

EFT

OSSEO AREA SCHOOLS

ISD  279

Equity Foundational Training

August 23, 2023


Purpose of Training

To advance priority work outlined in the district's strategic plan:

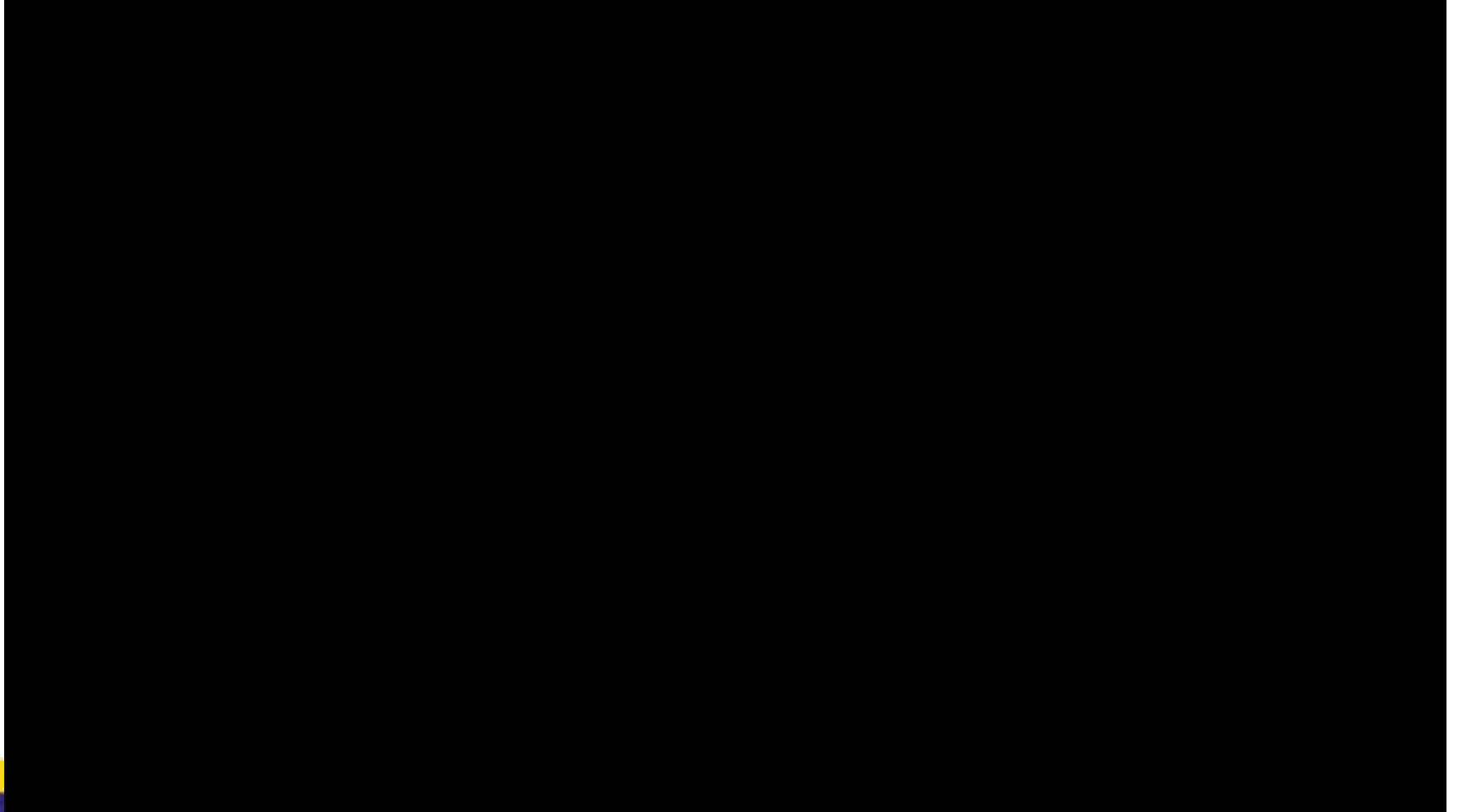
To increase staff capacity to “address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.”

Outcomes

Participants will:

1. Utilize **systems tools** and establish **common language**.
 2. Increase their **consciousness** around the influence of race, culture, and the intersection of identity on learning.
 3. Evaluate their beliefs and **convictions** about race, culture and the intersection of identity.
 4. Be **prepared** to implement personal commitments that align with district mission.
- 

Introduction



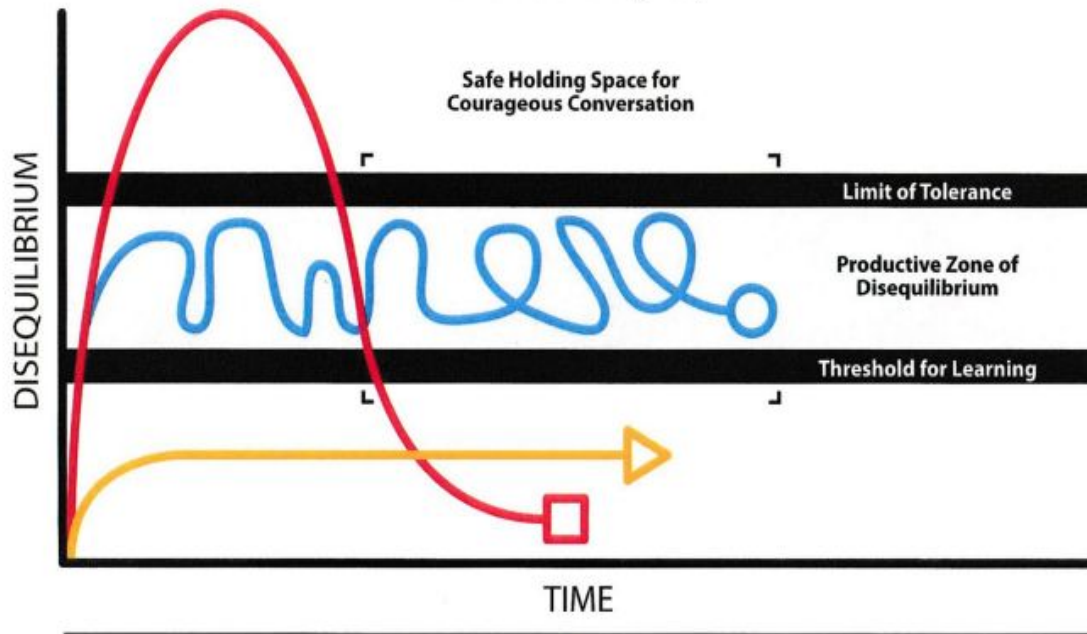
Disclaimer

Today's session contains content that may illicit discomfort.

The experience may trigger different emotional responses.



Adaptive Leadership for Racial Equity



Productive Zone of Disequilibrium

Heifetz, R. A., Linsky, M., & Grashow, A. (2009). The practice of adaptive leadership. Harvard Business Review Press.

Outline of Our Day Together

- ❖ Who Am I?
- ❖ Who Are We?
- ❖ Who Do We Need and Want To Be?

