

SHARED UNDERSTANDING



"What are the racial equity
impacts of this decision?"

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SUPERINTENDENT

RADIOUS GUESS
DIRECTOR OF EQUITY & INCLUSION

ACKNOWLEDGEMENTS

LAND

We collectively acknowledge that we are located on the traditional, ancestral, and contemporary lands of Indigenous people, land that was cared for and called home by the Ojibwe people, before them the Dakota and Northern Cheyenne people, and other Native peoples from time immemorial. Ceded by the Ojibwe in an 1854 treaty, this land holds great historical, spiritual, and personal significance for its original stewards, the Native nations and peoples of this region. We recognize and continually support and advocate for the sovereignty of the Native nations in this territory and beyond. By offering this land acknowledgment, we affirm tribal sovereignty and will work to hold the ourselves accountable to American Indian peoples and nations.

LABOR

We also recognize that much of the wealth of our country was built by enslaved Africans and obtained through settler colonialism. In Minnesota, fur traders and officers at Fort Snelling and other posts utilized enslaved Africans to help create the infrastructure for European colonization.

We understand that Land and Enslavement acknowledgements do not exist in the past tense or historical context, since colonial and racist ideologies and systems are current and ongoing. We need to build our mindfulness to our present participation.

LEARNING INTENTIONS



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Educational leaders will learn how...

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District 287 is integrating explicit consideration of racial equity in decisions, including policies, practices, programs and budgets.

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District 287 deals with race and other conversations including microaggressions in the workplace.

Asking a set of questions assesses how budget impacts benefit and/or burden students, specifically BIPOC and low-wealth students with disabilities.

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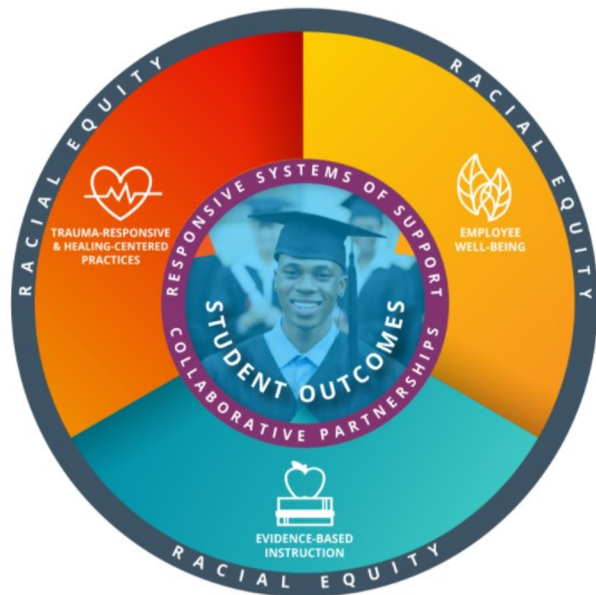
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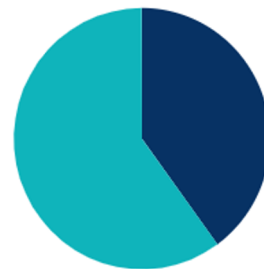
Intermediate District 287

We provide Setting IV Special Education, alternative learning, and other programs for 11 school districts in the West Metro of the Twin Cities in Minnesota.

We serve the top 1% of the highest-needs students (about 1,000 students) in this region.

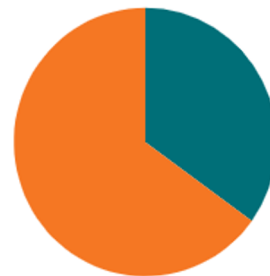


Racial Demographics



White (40%) Students of Color (60%)

Eligibility for Free/Reduced-Priced Meals



Not eligible (35%) Eligible (65%)

HOW DID WE GET HERE?

Minnesota's history of racism, segregation, and trauma has long-standing consequences for Black, Indigenous and Students of Color, especially those who receive setting IV emotional behavior disorder (EBD) special education services.

