Honor Society - Ventres 	<p>Athletic Interest Communities</p> <ul style="list-style-type: none"> • Varsity JV Sports and Intramurals

Social Justice Clubs at FHS:
 Asian American Student Union
 Black Student Union
 BRAVE
 Gender Sexuality Alliance (GSA)
 Indian Student Union
 Jewish Student Union
 LatinX Culture Club
 Mental Health Awareness
 Multicultural Student Union
 Muslim Student Union
 Social Justice Club

Social Justice Club



The Social Justice Club helps with all of the planning and other Social Justice events during the year.
Classroom Code: mmzftc

Mental Health Awareness Club

Interested in learning more about the brain, and mental health advocacy? Or, do you even just want a chance to meet new people, talk through experiences, and gain new perspectives? Well, Join Mental Health Awareness Club!!

Class Code:
swe2xqf

Advisor: Mr. Leahy
President/Founder: Medha Arora ('21)



This is a judgment free zone!

MULTICULTURAL STUDENT UNION (MCSU)

Sharing Diversity and Inclusion

Club activities?

- Intersectionality is at the heart of what we do
- Annual presentations and activities during

discussions

secondary schools

(mcsu.org) or Mercy join :)



GSA: Gender and Sexual

The GSA runs biweekly meetings that provide a safe space. Meetings consist of learning about LGBTQ+ topics, current events, and more. GSA hosts and attends several events throughout the year geared towards support of the LGBTQ+ community: True Colors, Acoustic Nights, Ally Week, Day of Silence, and MORE!

Please note that due to COVID, this year may look a little different, but our ultimate goal of providing a safe and educational space for LGBTQ+ individuals and allies is still our top priority!

Class Code - fvzuku

- Meeting Days/Times: join Google Classroom using code "fvzuku" for updates. More to come!
- Advisors: Mrs. Scharpf (scharpf@fjpsct.org) and Ms. Toepfer (toepfer@fjpsct.org)

Can Do It!



BRAVE:

Girls Leadership Inc.

Mission: To empower ourselves and others in order to create leaders who advocate for feminist issues through education, fundraising, and outreach to foster an inclusive and intersectional community at Farmington High School.

Interested in joining or learning more?

Contact: Dr. Monaghan (monaghanm@fjpsct.org)

Classroom code: 5u6hakz



Social Justice Week:

A Student-led Journey for Our School



You are invited to...

Social Justice Week!

When?
Feb. 11 through Feb. 15

Where?
Farmington High School in the Library
10 Monteth Dr. Farmington, CT

Schedule:

When?	Monday	Tuesday	Wednesday	Thursday	Friday
Period 5 9:50-10:20	Images of Beauty and the Media Wagner Proctor	Sexual Harassment S&S	History of UNICEF P&G Olson, Pat Tr & M	Disables (Student movement) Environmental Justice See text	Police Brutality America & Korea
Period 5 9:50-10:20	Women in Politics W&L & A	Mental Health W&L & A	The N-Word See text	Native American Gentry, Kinsler & Lantieri	Privilege Walk G&S
Period 6 10:20-10:50	Gender & Sexuality W&L & A	Transgender Awareness W&L & A	Colorism See text	Affirmative Action S&S	Microaggressions W&L & A
Period 1 10:50-11:20	The Food Industry See text	Children with Disabilities S&S	Contemporary Feminism S&S	Whataboutism W&L & A	What is White? See text
Period 1 1:40-2:10					Student Panel

We hope you can make it!



How it all started....

- Farmington HS vs Capital Prep March 4th, 2016
- Two Juniors asked to start a Social Justice Club
spring of 2016
- SCSU Social Justice Week November 2016
- Social Justice Week at FHS in February 2017



How we do it....

- Administrative support from the beginning
- Amazing students and club advisors, presenters represent a much larger group that is dedicated to change
- Preparation
- Students K-12 participating in equity and diversity clubs create a systemwide culture of inclusivity



“If we teach kids about diversity and equality from a very early age, we have the power to transform them into open-minded adults. Let us teach our kids to not be afraid, but rather to respect each other.” - Kevin L. Nadal



FHS Social Justice Week 2017

February 13th-17th

in the FHS Library

FHS Clubs & Organizations Presenting During
Social Justice Week:

*BRAVE, GSA, Social Justice,
Tri-M Music, UNICEF, & UNITY*

Social Justice Week- Tuesday- Human Rights

Period 4- I am...: Students will take part in an activity based on identity, creating and decorating note cards with a negative word they have been called or said about themselves along with a positive word or name that truly describes them, whether someone has said it to them or they have said it to themselves. This activity will focus on building a positive self image and breaking down negative connotations and stereotypes.