Lunch is catered by Lyndes and will be arrive around 12:00pm

Priming Survey

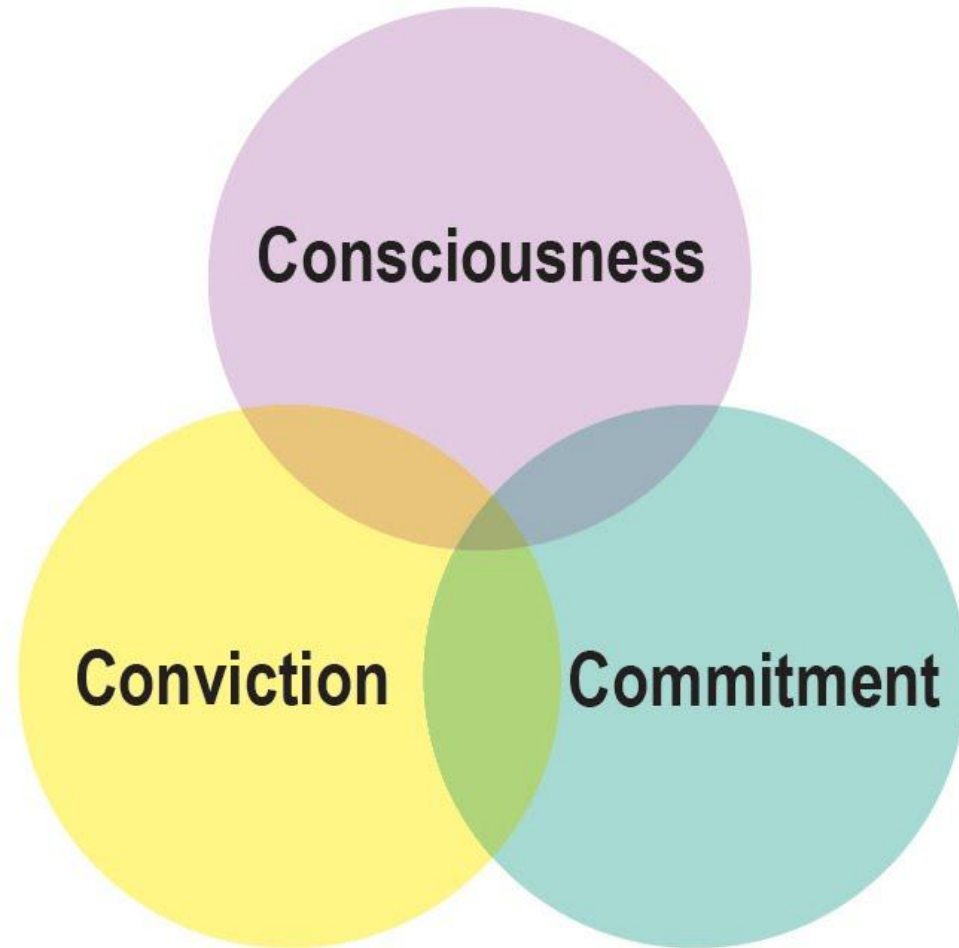


Who Am I?

Section 1

Identity

3 C's of Change





Consciousness

- Data: Quantitative
- Stories: Qualitative
- Self-Analysis
- Self-Reflection
- Isolate Race
- Various Perspectives



Conviction

- Values
- Beliefs
- Morals
- Mental Models



Commitment

- Examine the normative set of values and beliefs that determine access and opportunities
- Positively impact lived racial experience
- Challenge status quo
- Implement new systems



3 C's of Change Objectives

I can define and describe the difference between racial and cultural identity.

I can analyze my own racial and cultural identity.

I can evaluate the impact of race and culture on my lived experiences.

What commitment will you make as your consciousness and conviction grow?

An ornate, gold-colored frame with intricate scrollwork and floral patterns surrounds the text. The frame is rectangular with decorative flourishes at the corners and midpoints of each side.

My Frame of Reference

Who are you?

What/Who/Where made you who
you are?

What is your educational why?



Who Am I?

Section 2

Cultural Identity

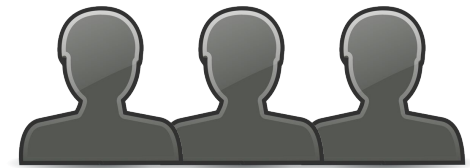
“CULTURE”

- Independent Quick Write

*When you hear the word “culture”-
what comes to mind?*

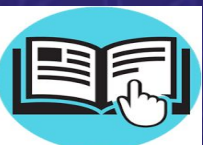


- Discuss in small groups
Create a shared definition



- Whole Group

*What is our collective definition of
culture?*



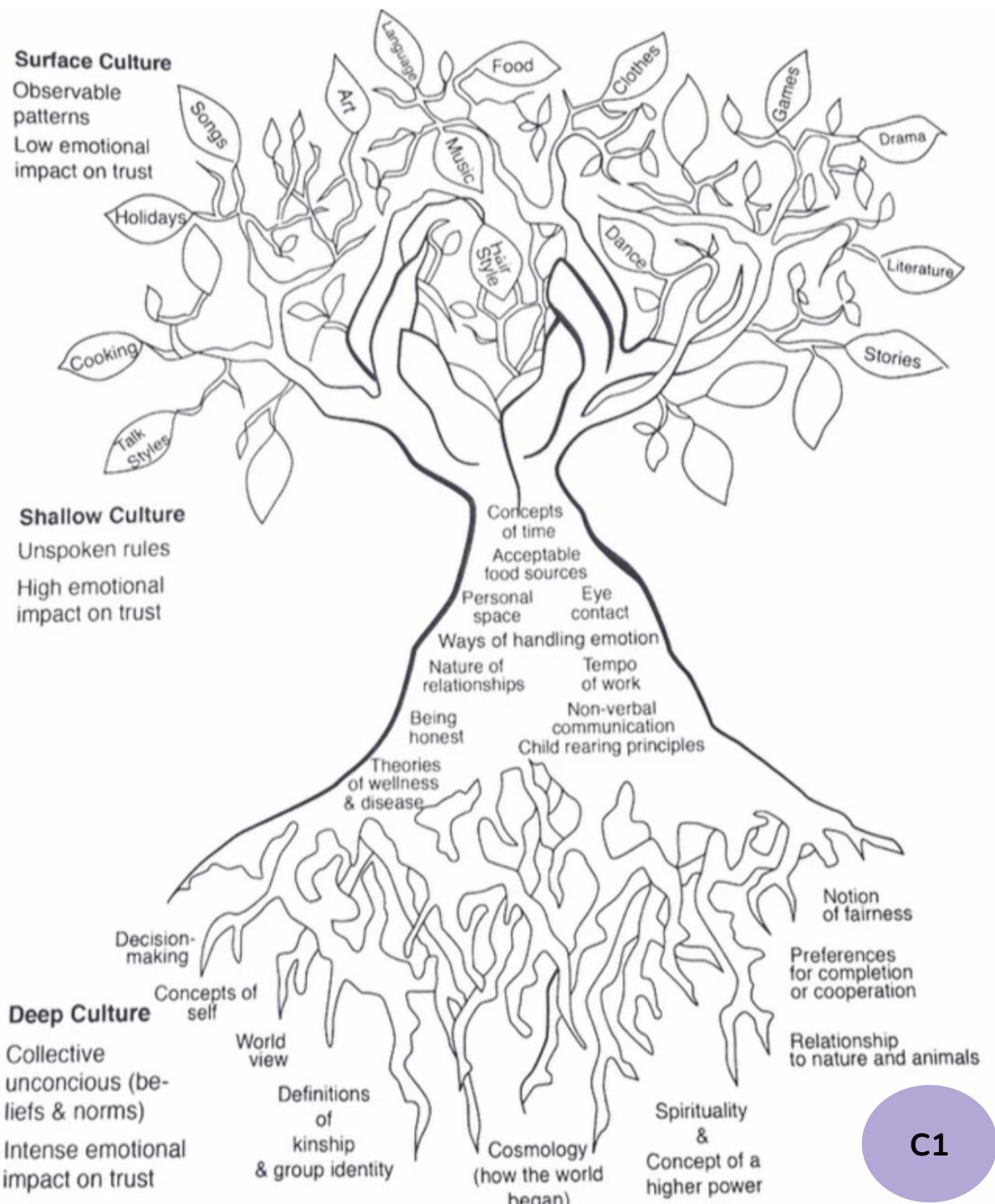
Expanding Definition

Anything a group of people:
**HAVE, THINK, or
DO**

A group of peoples' **ways**
**of knowing &
being**

**whatever is
meaning & relevant**
to an individual or group

Do you “have culture”?



An ornate, gold-colored frame with intricate scrollwork and floral patterns surrounds the text. The frame is highly detailed, with deep relief carvings and a rich, metallic sheen.

