



United by Our Mission: To create an environment where everyone feels valued, respected and included regardless of their differences in identity and background

January 6, 2025-

[Link to Presentation](#)

[Link to Quiz](#) [Link to Answer Key](#)

Slide 1- Title Slide

Slide 2- Sherri Intro

- Press Play

Slide 3- Pictures of Individuals

- Group discussion- give the staff time to look at the pictures and discuss what they notice and what they wonder.
- Ask staff if they immediately assumed certain individuals had a disability, if they assumed a disability, if they assumed severity of a disability, etc.

Slide 4- All of Them!

- All of the children pictured have been diagnosed with one or multiple disabilities.
- All of the children pictured are children of D87 staff members.
- Did this activity change how you view students with disabilities?
- Does your perception of the individuals change knowing these are children of your coworkers?

Slide 5-7- Parent Testimonials

- Read the introduction on Slide 5.
- Play each video, pausing to allow for discussion as needed. If the videos do not play through Canva, there is a direct link to the video in Google Drive. It may require a download.
- Discussion- What impact did these videos have on you? Are there any areas of your practice that you feel you could improve on when interacting with students with disabilities? Do you have any similar situations to what was presented?

Slide 8-9- Activity



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- Please pass out the short quiz provided in your packet.
- Ask staff to complete the quiz.
- Once they have started the quiz, play the static video with sound on fairly loudly.
- When participants seem to have had enough time, go over the answers together, using the comments provided.
- After activity discussion- Did the noise affect how you were able to concentrate on the material? How did you feel physically with the noise playing in the background? Did the font and color choice affect the slide's readability? How could you use this experience to support students with sensory needs?

Slide 10- How can we work on awareness as D87 staff?

- Ask staff if they have had any experiences with students with disabilities in D87 that they felt were positive or could use improvement? How can we work together as a staff to improve our work with students with disabilities?

Slide 11- What is Person First Language?

- Discuss the given definition of person first language and the image provided.
- Discussion- Have you heard others speaking about students using person first language? Have you heard others not using this language?

Slide 12- Person First Language

- Give staff members time to read through the chart on what words to use and not to use when speaking about individuals with disabilities.
- Discussion- How could you respond to a colleague who uses outdated or potentially offensive language? Are there areas that you can improve in the way you speak to and about students with disabilities?

Slide 13-14- D87 Staff Can Help

- Discussion- How can we as a district support students with disabilities? How can staff members model appropriate interactions for students



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without disabilities? What is one takeaway from this presentation that you can implement in your practice right away?

Slide 15- Who can help?

- Discuss the list of individuals that staff members can utilize for help with students with disabilities.
- Can you think of any more?



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September 27, 2024 - Bias

Link to [Presentation](#)

Slide 1 - Title Slide

Slide 2 - DEI Community Statement

- Press play

Slide 3 - Quotes from Colleagues

- Press play
- Principals, please encourage your staff to complete the survey so their voices can be heard

Slide 4 - Our Brain & Bias - Faces

- Tell staff they are going to see faces and have 5 seconds to look at them
- After 5 seconds, ask the staff what they noticed first
- Point is for them to be aware that when they are looking at their students, they are immediately making judgment calls
- When we say “I don’t see color” this is not true. We ALL do.

Slide 5 - Digging Deeper into Bias - Iceberg

- Press play

Slide 6- Four Types of Bias

- Principals, you can read this to staff or let it play and staff can read it to themselves

Slide 7 - Bias Matching Activity & Discussion- [Answer Key](#)

- Press play
- Staff will get in groups (5-6 people) and complete matching activity
 - Each group gets an envelope to complete matching activity
 - Give approximately 15-20 minutes to complete matching activity and then facilitate discussion around this
 - Note - some of the examples in this activity are very similar. Please tell staff to pay close attention to this.



