

# ENN Workgroup

ELIMINATE INEQUITIES FOR ALL STUDENTS



# Agenda

Agreements (5 mins)

Identity Self-Reflection (5 mins)

Inequality, equity and equality (30 min)

Feedback review of ENN drafts in small groups (45 mins)

Share out (20 mins)

Closure (10 mins)

# Agreements (Singleton & Linton, 2006)

Experience discomfort

Stay engaged

Speak your truth

Expect and accept non- closure

No blame, shame, or judgment

Equity work life-long, never ending, at individual & organizational level.

“Collective Equity Capacity” we are in this with you - mutual learning, challenging, growing together

# Identity Reflection of Self

Race



Class



Gender



Ability



Sexual Identity



Gender Identity



Language



Ethnicity



Religion



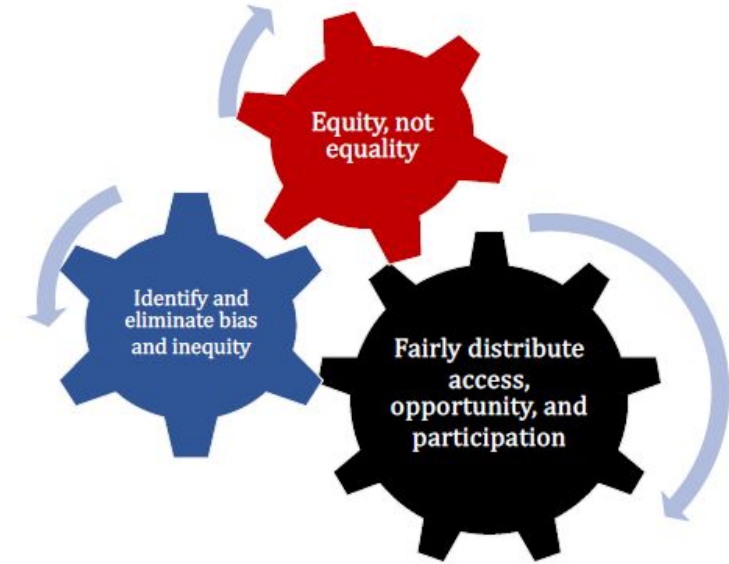
Intersections



# Components of Equity

(Equity Literacy, 2021)

1. Distinguishing *equity* (fairness or justice) and *equality* (sameness)
2. Identifying and eliminating racism, sexism, heterosexism, transphobia, ableism, and other forms of bias and discrimination
3. Fairly distributing access, opportunity, and participation



# Distinguishing Equity and Equality: SEE

From NAME:

“...an equitable education that benefits all students by providing each learner with the specific type and amount of resources, which serve as access to opportunities, needed to be successful.”

- Acknowledging unlevel playing field in and out of school based on identity
- How offering equality reproduces inequity

Example: tardy policies

# Identify and Eliminate Inequity: ACT

From NAPE:

“...eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status...”

Also: gender identity and expression, sexual orientation, socioeconomic status, and more.

Not just “giving each student what they need” in terms of individual attention, but also in terms of access to just policies, practices, and institutional culture

Equity as identifying and eliminating Inequity

From the Canadian Education Association:

“...to enable all students to ... have a range of options [and] take part in [and] contribute to society.”

# The Equity Literacy Institute's: Inequity

An unfair distribution of material and nonmaterial access and opportunity resulting in outcome and experience differences that are predictable by race, socioeconomic status, gender identity, home language, or other dimensions of identity.

- Material access
- Non-material access

- Outcome differences (grades, test scores, graduation rates)
- Experience differences (access to feelings of belonging, bias-free learning environments)



# The Equity Literacy Institute's: Equity

A commitment to action: the process of redistributing access and opportunity to be fair and just.

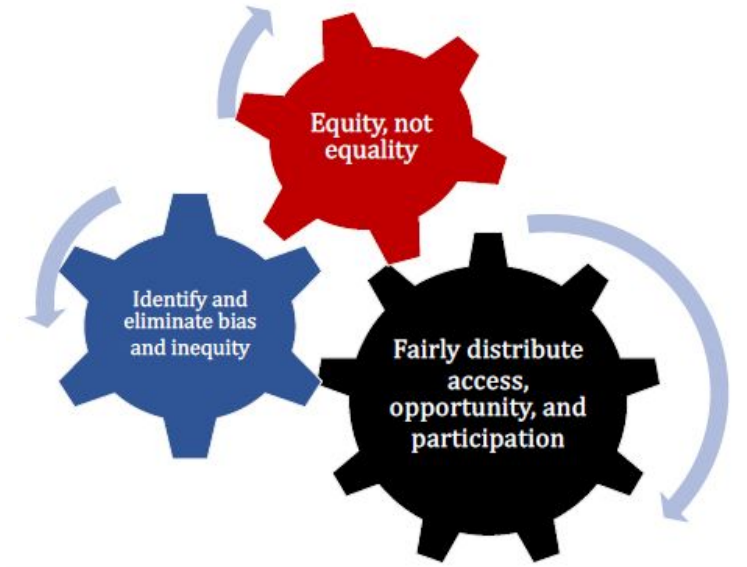
A way of being: the state of being free of bias, discrimination, and identity-predictable outcomes and experiences

An equitable classroom or school is not just one where we focus on individual students' needs, but one where we are:

1. actively identifying and eliminating all forms of bias and inequity, **and**
2. actively developing anti-bias, equitable policies, practices, and cultures.

# Equity Non-negotiables as guideposts

1. Distinguishing *equity* (fairness or justice) and *equality* (sameness)
2. **Identifying and eliminating racism, sexism, heterosexism, transphobia, ableism, and other forms of bias and discrimination**
3. Fairly distributing access, opportunity, and participation





Schools have a culture of *Marginalization*

- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

**We can not be inclusive of all diversity if we name one identity over others.**

# Feedback on draft ENN

The workgroup created a draft document that outlined the Equity Non Negotiables ICS model statement, the intent of the ENN, and a draft ENN for Elmbrook on November 23, 2020. This draft was shared with the stakeholder groups for input the week of November 30, 2020.

- Building Principals and Associate Principals
- Middle School Teaching and Learning Specialists
- Teaching and Learning Directors and District Coordinators
- Student Services Teams (K-12 Psychologists and 6-12 Counselors)

[BOE Meeting Docs](#)

From the input, draft revision recommendations from district stakeholders to date need to be reviewed for alignment between the intent of the ENN and the drafts.

It is anticipated that this work will take place in January and February.

The anticipated revisions will come back to the board for discussion/action sequence in spring 2021.

# Small Group Work

## Roles:

- Record in doc - first name closests to A
- Timekeeper - first name closets to Z
- Reporter - birthdate closest to today

## Time:

- 45 minutes

## Document to use for your group:

- [Group 1](#)
- [Group 2](#)
- [Group 3](#)
- [Group 4](#)
- [Group 5](#)
- [Group 6](#)
- [Group 7](#)

## Tasks:

Read to document draft in its entirety for horizontal and vertical alignment to the intent.

- Does the key phrase and rewrite capture essence of the model ENN and the intent listed? Why or why not
- What delights you about this draft document?
- What gives you pause?

**Report out**



## Next Steps

Use your feedback for adjustments

Share with stakeholder groups

Finalize draft

Discussion/action sequence with  
BOE in Spring

Email updates to this workgroup  
along the way and update webpage

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