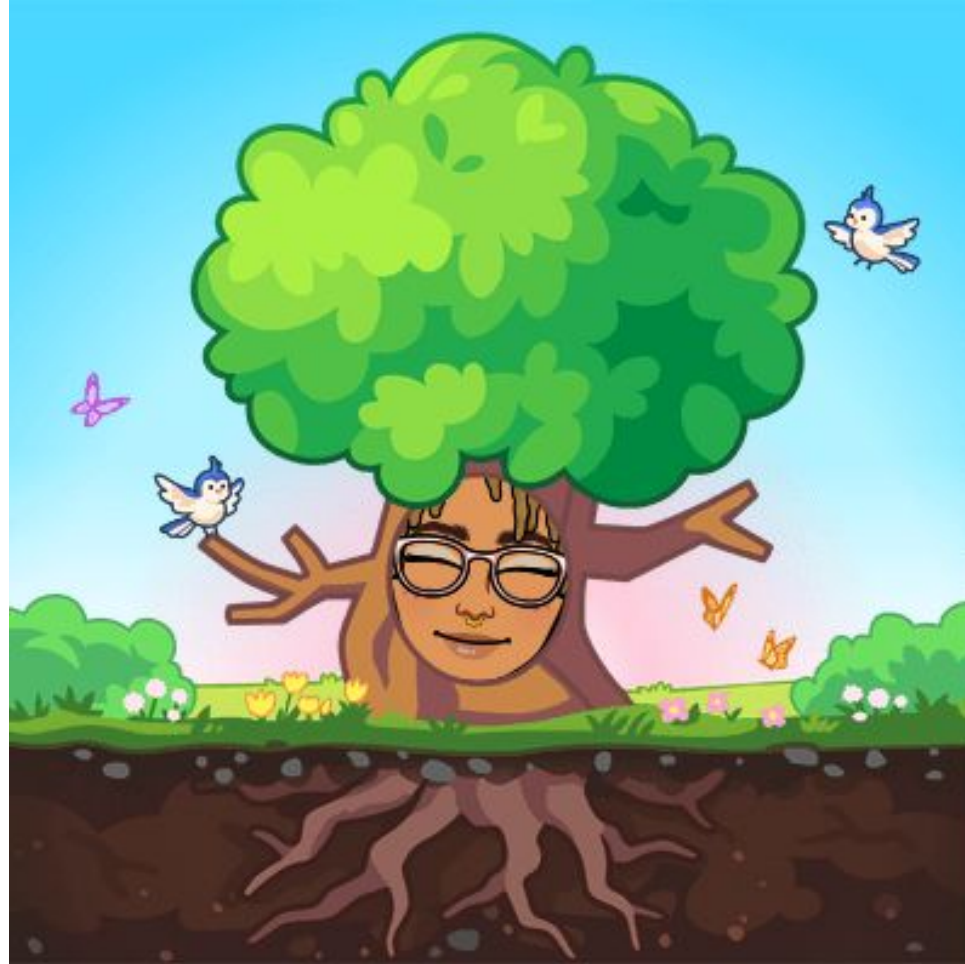
Cultural Frame of Reference

Culture is the lens through which
we make sense of the world

Add to your frame.



Let's share our cultural frame of reference in small groups of 3-5 people!



Who Am I?

Section 3

Social Identity

**CITIZENSHIP
/NATIONALITY**

EDUCATION

SEXUALITY

ETHNICITY

Social Identity

**NATIONAL
ORIGIN**

GENDER

AGE

Add any identities that are missing to your frame.

**RELIGION/
FAITH**

**BODY
TYPE**

Add more categories of social identity you feel are missing.

RACE

LANGUAGE

**SOCIOECONOMIC
STATUS**

ABILITY

(physical, emotional, developmental)

Our Social Identity Mentimeter

Add 5 of YOUR social identity markers that most impact your work and daily life to the mentimeter.

Menti.com



Make sure to write how you identify, not the category name (e.g., “WOMAN,” not “GENDER”)

Isolate Race and Culture

- Examine the impact and intersection of race and culture

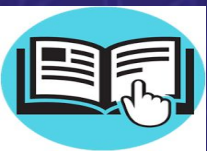
Own Where You Are

- Analyze your own racial and cultural identity
- Share your own racial and cultural lived experiences

Think-Pair-Share

Reflect on these questions. Choose 1-2 questions you would feel comfortable speaking about with a partner.


- *Who has been most impactful along your journey and what was their impact—positive and/or negative?*
- *What are the most important things you want people to know about who you are?*
- *Which parts of your identities do you think about most often? Least often?*
- *Which identities have the strongest effect on how you perceive yourself and how others perceive you?*



Think-Pair-Share Protocol

- Choose your own level of self-disclosure
- Listen to LISTEN not to respond

1. **Partner 1** talk, **Partner 2** listens
2. **Partner 2** questions, **Partner 1** responds
3. **Partner 2** talk, **Partner 1** listens
4. **Partner 1** questions, **Partner 2** responds



StirFry Seminars & Consulting
innovative tools for diversity training

The Art of Mindful Inquiry

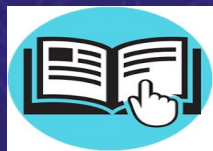
"What I heard you say was..."
"Tell me more about what you meant by..."
"What angered you about what happened?"
"What hurt you about what happened?"
"What's familiar about what happened?"
(How did that affect you?)
How does it affect you now?)
"What do you need/want?"

*Excerpts from *The Art of Mindful Facilitation* by Lee Mun Wah
Copyright ©2011 StirFry Seminars & Consulting

9 Healthy Ways to Communicate

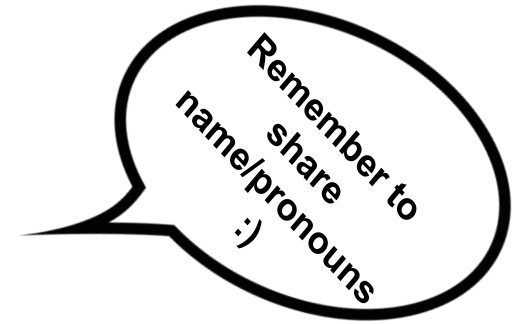
1. Reflect back what is being said. Use their words, not yours.
2. Begin where they are, not where you want them to be.
3. Be curious and open to what they are trying to say.
4. Notice what they are saying and what they are not.
5. Emotionally relate to how they are feeling. Nurture the relationship.
6. Notice how you are feeling. Be honest and authentic.
7. Take responsibility for your part in the conflict or misunderstanding.
8. Try to understand how their past affects who they are and how those experiences affect their relationship with you.
9. Stay with the process and the relationship, not just the solution.

Author: Lee Mun Wah
StirFry Seminars & Consulting
www.stirfryseminars.com • 510-204-8840



Think-Pair-Share Protocol

Partner 1: Share the question you are choosing to respond to. Share your answer for the full time.



Partner 2: Listen SILENTLY. (Do not respond at all even if partner 1 needs silent time to process/think.)



05:00



Mindful Inquiry

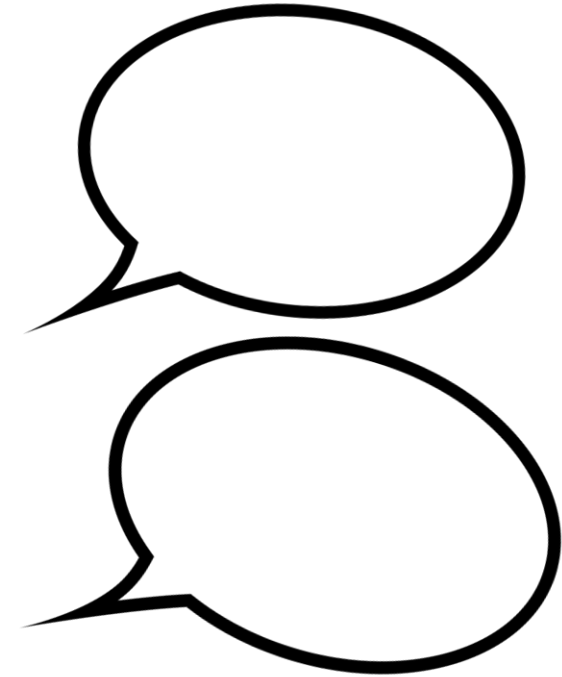
Partner 2: Respond using the prompts:

“What I heard you say was...”

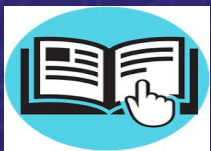
Or “Tell me more about . . .”

Or “Tell me what you meant by . . .”

Partner 1: Reply



03:00

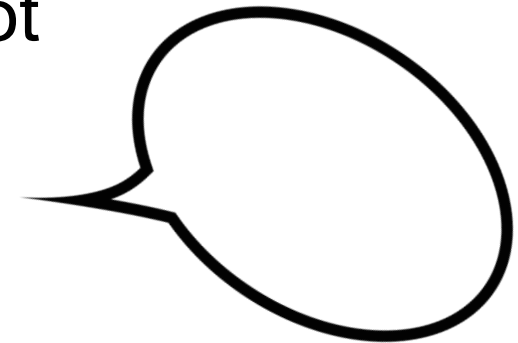


Think-Pair-Share Protocol

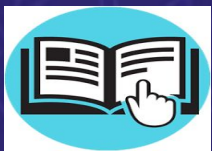
Partner 2: Answer question, share for full time.



Partner 1: Listen SILENTLY. (Do not respond at all, even if partner 2 needs silent time to process/think.)



05:00



Mindful Inquiry

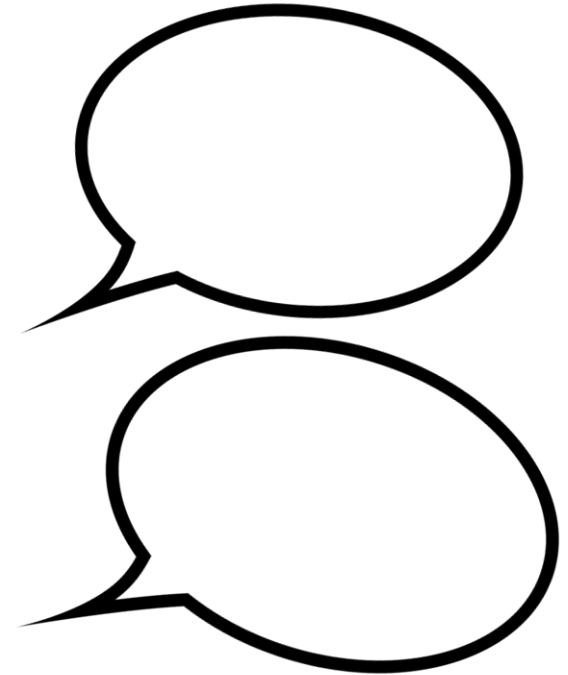
Partner 1: Respond using the prompts:

“What I heard you say was...”