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- Staff may not be finished after 20 minutes and that's ok.
- Principals, after 20 minutes, share the answers to the matching activity
- Remind your staff that they want our DEI work to be building based. To that end we are moving from general to specific. Discussion should involve the four types of bias (confirmation, attribution, anchoring, associative reasoning) and how students in your specific building experience them - think gender, cultural/race, socioeconomic, ability/disability, sexuality. Discuss how bias impacts students, their achievements, success, etc...bias.
- [Possible questions to facilitate discussion](#)

Slide 8 - Wrap Up and Thanks

- Press play
- Feel free to contact me with any thoughts/ideas for the January DEI meeting



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August 19, 2024

[Link to Presentation](#)

Slide 1 - Title Slide

Slide 2 - Video footage of our New to D87 DEI review activity during onboarding (we had 50 participants).

Slide 3 - Welcome Back

- Press Play - video is 3:28 minutes long

Slide 4 - Attendance

- Press Play - video is < 1 minute
- Facilitators, please pull up the We are [D87 spreadsheet](#), find the tab for your particular group (they are alphabetized), and take attendance at this time. Accurate attendance is extremely important - take some time to ensure this is done. This may include adding/deleting names. Thank you!

Slide 5 - Vegas Rules and Introduction of Activity

- Press Play - video is < 2 minutes long.
- Facilitators, check in with your groups.
 - Answer any questions they have about Vegas rules.
 - Discussion topics for Ice Breaker activity can be found [HERE](#)
 - Ask for any suggestions for an alternative ice breaker activity. Feel free to note them on the shared tab or email me separately.

Slide 6 - DEI by the Numbers

- Press play - video is less than 30 seconds
- I encourage you to have a discussion with your groups about what the data shows

Slide 7 - More Data: Are there other topics you'd like to see covered?

- Press play - video is less than one minute long
- Allow time for discussion

Slide 8 - More Data: What would you like to see as we move forward?

- Press play - video is less than one minute long



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- Allow time for discussion

Slide 9 - Feedback is Key

- Press play - video is less than one minute long
- Allow time for discussion

Slide 10 - Thank You

- Press play - video is less than one minute long
- Feel free to contact me with any thoughts shared for the next DEI meeting which will be building based.



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March 22, 2024 - DEI Review

Announce this immediately after student dismissal:

**** Please bring your device to today's meeting. You will need this to complete a survey at the end of today's DEI session****

Today's session will be completely different from what we've done in the past. Building principals will serve as facilitators. Today will start with a brief follow-up from our last session. Play video.

Next, is a DEI scavenger hunt. This will be a review of topics we've covered in our sessions during the past two years. You will be receiving scavenger hunt clue cards with QR codes on them and handouts. In advance of the meeting, please place the clue cards in the specific locations and make copies of the handouts for staff - one for each group (see #4).

Scavenger Hunt Directions for Principals:

1. ALL staff must participate.
2. Please allow at least 45 minutes.
3. Explain that for today's activity they will be completing a DEI scavenger hunt. There will be a total of 18 clues & questions.
4. Have your staff self-select into teams. Secondary folks, please no more than 9-10 people per group.
 - a. Each team should be assigned a team number 1-18.
 - b. Each team should select someone to write down their responses. Teams should label the sheet(s) with their responses with all of the group members names, their building and team number. Example: Cindy Kosloskus, Sherri Thomas, Leslie Albee, Vicki Vela - ESC #1.
 - c. One person from each team will need a cell phone or iPad to scan QR codes.
5. Please assign each team a different starting point - if you're team #1, start with clue #1; team 2, start with clue #2, etc. Teams will move from each location following the clues.



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6. When there are 10 minutes remaining, call time and have everyone come back together. Collect each team's responses and send interoffice to Sherri. If a team finishes before time is called, they should just wait.
7. Staff should use the last 10 minutes of the meeting time to complete the DEI survey emailed to all staff this morning.



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January 5, 2024 - Implicit Bias

Play Implicit Bias Presentation

If your group finishes early, please stay in the room until 9:00 am. The hallway chatter of those who leave early is very disruptive to other groups.

Slide 1 - Title Slide

Slide 2 - Welcome Back & Attendance

- Facilitators, please pull up the We are D87 spreadsheet, find the tab for your particular group, and take attendance at this time. Thank you!

