



# *Diversity, Equity & Inclusion*

*An approach for lasting impact and change*

# *Who's in the Room?*

Name  
Role  
School

# *Our Time Together*

**01**

*Check-in*

**03**

*Site Goals*

**02**

*Your D&I Team*

**04**

*Litmus Test*





**01**

# ***Check-in***

*What lasting impact do you want to make this year through your DEI work ?*

“For tomorrow belongs to the people who plan for it today”.

—*African Proverb*

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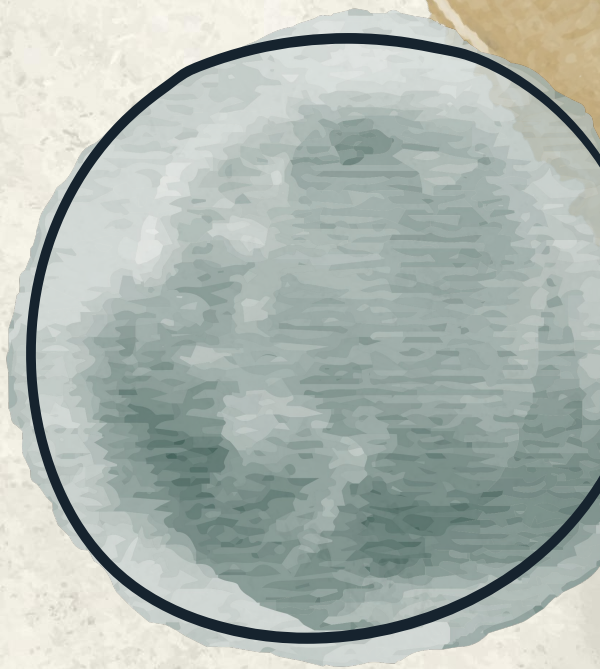
02

# *Your D&I Team*

*Working together to maximize impact*

# *Team Structure*

1. DEI Leads and site admin work together.
2. Schedule regular meeting times to plan and debrief.
3. Determine what you will roll out and when/how based on your site goal(s).
4. Tie the work to your site and district core values.
5. Identify trusted thought partners (who may have a different perspective than yours).
6. Remember to plan for ways to onboard folks who are new to your site and may have missed some foundational work from last year.





# Communication

1. **WHY:** Be clear that this work remains a priority because it is what is best for all kids.
2. **What:** Communicate your DEI priorities clearly and often with all of your stakeholders.
3. **Accountability:** Be clear about what is required v. optional with staff.
4. **Acknowledge** what you do and don't know so folks understand that you are on this journey with them.
5. **Model** vulnerability and curiosity.





03

*Site Goal(s)*

# *Year 2 Site Goal(s)*

1. Review your current site DEI Goal(s)
  - a. Is a systemic or structural issue you can change this year addressed?
  - b. Is your goal measurable?
  - c. How will you assess impact? How often?
  - d. Do you have input from marginalized folks?
  - e. Is it something that stakeholders will understand?
  - f. Does it move beyond what may appear as performative?



# Ongoing Themes

- **Core Values:** How is this work connected to your district and site core values? What opportunities are provided for staff members to learn about each others values?
- **Identity:** How can staff members use self reflection and awareness to look for blind spots created by the lens through which they see the world?
  - How can this connect to other blind spots typically present in schools
  - How can these blind spots create microaggressions for others or the inability to see and therefore address them
- **Necessary Discomfort:** Helping stakeholders lean into the uncomfortable aspects of this work that are required for change.



04

# *Litmus Test*

*Questions to keep us equity focused*



# *Litmus Test*

1. Is it a student-centered decision that is best for kids from all marginalized populations?
2. Is it at the expense of BIPOC kids?
3. Do we have the resources and support to make this sustainable and equitable for all kids?
4. How do we know?

# *Next Steps*



## ***Disrupt the system***

Identify ways that the system is harming marginalized folks and seek their input in determining a way to end the harm.



## ***Use the Litmus Test***

Try it out as you make important schoolwide and grade level decisions. If something doesn't pass the test, can changes be made so that it can?



## ***Refine, Communicate & Continue***

Sometimes we need to refine some things or change our approach. Keep stakeholders in the loop and get feedback. Stay the course!





# *THANK you!*

QUESTIONS, COMMENTS, CONCERNS?

rootedleadershipllc@gmail.com