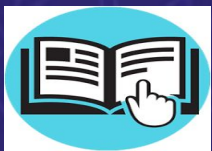
Or “Tell me more about . . .”

Or “Tell me what you meant by . . .”

Partner 2: Reply



03:00





BELIEVING

soul

What do you care about?

What is important to you?

What values do you hold?

Happy	Sad	Angry
Annoyed	Excited	Hurt
Confused	Fearful	Nervous
Hopeful	Worried	Embarrassed

FEELING

heart



THINKING

mind



What are you curious about?

What questions do you have?

What are your thoughts in the moment?

What does action look like to you?

What would your response be?

ACTING

hands and feet





BELIEVING

soul

THINKING

mind



Compass Reflection Connection

Study the compass to understand each quadrant and its presented questions. Then briefly think about *WHEN* in the presentation you've shown up there...write it on a sticky note and place it on your compass in your workbook.

FEELING

heart

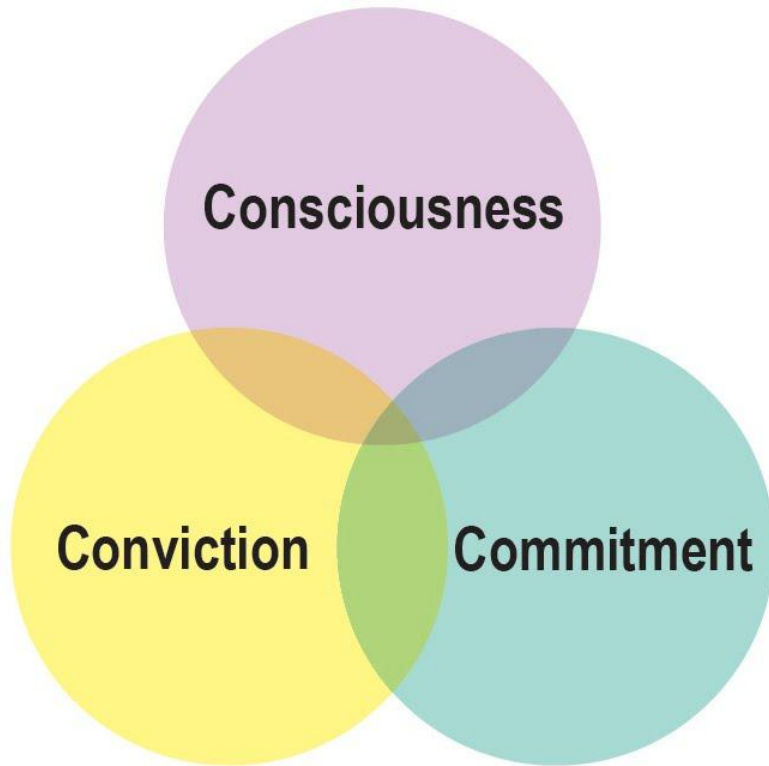


ACTING

hands and feet



3 C's of Change & The Compass



BELIEVING
soul

What do you care about?
What is important to you?
What values do you hold?

THINKING
mind

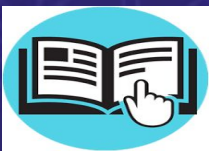
What are you curious about?
What questions do you have?
What are your thoughts in the moment?

Happy Sad Angry
Annoyed Excited Hurt
Confused Fearful Nervous
Hopeful Worried Embarrassed

FEELING
heart

ACTING
hands and feet

Adapted from *Courageous Conversation*, Glenn Singleton, Corwin Publishing



Who Am I?

Section 4

Bias and Implicit Bias

3 C's of Change Objectives

I can define bias and implicit bias and understand the difference between the two.

I can investigate how bias is socialized to build my consciousness.

I can analyze/evaluate my own biases.

I can evaluate the role of bias in my lived experiences.

What commitment will you make as your consciousness and conviction grow?

PROTOCOL

To Identify and Respond to the Impact of Race and Culture

Ask questions

- Start with self-reflection
- Seek various racial perspectives
- Inquire mindfully

Engage fully

- Embrace discomfort
- Commit to ongoing conversations about race

Isolate race and culture

- Examine the impact and intersection of race and culture
- Understand the social construction of race

Own where you are

- Analyze your own racial and cultural identity
- Share your own racial and cultural lived experiences
- Investigate the role and presence of whiteness

Use what you learn to impact change

- Identify and respond to racialized experiences
- Address racial and social dominance/privilege
- Continue to develop racial consciousness, measure conviction, and implement commitment



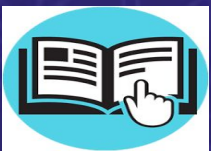
Implicit Bias

Defined

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

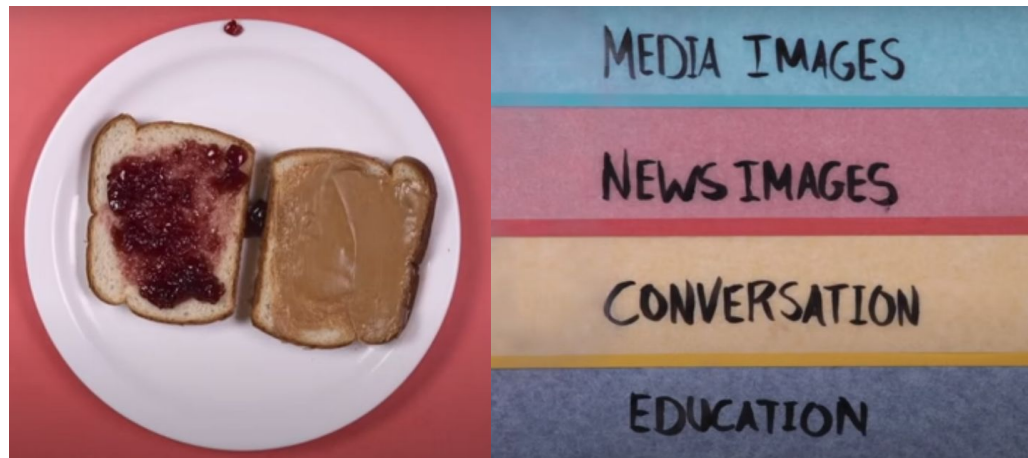
Characteristics

- ▶ Implicit biases are **pervasive**.
- ▶ The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- ▶ Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.



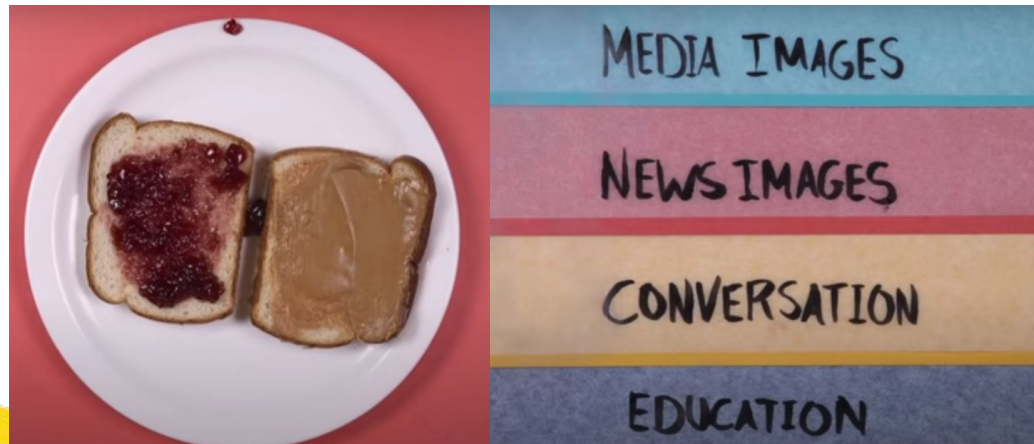
The New York Times: Who, Me? Biased?