Presenters: Lex Colwick, Nickole Morris, Celia Myers (GSA)

Period 5- Half the Sky: International Human Rights: An overview of human rights and some of the basic struggles around the world based on status, class, gender, etc. around the world. Using a movie screening of Half the Sky, specifically the topic of sex trafficking in Cambodia, we will provide discussion about solutions to such problems.

Presenters: Rachel Waxler, Francesca Trofimov, Nivi Nath, Vaishnavi Kumbum, Sia Goel, Sasha Goldblatt (UNICEF Club)

Period 6- Human Rights & Social Justice: A discussion-based presentation in order to work towards identifying and overcoming the false perceptions and stereotypes that exist within the Farmington community as they relate to human rights and social justice.

Presenters: Kevin Dunst and Ryan Witter (Social Justice)

Period 7- Values and the Universal Declaration for Human Rights: This lesson will engage participants in discussion and analysis of the Universal Declaration of Human Rights. Participants will become familiar with the UDHR, and have a chance to discuss/debate one another in a civil manner about the different values they may hold in regards to statements that appear within it.

Presenters: Maggie McGuire and Frank Miano (UNITY)

Social Justice Week- Friday- Gender & Sexuality

Period 4- Gender Related Issues in FPS: BRAVE would like to facilitate a discussion on gender related issues, particularly as they pertain to FPS. The students plan on using research and other resources to engage participants and anchor conversations. Topics include: research on the differences in interactions between teachers and male/female students (frequency and type of interactions), sexting and objectification of women on social media, school dress codes, politics, and gender.

Presenters: BRAVE Club members

Period 5- Gender Related Issues in FPS: BRAVE would like to facilitate a discussion on gender related issues, particularly as they pertain to FPS. The students plan on using research and other resources to engage participants and anchor conversations. Topics include: research on the differences in interactions of teachers and male/female students (frequency and type of interactions), sexting and objectification of women on social media, school dress codes, politics and gender.

Presenters: BRAVE Club members

Period 6- Gender and Sexuality 101: This fun and interactive presentation will cover some of the many different genders and sexualities common in the world today. Intended to provide basic education about the diverse LGBTQ community using simple vocabulary for everyone to understand, ending with a Kahoot to test your new knowledge for prizes.

Presenters: Lex Colwick, Celia Myers, Maddie Muszynski (GSA Club)

Period 7- Gender and Sexuality 101: This fun and interactive presentation will cover some of the many different genders and sexualities common in the world today. Intended to provide basic education about the diverse LGBTQ community using simple vocabulary for everyone to understand, ending with a Kahoot to test your new knowledge for prizes.

