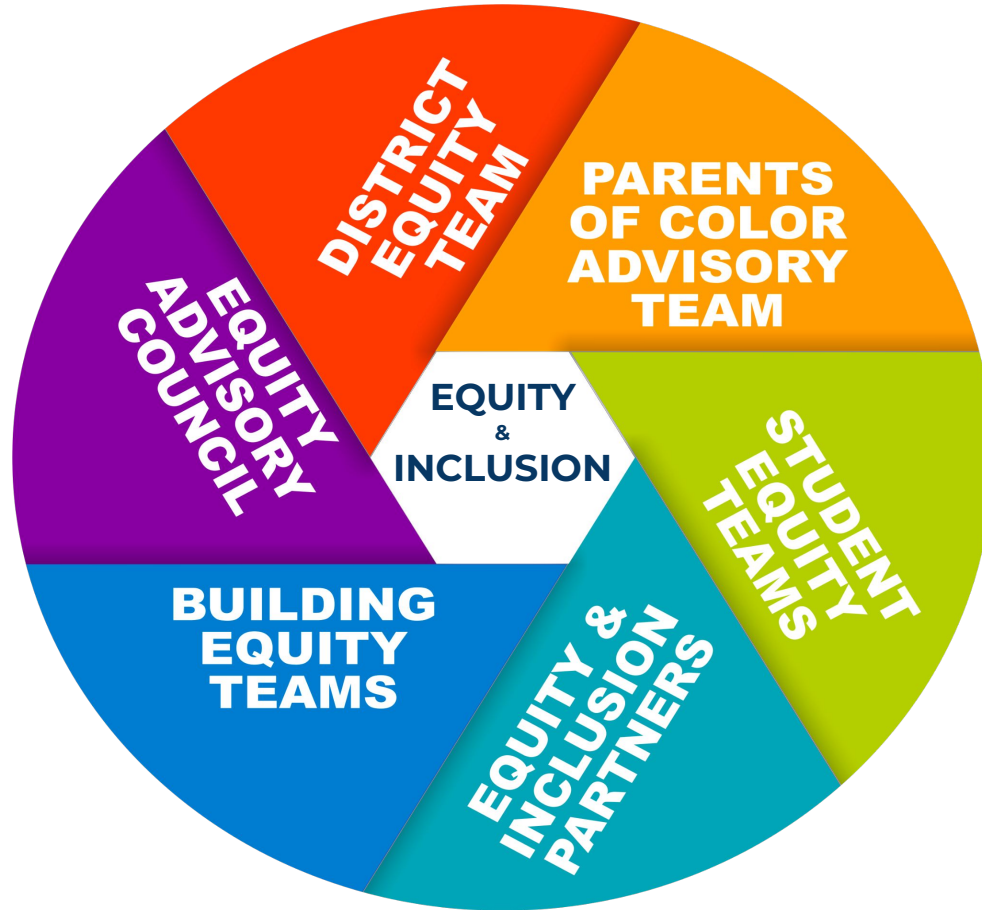




# Equity and Inclusion in the Center of Everything We Do

September 14, 2022

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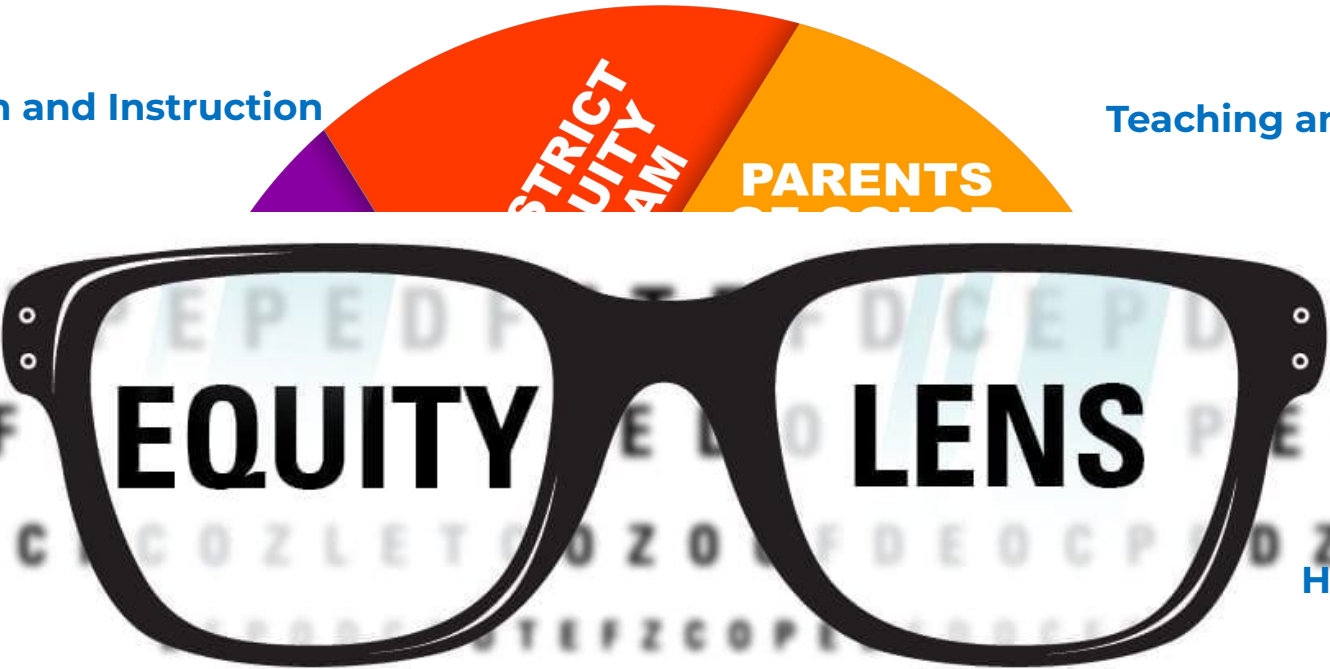


Board of Education

Superintendent

Curriculum and Instruction

Teaching and Learning



Human Resources

Inclusion, Engagement,  
and Belonging

Student Services and  
Special Education

Facilities and Operations

Business and Finance



# ViCCAR Virtual Introduction to Courageous Conversations

A  
Field  
Guide  
for  
Achieving  
Equity  
in  
Schools



## COURAGEOUS CONVERSATIONS ABOUT RACE

SINGLETON  
LINTON

GLENN E. SINGLETON  
CURTIS LINTON

Foreword by Gloria Ladson-Billings

## COURAGEOUS CONVERSATION ABOUT RACE OVERVIEW



### THE COMPASS



Courageous Conversation is utilizing the Four Agreements, Six Conditions and Compass in order to engage, sustain and deepen

**INTRA-RACIAL, AND INTER-RACIAL DIALOGUE ABOUT RACE,**  
and is an essential foundation for examining and addressing institutionalized culture and structures that promote racial disparities.

### FOUR AGREEMENTS

Stay engaged  
Experience discomfort

Speak your truth  
Expect / accept non-closure

### THREE TIERS

- I) Engage through your own personal racial experiences, beliefs and perspectives while demonstrating respectful understanding of specific historical as well as contemporary, local and immediate racial contexts.
- II) Sustain yourself and others in the conversation through mindful inquiry into those multiple perspectives, beliefs and experiences that are different than your own.