[VIDEO: Peanut Butter, Jelly, & Racism](#)



Investigate Socialization via Messaging

1. Review your own personal notes; mark or highlight what's standing out. (Self)
2. What messages about race and racism have you absorbed from these sources? What are other common PB&J associations? (Reflect and Write)
3. What other sources have influenced the associations you make related to race? (Turn and Talk)



Implicit Bias in our Schools



- *Where do you see implicit biases playing out in educational spaces?*
- *What fear or apprehension might you have around the topic in connection to your role?*

Evaluate FoR Connections

Return to F.o.R. (Frame of Reference):

- What from your frame contributes to a bias you hold?
- What from your frame shapes other people's biases for/against you
- Did bias (explicit, implicit, blindspot) play into your frame (lived experiences)?



Evaluate FoR Connections

Return to F.o.R. (Frame of Reference):

- Quietly take a moment to ADD or NOTE anything on your frame in a different color.



3 C's of Change, The Compass, & The AEIOU Protocol

Consciousness

Conviction

Commitment



PROTOCOL

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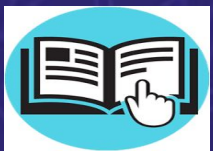
- Examine the impact and intersection of race and culture
- Understand the social construction of race

Own where you are

- Analyze your own racial and cultural identity
- Share your own racial and cultural lived experiences
- Investigate the role and presence of whiteness

Use what you learn to impact change

- Identify and respond to racialized experiences
- Address racial and social dominance/privilege
- Continue to develop racial consciousness, measure conviction, and implement commitment



Lunch



Lyndes Box Lunch Options:

- 10 Gluten Free Choices
- 10 Spring Salad with Strawberries & Raspberry Dressing–Vegan Option
- Veggie Wrap
- Buffalo Chicken Wrap
- Ham
- Smoked Turkey
- Roast Beef

Enjoy your lunch!
We will reconvene at:
1:00pm

Who Are We?

Section 5

The Lived Experience of our
Identities

Capacity Equation

$$(K + S) \times W = C$$

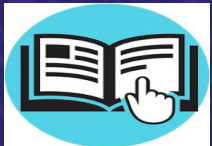
Knowledge = Valued information

Skill = Ability to apply knowledge

Will = Personal investment

Capacity = Maximum aptitude

Intercultural Innovations Inc.



Objectives

K



S



W

C

KNOWLEDGE

SKILL

WILL

CAPACITY

I can define and identify privilege and marginalization.

I can analyze/evaluate the intersectionality of power and privilege.

The level of conviction and personal investment that you bring to this work.

Your maximum aptitude for ensuring equitable student achievement when applying your knowledge, skill, and will.

I can build understanding around invisible identities and absent narratives

I can analyze/evaluate the impact of marginalization on identity.

C1

C2

**CITIZENSHIP
/NATIONALITY**

EDUCATION

SEXUALITY

ETHNICITY

Social Identity Mentimeter

**NATIONAL
ORIGIN**

GENDER

AGE

**RELIGION/
FAITH**

**BODY
TYPE**

RACE

LANGUAGE

**SOCIOECONOMIC
STATUS**

ABILITY

(physical, emotional, developmental)

Intersectionality



How has intersectionality influenced your lived experience?

Privilege and Marginalization MCQ

Which of your identities are connected to privilege (unearned advantage)?

Which of your identities are marginalized in society (unearned disadvantage)?



Invisible Perspectives MCQ

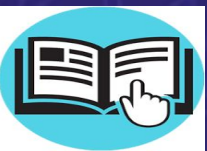
Which identities are invisible to our word cloud?

How might implicit bias impact the identities noted and what is still invisible?