Exclusion of Students of Color from regular education into **segregated special education**

Perpetuation of **generational poverty**, housing insecurity, and limited access to services, such as health care



Collectively, systemic barriers have led to **fewer academic opportunities, the pipeline to prison, disproportional corrections involvement, trauma exposure, and loss of life/shorter life expectancy**

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Disproportionate number of students of color receiving EBD services; these students have significantly **fewer academic opportunities** and some of the **worst outcomes in the nation**

Failure of public education to appropriately educate students, leading to significant academic opportunity gaps (time in class, outcomes, graduation, & post-school success)

THERE IS A SOLUTION



Community of Practice

- Year of Learning partnership with Resmaa Manakem
- School and department equity teams
- All leaders are evaluated on an equity goal
- Equity goal embedded in every department strategic implementation plan and School Improvement Plan
- Equity Policy
- Racial Equity Impact Analysis Tool embedded in agendas
- Being Heard Tool
- Budget Equity Tool



Governance
Equity Tool

DISTRICT 287 RACIAL EQUITY TOOLKIT



**IMPACT
ANALYSIS
TOOL**

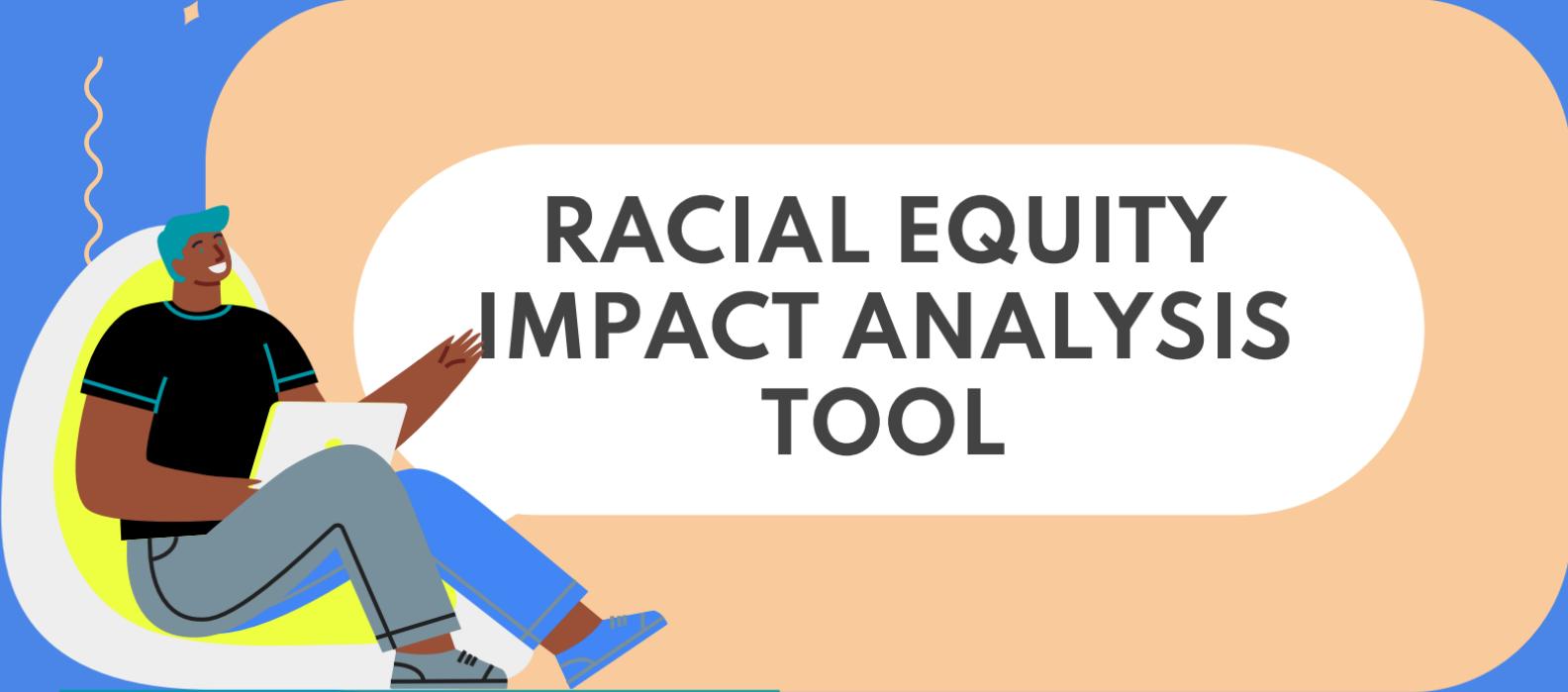


**BEING
HEARD
TOOL**



**BUDGET
EQUITY
TOOL**

Under Development



**RACIAL EQUITY
IMPACT ANALYSIS
TOOL**

Take away!

Keep **race** front and center and prompt leaders, individuals, and teams to examine how BIPOC and low-wealth communities may be affected by an action or a decision.

BIPOC stands for
Black, Indigenous, and
People of Color



THE TOOL HAS 3 PARTS



1. DISCUSS

Use guiding questions to facilitate a racial equity discussion



