


Equity and Inclusion Team Planning



August 9/10, 2021



*“engrave this upon your heart:
there isn't anyone you couldn't
love once you've heard their story.”*

- Mary Lou Kownacki.

54 Promise: Inspiring Innovation, Igniting Student Potential

The **54 Promise** is a multi-year strategic plan to guide District 54's core work of ensuring whole-child student success. This document was the result of the collaborative efforts of the District 54 Strategic Planning Committee which consisted of 72 participants representing teachers, support staff, administrators, parents and community members from across our system. The Strategic Planning Committee arrived at consensus around the **54 Promise** through a series of informative meeting sessions where input from all stakeholders was solicited. The **54 Promise** provides the entire District 54 community clarity around the key district goals and operating priorities that will drive our system ahead in the years to come.

Equity and Inclusion Vision

In District 54, we will promote a culture of unconditional belonging in which all students, staff and community members will be treated with dignity. We will ensure high levels of access to resources, experiences and success. In District 54, we strive to ensure that all students, staff, and community members are



Safe, welcome and cared for



Heard, validated and supported



Represented in curriculum and staffing

One District, One Mission: Ensuring Student Success

District 54 Goals

- District 54 will ensure the **success of the whole child** by providing comprehensive approaches and programming, grounded in the belief that each child deserves to be Healthy, Safe, Engaged, Supported and Challenged.
- District 54 will perform in the **top 10%** of all schools in reading and math growth and proficiency as measured by state and local assessments.
- District 54 will close the **achievement gap for ALL** students in reading and math as measured by state and local assessments.



DISTRICT 54 PILLARS OF EQUITY AND INCLUSION



- Develop a culture of Belonging and Dignity
- Build the Cultural Competency of our Professional Learning Communities
- Recruit, Select and Retain a staff that is reflective of our student demographics

Agenda

S Building the foundation: Defining equity and belonging

T Understanding racism, implicit bias, inclusion, and dignity

O *Lunch*

R Knowing our students as members of groups and as individuals

I

E Supporting your school equity and inclusion team capacity

S

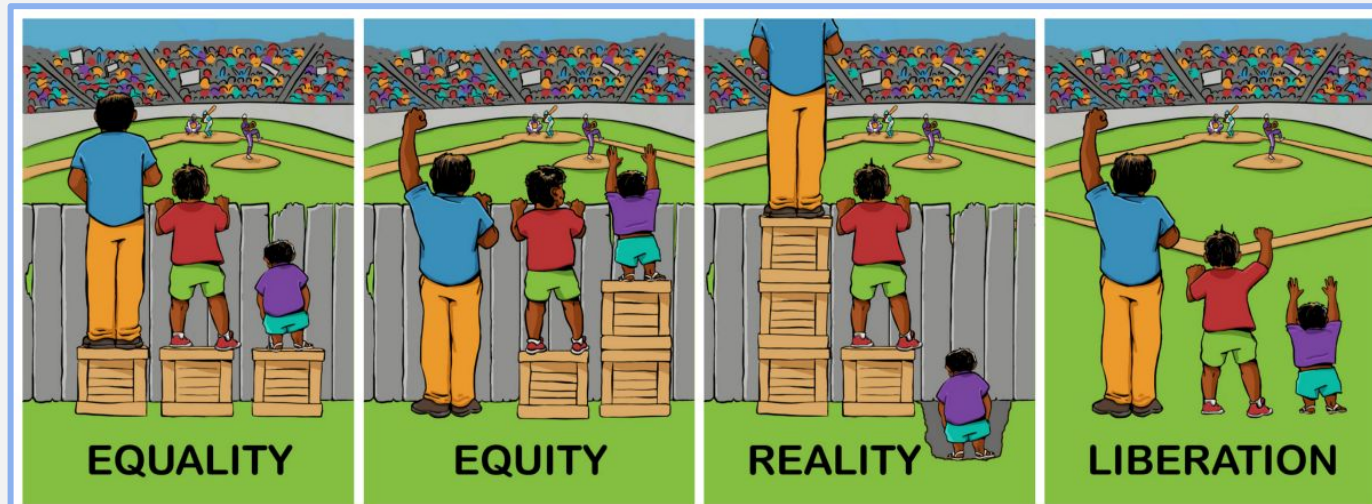
Agreements

- Use the words you have
- Experience discomfort
- Speak your truth
- Expect and accept non-closure
- Listen patiently, listen actively, listen to your own voice
- Assume positive intent
- Be respectful of each other and our stories being shared
- Opinions are not right or wrong, they are built off experiences
- Address the point--not the person

What is Equity?