Centering MCQ

*What action do you need to take to **center** invisible identities?*



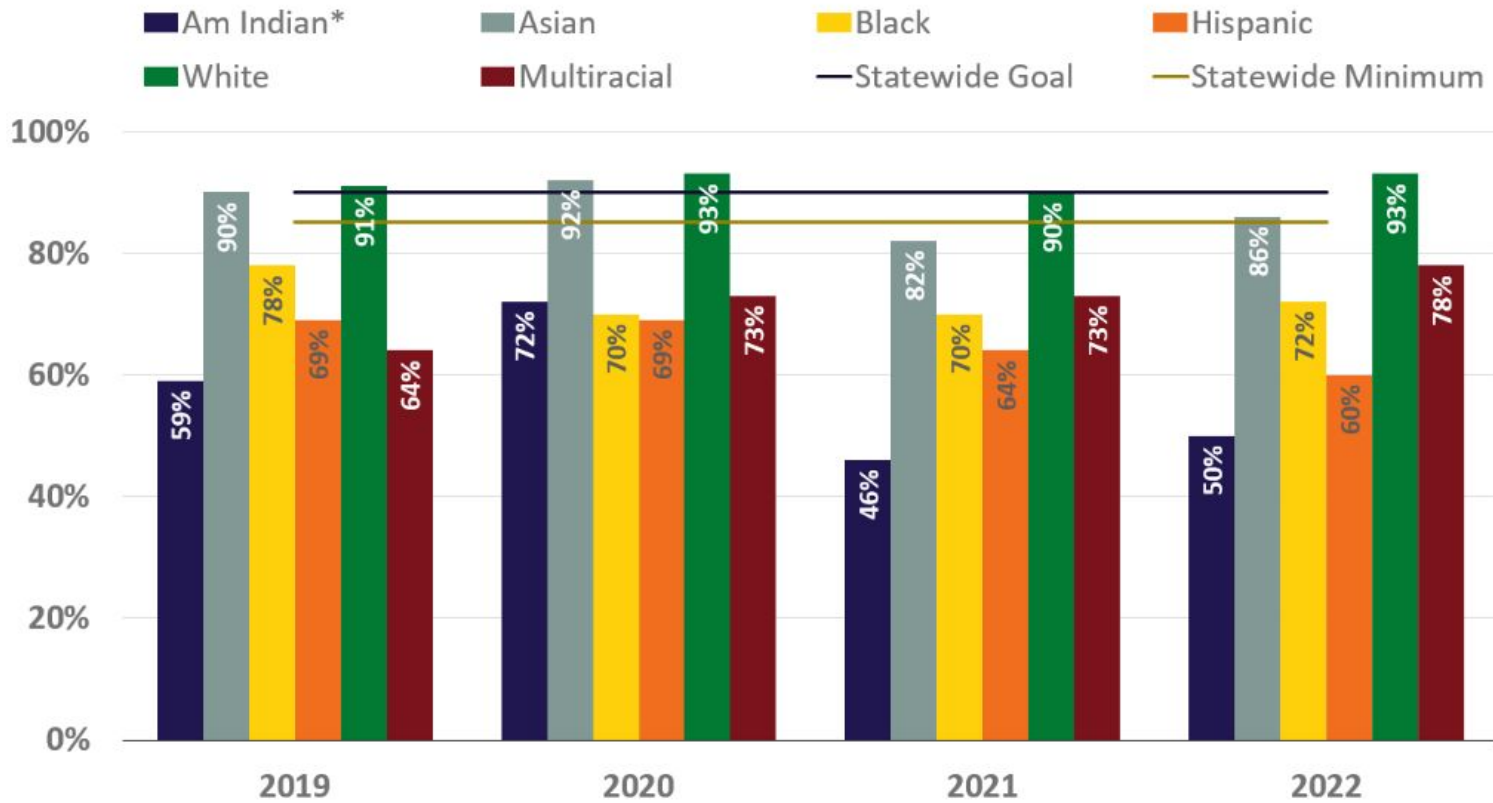
Decentering MCQ

*What action do you need to take to **decenter** dominant identities?*



Student Data

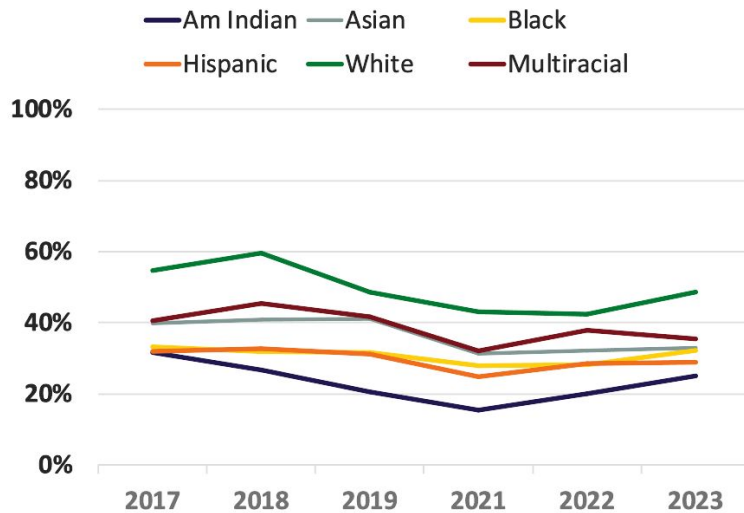
Graduation Rates in Osseo



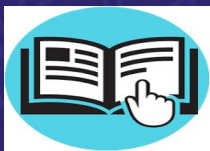
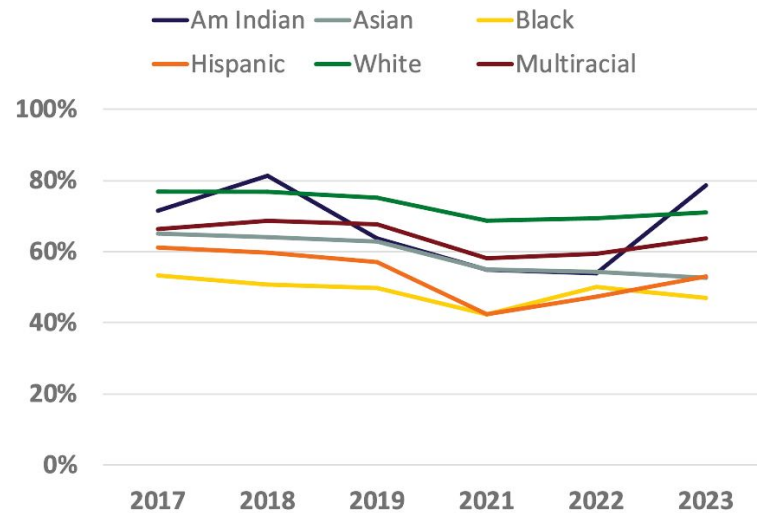
Student Data

Osseo Area Schools MCA-III Reading Proficiency Rates GRADES 3-8, 10

TREND FOR FRP STUDENTS



TREND FOR NON-FRP STUDENTS



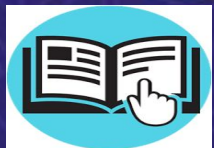
Student Stakeholder Survey

Belonging Scale

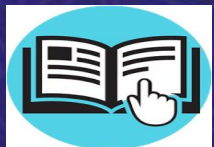
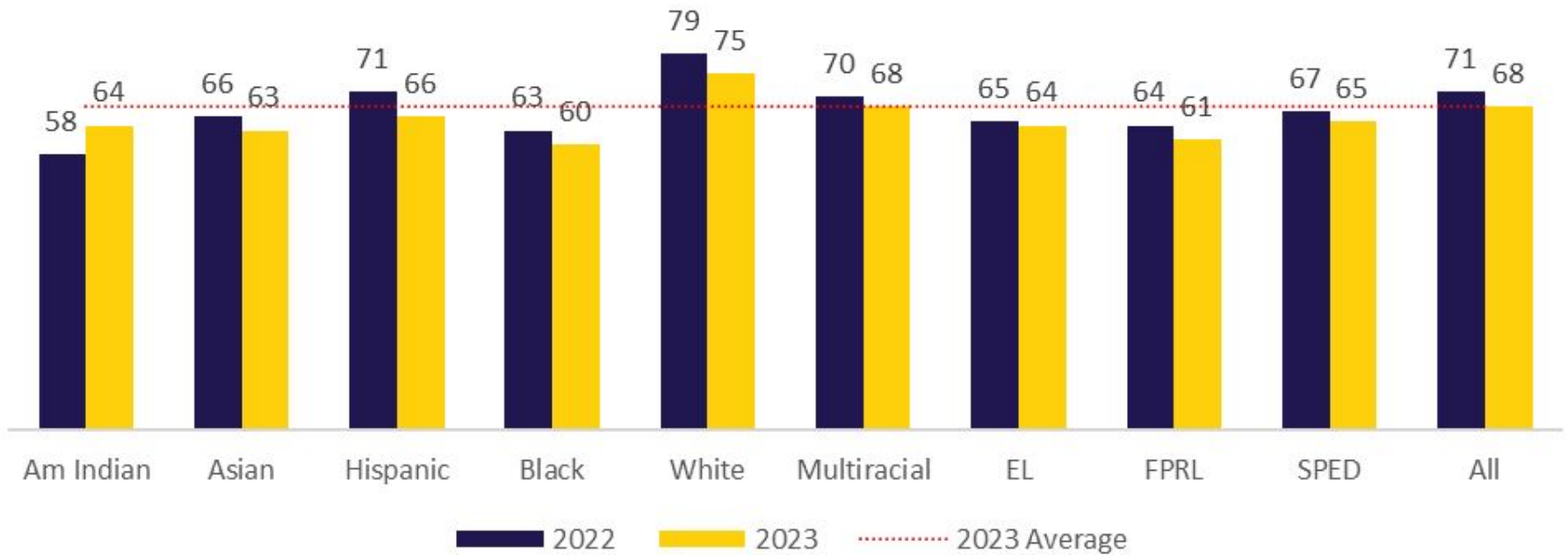
The following graphs show the percentage of students responding "Yes, Always," or "Mostly Yes," to survey items in the Belonging scale.

Survey questions in the Belonging scale include:

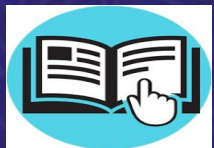
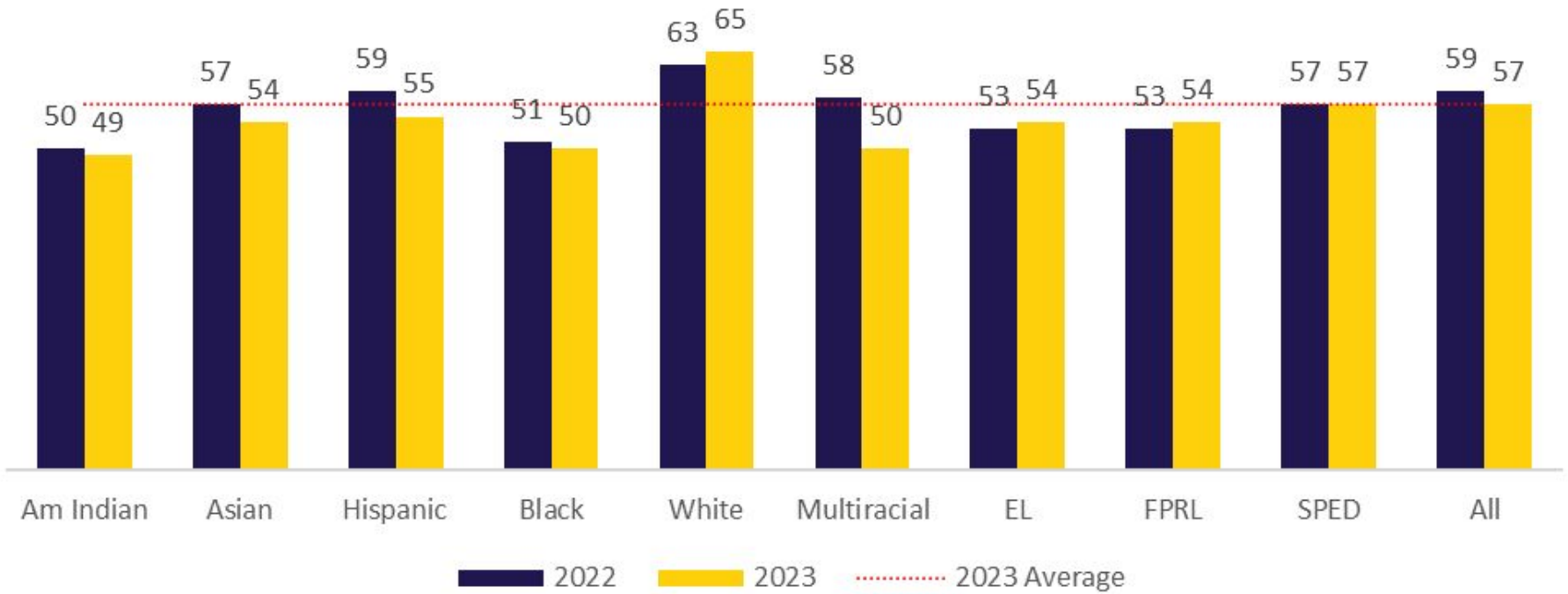
- I am comfortable sharing my thoughts and ideas at school.
- I feel like I belong at school.
- I feel respected at school.
- Students are treated fairly at school.