Slide 3 - Turn & Talk

- Facilitators, please give a general welcome back from winter break. Ask questions like:
 - Highlights of your break...anything related to the affinity group. For example, if you're in the book lovers group, did you read any good books over break?
 - Things you're looking forward to for 2nd semester...
- Allow for some time to simply talk and share

Slide 4 - Preview Today's Session

- Press play
- Bias - 3 types - gender, socioeconomic, cultural & race

Slide 5 - Mission Possible

- Press play
- Academic & behavioral goals
- Does bias/implicit bias play a role?
 - Cultural & race as related to D87 ODRs

Slide 6 - Inequities

- Press play
- D87 has inequities in ODR data



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- Student enrollment data compared to ODR data

Slide 7 - D87 Discipline Data & Group Activity

- Press play - ST provides directions
- Directions for Facilitators:
 1. Divide your affinity group into 6 smaller groups. Remind staff that participation is voluntary and that looking at this kind of information can be tough, even upsetting for some
 2. Each group should identify a reporter and this person will share out with the larger group.
 3. Provide each group a sheet that has an ODR code. The back of the sheet will have the following questions for the group to discuss:
 - Is there anything that surprises you?
 - What conclusions can you draw?
 - Do you notice any patterns?
 - Why do you think this is happening?
 - Beyond those already mentioned, what other variables might be affecting the discipline data?
 - Are there any outliers?
 4. After working a few minutes to answer the questions, do a quick check in to see if more time is needed.
 5. Have everyone come back together for a Facilitator-led discussion.
 6. Ask each reporter to share highlights from their group's discussion

****Pause video and complete group discussion/activity****

Slide 8 - Who We Are

- Press play
- ST makes closing comments about ODR data discussion
- The ODR data is what it is...but it's not all we are

Slide 9 - Wrap Up & Thanks

- Press play



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September 22, 2023 - Identity - Cultural Competence

Play Identity - Cultural Competence Presentation

Slide 1 - Title Slide

Slide 2 - Attendance

- Facilitators, please pull up the We are D87 spreadsheet, find the tab for your particular group, and take attendance at this time. Thank you!

Slide 3- Recap of August Affinity Group Meeting

- Video is approximately 2 minutes long

Slide 4 - Welcome Back

- Push play, video is about 30 seconds
- Facilitator should give a general welcome and thank participants for their participation. Ask questions about:
 - using the resources provided to them during the last meeting
 - what's been happening since the last meeting
 - Anything related to your group's affinity. For example, if you're in the book lovers group, ask about what book they've recently read
- Allow about 10-15 minutes to talk and share
- Participants should also take the optional survey about resources at this time - they can scan the QR Code

Slide 5 - Intro to Cultural Competence

- Push play, video is about 1 minute

Slide 6 - Cultural Competence in the Educational Setting

- Push play, video is approximately 2 minutes

Slide 7 - Mission Possible

- Discussing relationship between student behavior & cultural competence
- Push play, video is approximately 1 ½ minutes



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Slide 8 - Understanding Others - Ways to Promote Cultural Competence

- Push play, video is approximately 2 minutes
- This activity requires everyone to identify ways that they can promote cultural competence in their particular setting
- Facilitators, please record all responses on your group's tab on the shared Google Sheet
 - Facilitators, please mention that these responses will be compiled and posted on The Depot as the resource for this session

Slide 9 - CQ Survey

- Push play, video is approximately 1 minute
- Sherri introduces a survey designed to identify an individual's cultural competence
- Facilitators, please distribute CQ Survey
 - After giving a few minutes to complete the survey, have a brief discussion:
 - Ask participants to share if they want or ask if anything surprised them about the survey

Slide 10 - Why is Cultural Competence Important

- Push play, video is about 2 ½ minutes
 - Sherri discusses potential negative consequences when there is a lack of cultural competence
- Facilitators, please also be aware that this slide follows a format from our last meeting. There is a lot of talking due to the amount of content covered and I felt like it was important for participants to just sit and listen.

Slide 11 - Benefits of Cultural Competence

- Push play, video is 1 minute long

Slide 12 -What next?