- Reducing the predictability of who succeeds and who fails
- Interrupting reproductive practices that negatively impact diverse students in independent school settings
- Cultivating the unique gifts and talents of every student

-The National Equity Project



There is More to Me Than What You See



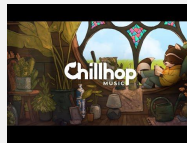
When
people
look at
me I
believe
they see..



But when
people
really
know
me...



This is
important
to me
because...



Appreciative Feedback

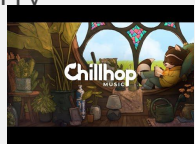
“I see you. You matter.”

Take turns giving each other feedback.

When you give feedback, consider stems such as these:

- I admire the way...
- When you shared _____, you really helped me...
- I'm so grateful for _____ because ...
- I love talking to you because ...
- You amaze me ...
- My favorite thing about you so far is...

When you receive feedback, practice openness and receive it as you would any other gift.





Time for
a BREAK







TWO RESIDENTS
AFTER FIRE
VERY STOP
THROUGH
(AFP/GETTY)

Monday, Mar 23, 2015
Full Forecast

Overcast Partly Sunny 27°

Monday, Mar 23, 2015
Full Forecast

33°
Overcast Partly Sunny 27°

Three University of Iowa wrestlers arrested; burglary charges pending

By Lee Hemmison, The Gazette

Photos

Ryan Lambrecht, Seth Orsini and Logan Ryan

Coralville police arrest four in burglary investigation

By Lee Hemmison, The Gazette

Video Photos

Coralville burglary suspects from left: Crawford, Wilson, Brownfield, Guerin (left to right)

“We cannot dismantle what
we cannot name.”

Chimamanda Ngozi Adichie
Author of “The Danger of a Single Story”

Questions to Consider

- When a bias or inequity becomes apparent, do I have the skills and the will to respond?
- Do I have the knowledge and skills to understand how individual instances of racial inequity are usually related to an individual's ideology and institutional culture?
- Am I able to pause, reflect and reframe those instances by proactively addressing their root cause?