2. ANALYZE

Respond to 4 equity impact analysis questions



3. REFLECT

Reflect and recognize your own racial bias, as well as the presence and role of whiteness



1. DISCUSS: Use guiding questions to facilitate a racial equity discussion

GUIDING QUESTIONS

MULTIPLE PERSPECTIVES?

Are multiple racial perspectives involved in the planning? Are participants racially diverse? Were the groups most impacted by the decision included in the discussion?

STATUS QUO?

In what ways are we maintaining status quo or advancing race equity? What could be done differently to better support or advance racial equity efforts?

WHO BENEFITS?

Who is advantaged and who is disadvantaged? Are decisions based on the majority or those at the margins?

COLOR BLINDNESS?

In what ways does color blindness exist?

COMMUNICATION?

How do you know the audience is communicated with in ways that make sense through their lens?

INTERSECTIONALITY?

In what ways are other marginalized people impacted?

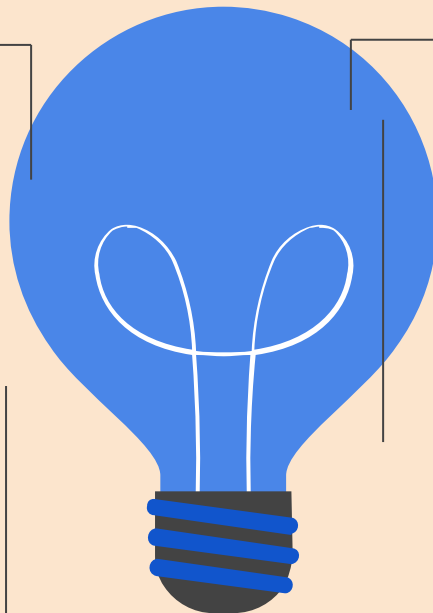


2. ANALYZE:
Respond to 4
equity impact
analysis questions

ANALYZE

Who
participated in
this analysis?

What are the racial
equity impacts of
this action/decision?



Who will benefit
and/or be
burdened by this
action or decision?

Are there strategies to
mitigate any unintended
consequences of this
decision?



3. REFLECT: Reflect and recognize your own racial bias, as well as the presence and role of whiteness

REFLECT



COMPASS

Place yourself on the compass. What feelings came up for you during the discussion?



ROLE OF RACE

What role did your race, experiences, or bias have in the conversation?

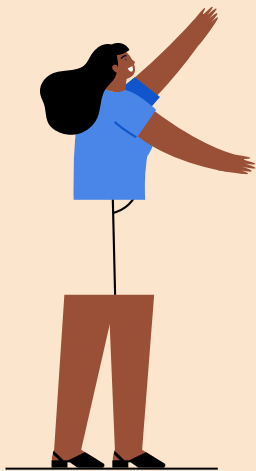


WHITENESS

What aspects of whiteness showed up for you or were observed in others?