- Steps you can take to achieve cultural competence
- Push Play - the video is about 1 ½ minutes long



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Slide 13 - Wrap Up & Thanks

- Push play, video is less than 10 seconds



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August 17, 2023 – Equity vs. Equality: Privilege and Power

Link for Equity vs Equality: Privilege and Power Presentation

Slide 1 - Title Slide

Slide 2- Welcome

- Hello from Sherri
- The Facilitator should give a general welcome and thank participants for their participation in your Affinity Group. Ask questions about:
 - things you did over summer break
 - things they're looking forward to this school year
 - ask questions about your affinity. For example, if you're in the movie lovers group, ask about what movie they've recently seen
- Allow about 10-15 minutes to talk and share

Slide 3 - Affinity Group Beginnings

- History
 - Push play, video is approximately 2 minutes

Slide 4 - Recap 4 topics from 2022-2023 School Year

- Push play, video is less than one minute

Slide 5 - Group Norms

- Push play, video is 1-minute long

Slide 6 - Prep for Privilege Walk activity

- Push play, video is 20 seconds long
- This activity requires everyone to start by standing together in a line and taking a step forward for every identified privilege. Based on the size of your group, you may have to make a quick judgment and go to an alternate space (outside if it's nice).
- Facilitators, please read the information at the top of the Privilege Walk sheet to your group.



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Slide 7 - Debrief

- Push play, video is approximately a 1-minute long

Slide 8 - Types of Privilege

- Sherri defines and gives examples of 10 types of privilege. *Warning to Facilitator - **the first one is White Privilege***
 - *As the Facilitator, watch your group and gauge how they are receiving the message. You may need to have a brief conversation about this keeping our norms in mind- this is a safe place and participation in the activity is optional.*
- Facilitators, please also be aware that this slide does not follow my usual format. There is a lot of talking due to the amount of content covered. However, I felt like it was important for participants to just sit and listen.

Slide 9 - Effects of Privilege in the Classroom

- I will introduce some effects of privilege in the classroom

Slide 10 - Your Experience

- Facilitators engage in a discussion with your group; ask if they've seen/experienced any of the effects of privilege.

Slide 11 -What next?

- Overcoming Barriers - Recognize your own privilege
- Allyship and Advocacy - Leveraging privilege for positive change
 - Facilitators to ask what this looks like...
 - In your work setting
 - In your classroom
- Push Play - the video is about 2 minutes long

Slide 12 - Wrap Up & Resources

- Push Play



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May 26, 2023 – Microaggressions

Since this is the last day of school, let's make today a celebration of all that we've learned. Also remember that while we have the best of intentions that this is going to be a seamless process by pushing play, technology often surprises us so if you have to punt and go with the flow, THAT IS OK!! Just do your best!

Affinity Group meeting time – 7:45–9:00. Remember that groups will finish at different times, but should not be dismissed if done early. Out of respect for others still going, keep members in your class until 9:00.

[Link for Microaggressions Presentation](#)

Slide 1 – Title Slide

Slide 2- Welcome

- Hello from Sherri
- The Facilitator should give a general welcome and thank participants for their participation in your Affinity Group. Ask questions like:
 - Things you're looking forward to for summer break
 - Things they do to unplug over the summer
- Allow about 10-15 minutes to talk and share

Slide 3 – The purpose for today is to learn about Microaggressions – what are they, their impact and how to be an ally

- Defining and introducing 3 forms of microaggressions
 - Microassaults
 - Microinsults
 - Microinvalidations
- Push play – approximately 3 1/2 minutes

Slide 4 – Introduction to Project with BSU and Minority Staff- Experiences with Microaggression

- Sherri introduces video sharing examples of microaggressions experienced by staff and students in District 87
- Push play – video is approximately 1 minute long



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Slide 5 - Video Montage

- D87 staff & students share incidents of microaggression
- Push play

Slide 6 - Video Montage Debrief - Food for Thought

- Now that you've seen the video...
 - Does this surprise you?
 - Have you witnessed these statements being made?
 - Don't say it out loud, but have you said any of these statements?
- As the Facilitator, watch your group and gauge how they are receiving the message. You may need to have a brief conversation about this.

