

Starting the Conversation

Sharing the Why



Capability Audit



Capability Audit



Next Steps

- **How can I get my team to develop an equity lens?**
- **Which areas of the audit requires the most attention?**
 - What's urgent?
 - What's important?
- **Who's my first call?**
- **What's my first step?**

Has anyone had a conversation with their senior staff and/or conducted an audit?

Moving Forward

How do we engage the community?

Framing the Problem

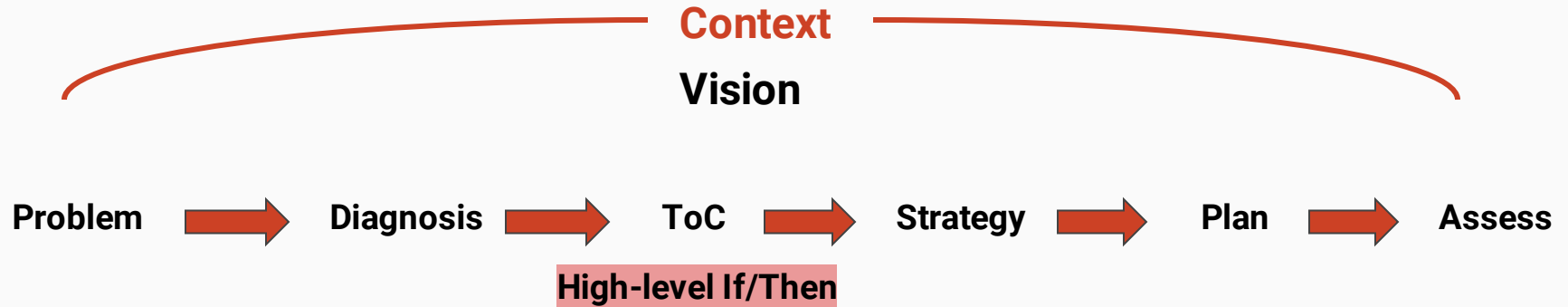
The prevailing contextual cultural norms are not neutral. We can't always see this lack of neutrality, but it's there. These norms have racist implications: prejudice and discrimination against certain groups that favor a dominant group. These broader "norms" are often reproduced in our institutions (in our case, our schools)

Framing the Problem

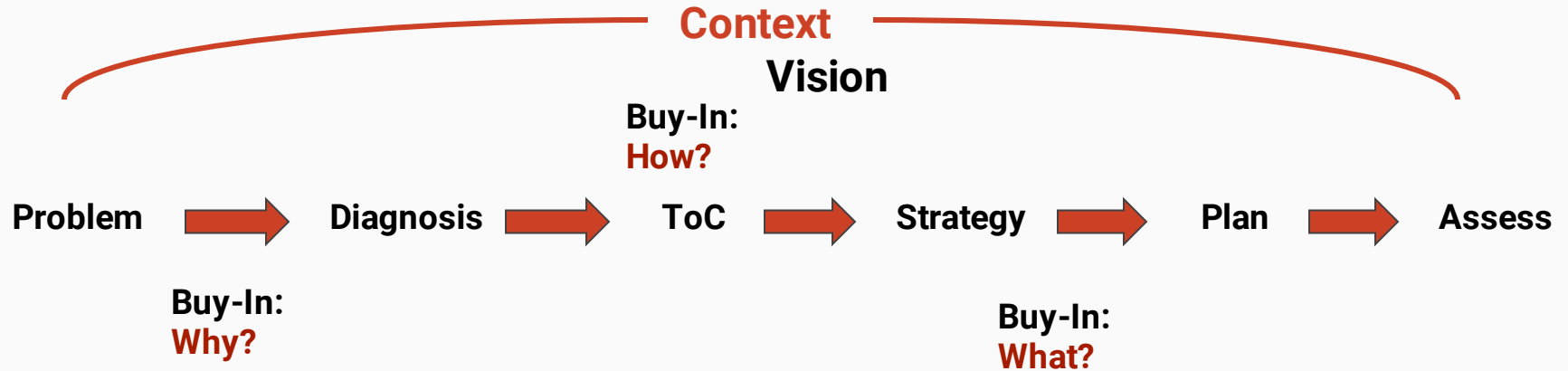
“One either believes problems are rooted in **groups of people**, as a racist, or locates the roots of problems in **power and policies**, as an antiracist. ”

Ibram X Kendi

Problem Solving Process



Problem Solving Process



Problem Solving Process



Thoughts on this process?

Problem Solving



Equity Task-Force

- **Cross-Stakeholder Group focused on surfacing, aligning and guiding equity-related issues and initiatives in your school community.**
 - Members who are passionate about issues of race and equity? Who are central or impactful in your school community's network graph

- **Who are my various stakeholder groups?**
 - What are their levels/types of awareness, interests and goals?
 - With respect to DEIB
 - With respect to Anti-Racism?

Developing the Equity Task-Force

- **Initial Goal**
 - **Understand** the context
 - Representation and Voice
 - Establish the ***Why*** to guide the process
 - How to get buy-in

- **Composition**
 - Diversity
 - Roles
 - Process

Cross-Stakeholder Group as Driving Force?

What might this look like in your school community?