Racism

The belief that one set of characteristics is superior to another

Denies equity and justice

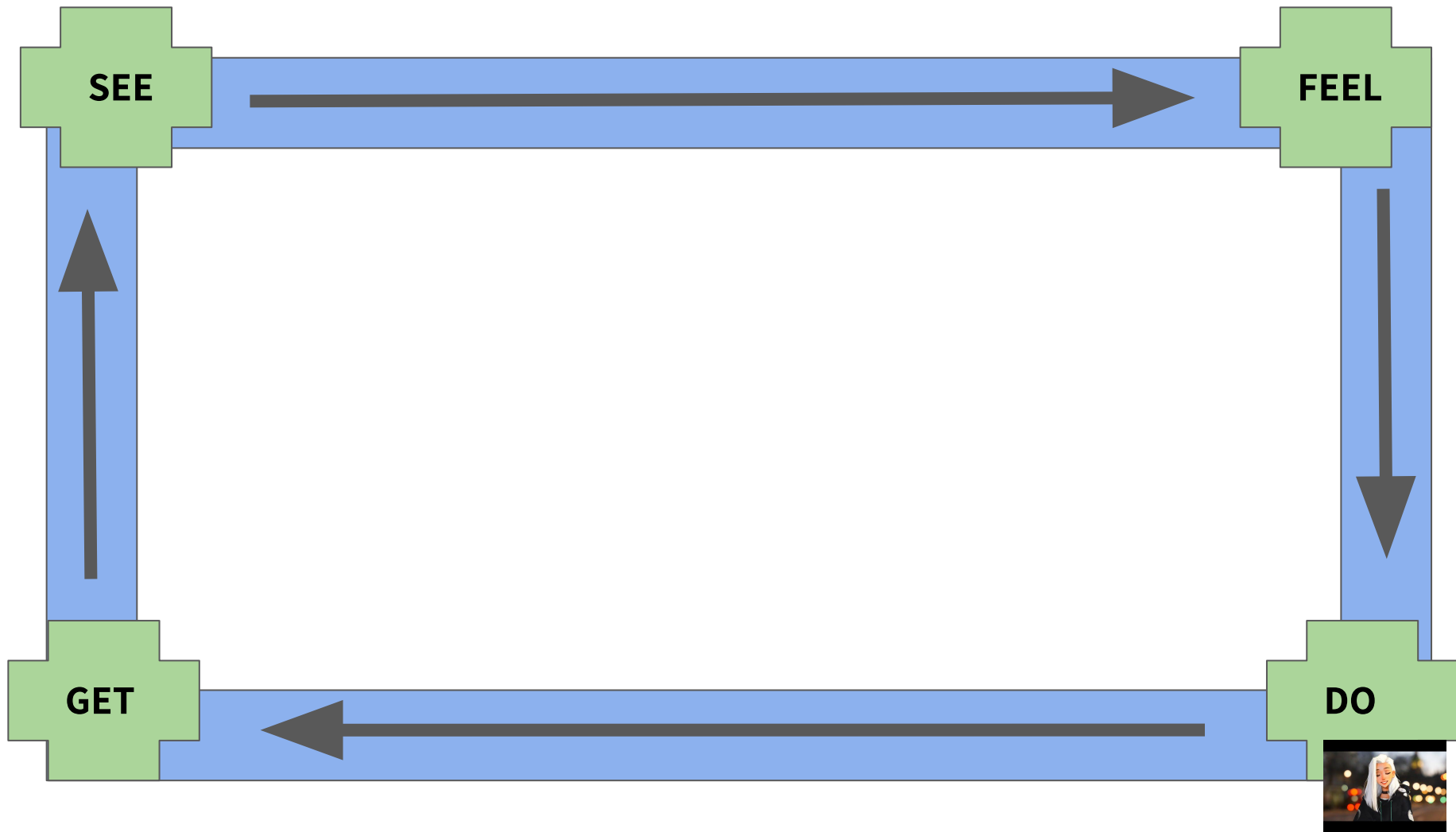
Combines power and prejudice

Associating stereotypes or attitudes toward categories of people without conscious awareness

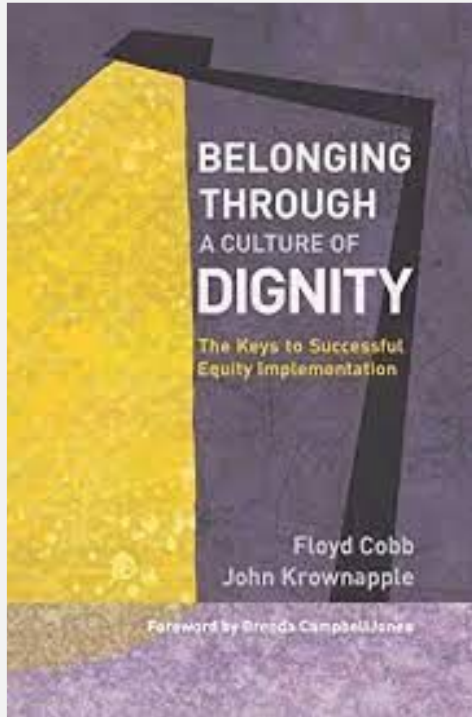
Everyone carries biases

Shaped by early life experiences

Implicit Bias



Belonging

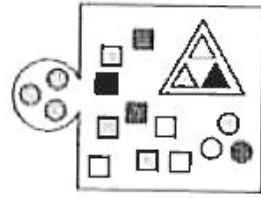


The extent to which people feel personally appreciated, validated, accepted, and treated fairly within an environment

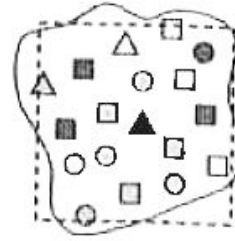
When people feel that they belong, they aren't distracted and worried about being treated as a stereotype.