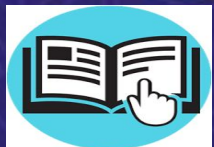
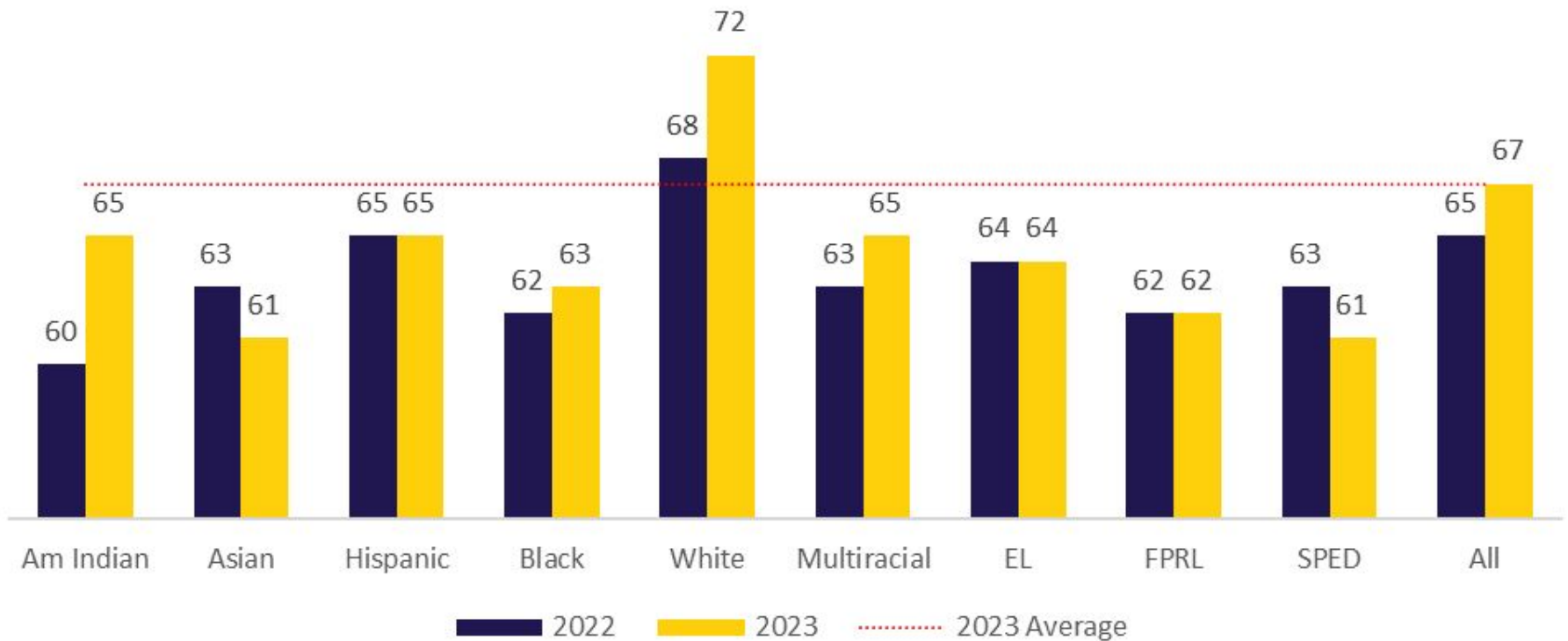
Student Stakeholder Survey - Belonging Scale Grades 3-5



Student Stakeholder Survey - Belonging Scale Grades 6-8



Student Stakeholder Survey - Belonging Scale Grades 9-12



Reflection & Discussion

Individually, respond to the reflection questions in the participation workbook.

As a group, generate a brainstorming list of what the cause is for these predictable outcomes?

PROTOCOL

To Identify and Respond to the Impact of Race and Culture

Ask questions

- Start with self-reflection
- Seek various racial perspectives
- Inquire mindfully

Engage fully

- Embrace discomfort
- Commit to ongoing conversations about race

Isolate race and culture

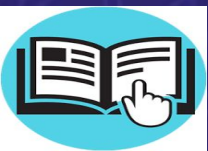
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Own where you are

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Use what you learn to impact change

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- Continue to develop racial consciousness, measure conviction, and implement commitment

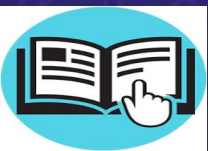


Whole Group Share Out T-Chart

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Use what you learn to impact change

- Identify and respond to racialized experiences
- Address racial and social dominance/privilege



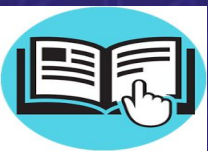
T-Chart

Systems

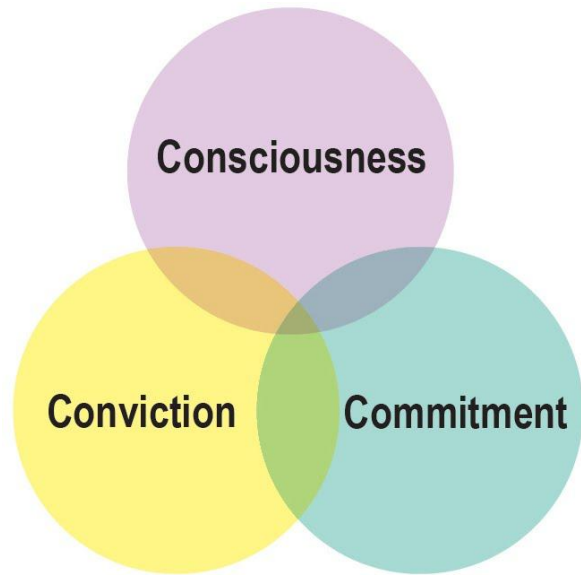
Deficit Based Thinking tied
to groups of marginalized
people

Use what you learn to impact change

- Identify and respond to racialized experiences
- Address racial and social dominance/privilege



3 C's of Change, Compass, AEIOU Protocol, & Capacity



PROTOCOL To Identify and Respond to the Impact of Race and Culture

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$$(K + S) \times W = C$$

Knowledge = Valued information

Skill = Ability to apply knowledge

Will = Personal investment

Capacity = Maximum aptitude

A circular diagram divided into four quadrants by a central starburst. The quadrants are:

- BELIEVING soul** (top-left, orange background): Includes questions like 'What do you care about?', 'What is important to you?', and 'What values do you hold?'.
- THINKING mind** (top-right, purple background): Includes questions like 'What are you curious about?', 'What questions do you have?', and 'What are your thoughts in the moment?'.
- FEELING heart** (bottom-left, red background): Lists emotions: Happy, Sad, Angry, Annoyed, Excited, Hurt, Confused, Fearful, Nervous, Hopeful, Worried, Embarrassed.
- ACTING hands and feet** (bottom-right, teal background): Includes questions like 'What does action look like to you?' and 'What would your response be?'.

 The central starburst contains a compass rose and various icons.

Capacity Equation Reflection

KNOWLEDGE

Since engaging in these conversations, what knowledge have you gained? What do you know now that you did not know before?

SKILL

Since engaging in these conversations, what skills have you learned? What do you know how to do that you did not know before?

WILL

How would you describe your level of conviction in the work? How have your mental models (beliefs) been influenced or changed since engaging in equity work?

CAPACITY

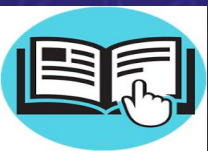
What is your maximum aptitude for ensuring equitable student achievement, if you applied your knowledge, skill, and will?

Adapted by Fair Oaks staff

Ask Questions

- Start with self reflection

Own Where You Are



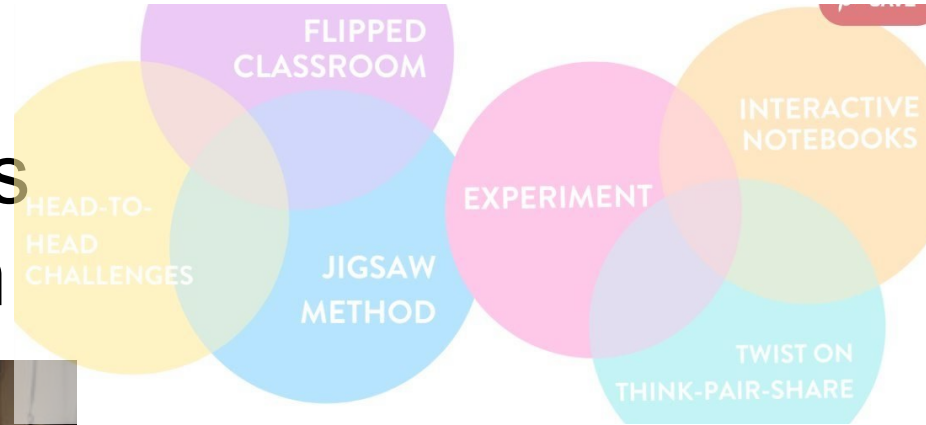
Who Are We?