DISCUSSION & PRACTICE

(10 min)



- How might you apply this tool in your District?
- Select a potential decision and practice using the tool
- Share out



BEING HEARD TOOL

LIMIT DEFENSIVENESS,
MICROAGGRESSIONS, AND
NEGATIVE BEHAVIOR

BEING HEARD:
Creating safe
spaces for difficult
race and
microaggression
conversations



MICROAGGRESSIONS IN THE WORKPLACE

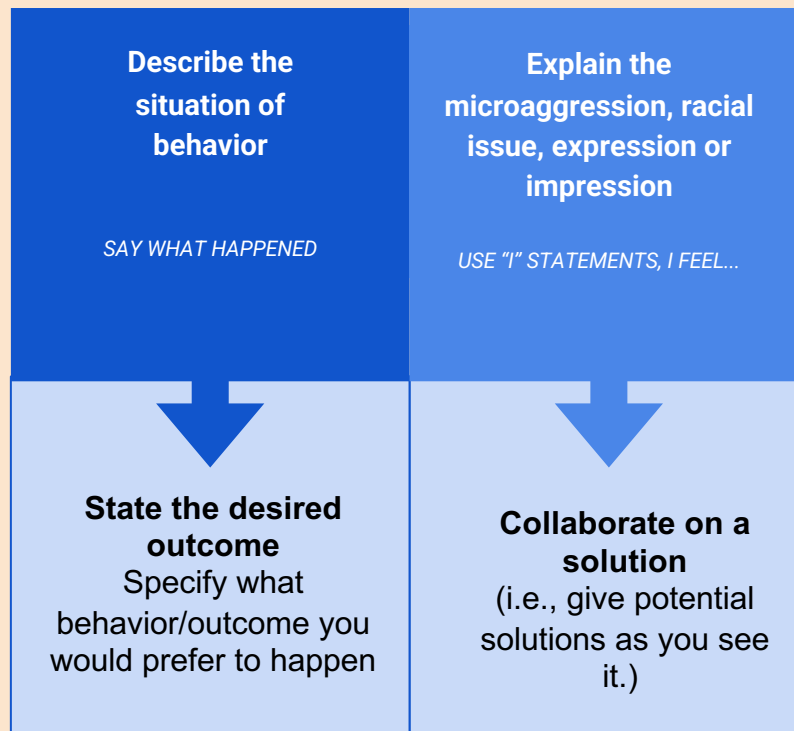
In the workplace, racism most often manifests itself through microaggressions, which are defined as indirect, subtle or even unintentional acts of discrimination against members of a marginalized group. They may take the form of stereotyping, "othering" or avoidance.

UNDERSTANDING MICROAGGRESSIONS

"Microaggression is the modern form of racism," said Jonathan Kanter, director of the Center for the Science of Connection in Seattle. "To reduce racism, we need to decrease microaggression."

BEING HEARD TOOL

A communication tool
to use when dealing
with race and other
conversations
including
microaggressions in
the workplace



THE BEING HEARD TOOL

Allows you to...

- Describe in your own words what happened.
- Express/communicate your feelings accurately.
- Ask for things you want and say 'no' to things you do not want.
- Take the opportunity to have your interests (needs, wants, concerns, fears) heard.
- Attain a potential solution.



BUDGET EQUITY TOOL

REDUCES DISPARITIES AND PROMOTES
SERVICE LEVEL EQUITY

BUDGET EQUITY TOOL:

helps develop strategies and actions that reduce racial and economic inequities and improve success for ALL groups

How does the budget change request align with the goals of advancing equitable student outcomes and the District's Strategic Priorities?

What areas of the school or district will be impacted by the budget change request?

Is there a larger than average population of BIPOC and/or low wealth students that will be impacted by the budget change request?

Identify potential impacts on special education, instructional programming and/or services.



Contact us

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THANK YOU

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