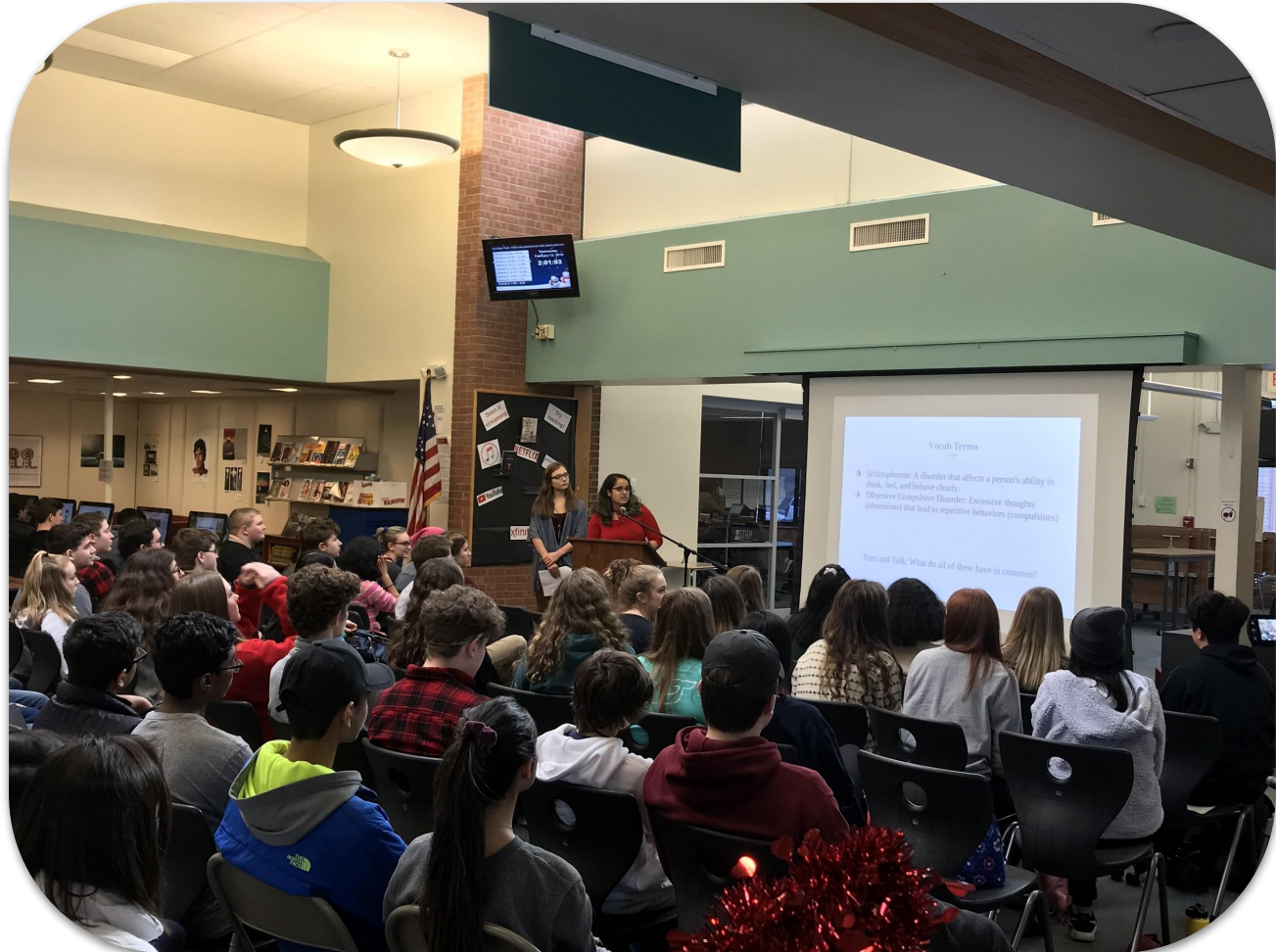
Presenters: Lex Colwick, Celia Myers, Haley Parker (GSA Club)





Social Justice Week Handout 2021









FHS Social Justice Council: Development and Growth of Student Voices



Expanding Social Justice Club and Creating Safe Spaces



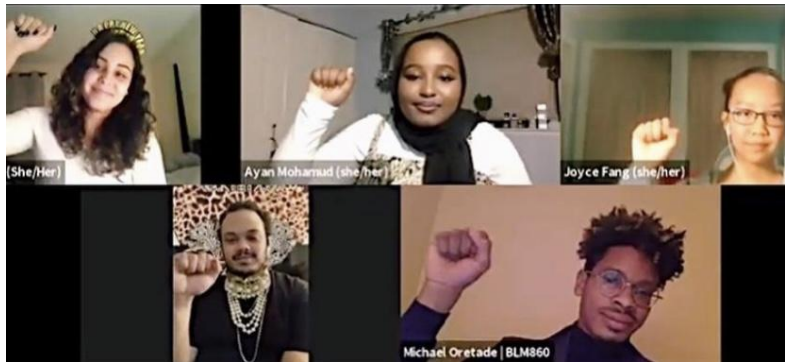


Taking Action in Our Community and Strengthening Our Activism





The Social Justice Council & Planting Roots





Vision of the Global Citizen 2020

- Self-Aware Individual
- Empowered Learner
- Disciplined Thinker
- Engaged Collaborator
- Civic-Minded Contributor



What aspects of the FPS Vision of the Global Citizen did you notice our students demonstrating throughout their presentation?
Please type it into the chat!



"And yes we are far from polished
far from pristine
but that doesn't mean we are
striving to form a union that is perfect
We are striving to forge a union with purpose"

Amanda Gorman, "The Hill We Climb"
Inauguration of Joe Biden, 2021