Section 6

Centering Invisible Identities
and Absent Narratives

Essential Elements

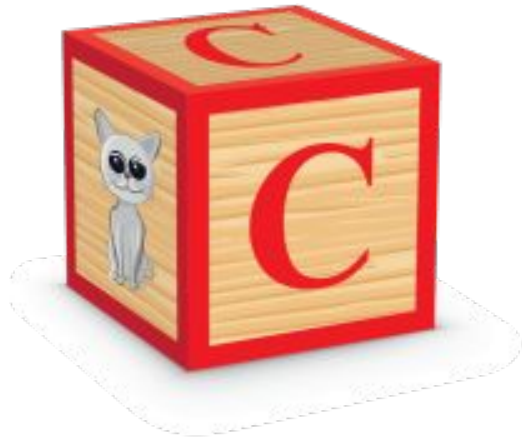
- ▶ Environment
- ▶ Instructional Practices/Strategies
- ▶ Content/Curriculum



Introduction to CLEAR



Dr. Rev Hillstrom
(former DOEE Director)



Cultural

What does it mean?

Emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

How have you experienced (or not) this element of CLEAR in your own educational journey?

**How can you incorporate the C in your space authentically?
Think: EIC**



Learning



What does it mean?

Encourages students to make choices in content and assessment methods based on their experiences, values needs and strengths.

How have you experienced (or not) this element of CLEAR in your own educational journey?

**How can you incorporate the L in your space authentically?
Think: EIC**



Equitable

What does it mean?

Respectful learning environments in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.

How have you experienced (or not) this element of CLEAR in your own educational journey?

How can you incorporate the E in your space authentically?
Think: EIC



Achievement

What does it mean?

Multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

How have you experienced (or not) this element of CLEAR in your own educational journey?

**How can you incorporate the A in your space authentically?
Think: EIC**



Responsive



Responsive

$$(R + R) \times R = R$$

RELEVANCE REALNESS

RELATIONSHIP RIGOR

How have you experienced (or not) this element of CLEAR in your own educational journey?

What does it mean?

Through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

How can you incorporate the R in your space authentically?
Think: EIC



What Will Your Hands Do?



[Judith Márquez Duran 2017](#)

Use what you learn to impact change

- Identify and respond to racialized experiences

A CLEAR approach to the work

	Descriptor	How it can show up in my space
	Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.	
	Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.	
	Equitable- respectful learning environments in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.	
	Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.	
	Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.	



Influence of Race & Culture

PROTOCOL To Identify and Respond to the Impact of Race and Culture
Ask questions <ul style="list-style-type: none"> • Start with self-reflection • Seek various racial perspectives • Inquire mindfully
Engage fully <ul style="list-style-type: none"> • Embrace discomfort • Commit to ongoing conversations about race
Isolate race and culture <ul style="list-style-type: none"> • Examine the impact and intersection of race and culture • Understand the social construction of race
Own where you are <ul style="list-style-type: none"> • Analyze your own racial and cultural identity • Share your own racial and cultural lived experiences • Investigate the role and presence of whiteness
Use what you learn to impact change <ul style="list-style-type: none"> • Identify and respond to racialized experiences • Address racial and social dominance/privilege • Continue to develop racial consciousness, measure conviction, and implement commitment



Capacity Equation

$$(K + S) \times W = C$$

Knowledge = Valued information

Skill = Ability to apply knowledge

Will = Personal investment

Capacity = Maximum aptitude



The CLEAR Model



Cultural

Emphasizes the human purpose of what is being learned and its relationship to the students' own culture.



Learning

Encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.



Equitable

Respectful learning environments in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.



Achievement

Includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.



Responsive

Through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.



Who Do We Need or Want to Be?

Section 7

Commitments of Osseo Area
Schools

Outcomes: Why do this?

IF WE

set aside time to understand the commitments of Osseo Area Schools through its policies and resolutions...

THEN WE

can develop a deeper understanding of the values of our district and our forward efforts to humanize each and every student...

SO WE

can be better equipped to contribute to and sustain the humanizing capacity of Osseo Area Schools supported by the policies, resolutions and commitments.

Connect to District Mission and Vision

1. ***What values do you personally hold? What values do you hope exist in our district?***

Personal reflect and write.

2. ***What is your own vision for your work in OAS?***

Personal reflect and write

3. ***Where do you see yourself in the district values?***

Table conversation: Read the district values, mission and vision statements.

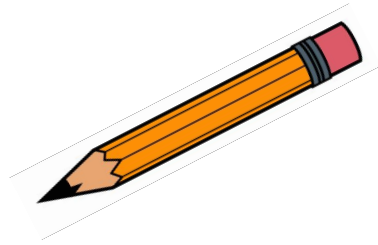
05:00

10:00



Hanging Hashtags: Policies

Need:



Do:

1. Individually read the policy
2. Write a hashtag for the document: *What keyword or short phrase encapsulates this policy?*
3. Post Its onto the policies
4. Read your colleagues' Hashtags

15:00



Share Out

What is the collective theme you noticed from the hashtags?

What are some of your noticings or wonderings you still have?



Asian and Pacific Islander Resolution

What does this mean to you as an Asian guardian whose children attend Osseo Area Schools?

I really appreciated everything that was included in the resolution especially the parts about accountability and creating space that feels safe for students and staff to be able to thrive. As an aunt of students that attend school within district 279 that's really important to me that they don't feel scared going to school or that I don't have to worry about them being in a hostile environment. If it were the case then that there would be measures put into place to address it and stop it.

~Chee Xiong

This resolution is important for me because it is a commitment of protecting and ensuring that my API kids have a chance at a non judgemental education so that they, too, can learn and thrive in Osseo. It is #1, acknowledging that racism towards API do exist. And then #2, we will not allow it and we will educate our staff on it. It's about taking accountability.

~See Vang Lor

George Floyd Resolution

What the resolution means to our Scholars:
Jordan and Jayson Interview



Colored Chains by Saffire



Student Voice: LGBTQIA+ History and Culture Resolution

What does the raising of Progress Pride Flag in our school buildings mean to you?

“Honestly I’m just glad that the flag is here... It’s like we have a long way to go, but it’s a step in the right direction. Like we should be allowed to be who we want to be, who we are..”



**Who Do We Need or Want
to Be?**

Section 8

Our System Equity Tools

Outcomes: Why do this?

IF WE

set aside time to understand and build capacity with the Osseo equity systems tools...

THEN WE

can effectively apply the systems tools in our own context...

SO WE

can be better equipped to contribute to and sustain the humanizing capacity of Osseo Area Schools.

Influence of Race & Culture

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Adapted from AVID, Learning Forward
Courageous Conversations, Glen Singleton, Corwin Publishing



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Responsive

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Staff Voice: Gender Inclusion Policy and the LGBTQIA+ History and Culture Resolution

How do they connect to your humanity? Where does that place you on the compass?



[Link to full videos](#)

Application of Policy/Resolution and Systems Equity Tools

*How will this policy/resolution inform my
work in order to best serve our scholars
and their families?*



Homogenous Group

Need:

101
Policy:
Racial
Equity

508
Policy:
Gender
Inclusion

LGBTQIA+
Resolution

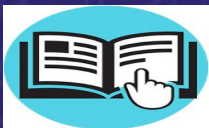
George
Floyd
Resolution

API
Resolution

Do:

1. Meet with your colored paper group at the assigned area.
2. Take the first 5 minutes to silently read the policy/resolution and circle some key words or phrases that stood out to you.
3. Use the system tool to frame your conversation around the question:

How will this policy/resolution inform my work in order to best serve our scholars and their families?



15:00

Heterogenous Group

Need: Your original table mates

Do:
Each policy/resolution gets 3 minutes to share the following:

1. intent of policy
2. equity system tool used to frame conversation
3. how it shows up in your role/educational space

101
Policy:
Racial
Equity

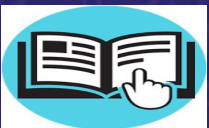
508
Policy:
Gender
Inclusion

LGBTQIA+
Resolution

George
Floyd
Resolution

API
Resolution

15:00



Reflection

Reflect and write:

- *Where do you see yourself in the policies, resolutions and mission/vision?*
- *Which one is most important to you and why?*
- *How do the policies and resolutions support what you learned today about centering invisible identities and absent narratives?*
- *Which one is new to you or makes you feel uncomfortable?*

05:00



"...IT IS OUR JOB AS
EDUCATORS TO NOT JUST
TEACH SKILLS, BUT ALSO
TO TEACH STUDENTS TO
KNOW, VALIDATE, AND
CELEBRATE WHO
THEY ARE."

DR. GHOLDY MUHAMMAD



NTW Post Survey

THANKS



Sharla Foster
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THANKS!



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Erika Bakkum
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Degha Shabbeleh
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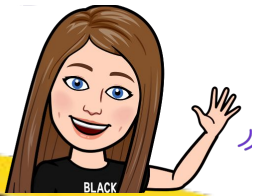
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whitlockk@district279.org

BREAK: 10 min.
Please Return at
_____ PM!