- III) Deepen your understanding of whiteness and interrogate your beliefs about your own association with and relationship to racial privilege and power.

# Four Equity Constructs



**Access** – Entrance into, involvement with, and full benefit (Paris, 2012).



**Representation** – Having presence in decision making and in content (Mulligan & Kozleski, 2009).



**Meaningful Participation** – Agency and are empowered to contribute in effectual ways (Fraser, 1998).



**High Outcomes** – Solutions benefit all (Waitoller & Kozleski, 2013).







**Educational Equity**—when educational policies, practices, interactions, and resources are **representative of**, constructed by, and responsive to all people so that each individual has **access** to, **meaningfully participates** in, and has **positive outcomes** from high-quality learning experiences, regardless of individual characteristics and group membership (Fraser, 2008; Great Lakes Equity Center, 2012, p.2).

# Equity Impact Analysis

Budget and Planning Proposals





## Equity Policy

The board, district administrators, certified and classified staff will work together to aggressively and **efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. School and district staff at all levels are encouraged to raise issues of inequity and offer solutions to remedy them.** Lawrence Public Schools employee behaviors shall contribute to a school district 1) where students' educational outcomes cannot be predicted by race, socioeconomic status, and/or other historically marginalized identities; and 2) where all students and staff are engaged in a positive and academically rigorous environment where **educational equity is woven into every**