Slide 7 - Identifying & Combating Microaggression Activity

- Sherri introduces Microaggressions activity
- Sherri to mention these 3 things:
 - 1. Some of you may have made these kinds of comments. Take this activity as a learning opportunity not a judgment
 - 2. If you have experienced these kind of comments, know that you are heard and now that your colleagues are aware, you've got a bigger support system
 - 3. Some people may come away from this activity with feelings that are hard to process at this time and you should feel free to reach out to a trusted individual for further discussion
- Distribute handout to group members
 - Part 1 - Explain each section has a statement that is an example of a microaggression. They should match this statement with the possible interpretation. Group members should complete this part on their own
 - Part 2 - Group members should then identify what they think would be a better approach to combat the microaggression. This can be completed individually or as a group. Each example should be discussed
- It should take approximately 25-30 minutes to complete the activity



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Slide 8 - Debrief by Sherri

- Push play - video is approximately 1 minute long

Slide 9 - Next Steps

- Push Play
- Tie in to all spaces - classroom, offices, etc.
- [What you can do: before, when, what to avoid when you intervene](#)
 - Check your own biases (refer back to last presentation)
 - Avoid leading questions
 - Don't be defensive, just be open
 - Diversify what you consume
 - Be an ally
- Video is approximately 1 ½ minutes long

Slide 10 - Microaggressions are like Mosquitos [VIDEO](#)

- Sherri introduces Mosquito video
- Push play for video introduction and Video

Slide 11 - What Now

- Recap the 2022-23 school year topics - state the purpose - introduce concepts of Equity vs Equality, Identity, Implicit Bias and Microaggressions
- Highlight that this is year 1 of 3 of the District's commitment to DEI

Slide 12 - Complete the Survey

- Facilitator should encourage group members to take the survey now before leaving. Use the QR code on this slide to take the survey. Facilitators should also complete the survey
- The goal is to get as much feedback as possible and taking the survey now will help the cause
- There are two ways to complete the survey:
 - Phone - use QR code; may have to log into Google account with D87 credentials
 - Laptop - just follow the link emailed to them



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January 6, 2023 – Bias

Since we are just getting back from winter break, allow for grace as some people might be slow to get started. Do not take it personally.

Also remember that while we have the best of intentions that this is going to be a seamless process by pushing play, technology often surprises us so if you have to punt and go with the flow, THAT IS OK!! Just do your best!

Affinity Group meeting time – 7:45–9:15

[Link for Bias presentation](#)

Slide 1 – Title Slide

- Welcome Back from Sherri
- The facilitator should give a general welcome back from winter break. Ask questions like:
 - Highlights of your break...
 - Things you're looking forward to for 2nd semester...
- Allow for some time to simply talk and share

Slide 2 – Riddle from Sherri

- Push play
- Give staff members time to answer the riddle
 - If participants push you for a definitive answer, don't say one way or another
 - We will circle back to this later

Slide 3 – Introduce the topic for today– Bias

- Push play



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- Facilitators will reiterate the question, “How many of you think you act on your biases in your daily life?” Give them time to answer and share out

Slide 4 - Define Bias and introduce three types that may impact school environment

- Push play
- After the video, facilitators should ask this question: “Now that you have a definition of bias, would any of them go back and change their answer: How many of you think you act on your bias in your daily life?”
 - The intention is to reframe the perception that bias is bad.

Slide 5 - Circle Back to Riddle

- Push play
- Facilitators ask, “Did any of you have that same bias?”
- Facilitators share:

Around 40% of participants who are faced with this challenge do not think of the most plausible answer—the surgeon is the boy’s mother. Rather, readers invent elaborate stories such as the boy was adopted and the surgeon was his natural father or the father in the car was a priest. As such, the exercise illustrates the powerful pull of automatic, stereotyped associations. For some individuals, the association between surgeons and men is so strong that it interferes with problem-solving and making accurate judgments.