Source: Belonging Through the Culture of Dignity (2019) by Floyd Cobb & John Krownapple,

High Access

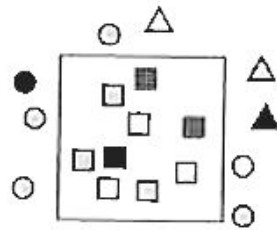


Integrated

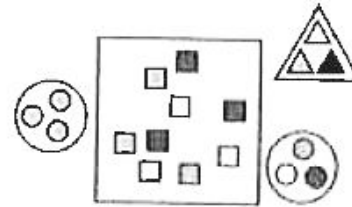


Included

Conditional
Belonging



Excluded



Segregated

Unconditional
Belonging

Access Low

When is a time you felt like you belonged?
How did others contribute to that feeling?

When is time you contributed to creating a
sense of belonging for others?

When is a time you felt like you did not
belong? How did others contribute to that
feeling?

When is time you contributed to creating a sense of
“othering”?





LUNCH
BREAK!

Welcome Back!

Join at **www.kahoot.it**
or with the **Kahoot! app**

The Kahoot! logo is displayed in white text on a solid purple rectangular background. The text is in a bold, rounded, sans-serif font, with the word "Kahoot!" followed by an exclamation mark.

Kahoot!

Match the Home Language!

What percentage of students in District 54 speak each of the following eight languages?

- English
- Spanish
- Polish
- Gujarati
- Urdu
- Hindi
- Japanese
- Asian/Indian

Mission Impossible

1:00

Match the Home Language!

What percentage of students in District 54 speak each of the following eight languages?

English	40%
Spanish	17%
Polish	7%
Gujarati	4%
Urdu	3%
Hindi	2%
Japanese	2%
Asian/Indian	15%

Agenda

- ✓ Building the foundation: Defining equity and belonging
- ✓ Understanding racism, implicit bias, inclusion, and dignity

Knowing our students as members of groups and as individuals

Supporting your school equity and inclusion team capacity

What do you think you know?

Topic: _____		
What I K now	What I W ant to know	What I L earned

© Don Ling, www.LingandGonzalez.com

- Use the home language handout provided to identify one language group that is spoken at your building
- Research
- Teach the group



What do we think we know?

What do we think we know about AFRICA?

Grasslands
Extinction
No cities or cars
People of color ✓
Some modern parts
Pyramids

Deserts
Sand
Slavery
Tropical
Not many people
Poor ports
Savanas
"Heart of the earth"
Dangerous

Kenya
The Lion King
Most people are poor
Small towns
Ghettos
Animals everywhere
Lions, giraffes
Crops

Hot
Dry
Tribes

Knowing our Students as Individuals





- I can reflect on my learning . I can remember courageous conversations I've shared with students, colleagues and supervisors. I can consider the ways I've adjusted in response to what I learned-and the things I still need to examine or interrogate.
- I can share my values across my life. If I'm having critical conversations in my classroom, I can make sure I'm having critical discussions at home with my friends and family too.
- I can ensure that I am speaking only for myself, not for others, unless they give me permission. I can speak from my experiences, not others.
- I can ask others for feedback. I can practice accepting critiques with an open mind and heart, no matter how they come. I can adapt where I need to.
- I can work towards recognizing the funds of knowledge my students' families bring. I can build community.

Team Time

- Determine meeting schedule and structure.
- How do you want to build norms with the team?
- Which activities from today would be beneficial to share with the team or building?

Resources

Unlocking the Potential Through Podcast: Unpacking Race

Matthew Kay Presentation