Slide 6 - Recap/Survey

- Push play
- Staff will take a survey examining their own bias
 - The survey is called “Unconscious Prejudice: A Self-Reflecting Questionnaire”
- Staff will score their survey
- Facilitator does NOT need to collect these. Staff member should keep them for their own reflecting



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- Once everyone has completed the survey, Facilitators will provide the key so participants know how they scored and they will ask these reflection questions:
 1. Are all of your scores the same? Why or why not?
 2. Do you feel surprised, disappointed, or satisfied by your results? Why?
 3. What did you like most or least about this activity? Why?
 4. Which specific items made you think the most? Why?
 5. In which section did you score the lowest? Highest? Why do you think that happened?
 6. What experiences have you had that may have contributed to your scores?

Slide 7 - Wrap Up

- Push play



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September 26, 2022 - Identity

Remember that some of these participants may not want to be here for a variety of reasons. Some of these participants may not feel comfortable being in a group with strangers. Do not take it personally.

Also remember that while we have the best of intentions that this is going to be a seamless process by pushing play, technology often surprises us so if you have to punt and go with the flow, THAT IS OK!! Just do your best!

Here's the link for the presentation - [Identity](#)

Slide 1 - Title Slide

- Facilitator should give a general welcome - there may be some new members in your group
- Please take attendance using the Google Sheet [We are D87](#). At the bottom, find the tab for your specific group and take attendance. Please also make any updates/edits to your group.

Slide 2 - Hello Again

- Facilitator should tell the group that they are going to reacquaint themselves with each other
- Push play - video is less than a minute
- Give group members time to state their name, position, what's new and their favorite superhero or villain

Slide 3 -DEI Is

- In this slide is the video montage of your group's ideas of what DEI is
- Push play - video is about 6 ½ minutes long

Slide 4 - Create Connections

- Push play - video is almost 2 minutes long



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- After playing the video, Facilitator will lead a discussion about your particular affinity.
 - Example questions:
 - Have you seen any good movies lately?
 - Have you been anywhere interesting since we last met?
 - Do you have any podcast/book recommendations?
- Give plenty of time for the group to share out. Go wherever the conversation take you

Slide 5 - Identity

- Push play - video is a little more than a minute long

Slide 6 - Me Too

- Push play - video is a little more than a minute long
- Facilitators will guide the group as they play the game called Me Too. Depending on the size of your group, you should play multiple rounds to really get to know identities
- When finished, Facilitators should ask the group if they could see themselves playing this game in their professional setting. If yes, ask group members to elaborate on this

Slide 7 - Your Identity is your Super Power

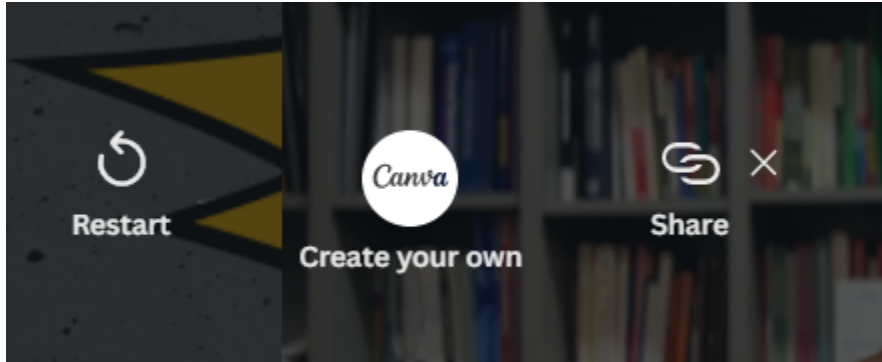
- Push play - video is about 4 ½ minutes long
- Facilitator should hold a discussion on the group's thoughts about the video
 - Ask example questions:
 - Have you ever felt unfairly judged because of your identity?
 - Have you seen an example of a colleague or student unfairly judged because of their identity?

Slide 8 - Wrap Up - Big Ideas

NOTE: During the playback of this slide, you will see a pop up:



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Click the X to close the pop up and continue playing the video. We are working on resolving this issue.

- Push play - video is almost 3 minutes long
- Facilitators should have a discussion about the importance of identity in their professional settings
 - Ask, how does your perception of someone's identity determine your interaction with them?

Please remember that this is new and these are beginning conversations regarding Identity. Your participants may have varying opinions and that is ok. Baby steps!



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August 17, 2022 - Equity vs. Equality

Remember that some of these participants may not want to be here for a variety of reasons. Some of these participants may not feel comfortable being in a group with strangers. Do not take it personally.

Also remember that while we have the best of intentions that this is going to be a seamless process by pushing play, technology often surprises us so if you have to punt and go with the flow, **THAT IS OK!!** Just do your best!

Link for [Equality vs Equity Video](#)

Slide 1 - Title Slide

- Facilitator should give a general welcome to the school year
- Say your name- **Do not go any further as you will give a detailed introduction shortly**

Slide 2 - Intro from HR

- Facilitator should tell the group, “We will be watching a video today that introduces the District’s ongoing commitment to DEI (Diversity, Equity and Inclusion).”
- Facilitator should read the text on Slide - Why DEI in D87
- Push play - video is about 3 minutes long

Slide 3 - Non-negotiables

- In this slide you will see Sherri introducing the non-negotiables/meeting norms for today-**You do NOT need to read the text on this slide.**
- Push play - video is less than a minute long

Slide 4 - Who Are You?

- In this slide you will see Sherri introducing herself. This is an example of what you all should do. - **You do NOT need to read the text on this slide.**



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- Push play - video is less than a minute long
- Facilitator can start or pick someone to start the introductions. Follow the example by having others introduce themselves.

Slide 5 - Tell us your Why.

- In this slide you will see Sherri stating her why - **You do NOT need to read the text on this slide.**
- Push play - video is less than a minute long
- Facilitator can start or pick someone to start by telling your 'why': why you chose D87 AND this affinity group.
- Follow the example by having others share their 'why' with the group.

Slide 6 - Common Language

- On this slide Sherri is talking about the importance of common language.
- Facilitator should read text on this slide.
- Push play - video is less than a minute

Slide 7 - Equity vs Equality

- On this slide there are steps that need to be followed.
 - Step 1 - ask your participants, "What do you see as the difference between equity and equality?" If your room has a whiteboard and markers, feel free to write down their ideas. If someone has a laptop, feel free to have them take notes for the group. If someone has paper, feel free to write down their ideas.
 - Step 2 - Facilitator says, "Now we're going to watch a video created by Beyer High You Tube that captures our district's definition of equity and equality."
 - Step 3 - Push play - video is 5 minutes long
 - Step 4 - After watching the video, take 5 minutes to discuss commonalities between the group's ideas about equity vs equality and the ideas that were presented in the video. If your room has a whiteboard and markers, feel free to write down their ideas. If someone has a laptop, feel free to have them take notes for the group. If someone has paper, feel free to write down their ideas.



United by Our Mission: To create an environment where everyone feels valued, respected and included regardless of their differences in identity and background

Slide 8 - You Decide

- This is where you will put the group's understanding to the test.
 - Step 1 - Facilitator read the slide
 - Step 2 - Read each scenario (5 of them) and pause after each one to ask the group whether they think the situation is demonstrating equity or equality. Ask for reasons why they may feel one way or another. **Facilitator will be given an answer sheet.**

Please remember that this is new and these are beginning conversations regarding equity and equality. Your participants may have varying opinions and that is ok. Baby steps!

Slide 9 - DEI is...

- In this slide, Sherri introduces the wrap up activity for today.
- Push play - video is about 1 ½ minutes long
- Have participants follow Sherri's directions and record their collective word or phrase to complete the sentence "DEI is...". You may have to do this several times before participants are comfortable with the outcome and that's ok. Your group may decide to have only one person be on video and that's ok.
- Upload the video to the shared drive called DEI Affinity Group Videos. If you need help with this, no worries. Just save the video on your phone and email Jessie Nicoson to schedule a time for her to help you.
- Naming Convention when you upload the video:
 - First Name_Group Name_Group Number
 - For example, "Sherri_Variety_8"