

PART 3:

CAPTURE THE OPPORTUNITY

Steps to Redesign School-Level Systems for Equity

DIGITAL WORKBOOK

STEP 0:

START WITH YOURSELF AND CEDE POWER

In what ways have my biases helped to maintain racism within my school?

What are examples of interpersonal racism and how does it play a role in my interactions at my school?

How does institutional racism live within our school?

REFLECTION POINT

In going through the resources, did you experience any of the common pitfalls of deep personal equity work?

- ☐ **Feeling defensive or failing to acknowledge oppression**
- ☐ **Not recognizing emerging emotions**
- ☐ **Not voicing the emotions with your team**
- ☐ **Excusing actions with good intentions**
- ☐ **Doing the work in isolation**

Ask yourself, where and how do I hold power right now?

What are unspoken norms that you uphold at your school?



STEP 1: CONNECT

REFLECTION POINT

- ☐ Have you paused to identify often overlooked sources of additional information that might provide a clearer picture of your needs?
- ☐ Have you identified often overlooked data that might help to represent all marginalized groups within your school?
- ☐ Have you experienced confirmation bias?

What are the gaps among the different sub-groups within your school?

How wide are the gaps in learning outcomes in your school? Are they narrowing or widening?

What changes have you made to reduce these differences in learning outcomes?

BIG ROCK

SYSTEM

MARGINALIZED GROUPS IMPACTED

DATA POINT

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REFLECT ON:

- ☐ Is the system dictated by policy? (e.g. number of minutes required for a class)
 - ☐ If so, this may not be within your locus of control to redesign.
- ☐ Do you have autonomy over how the system is designed?
 - ☐ If so, seek to understand the assumptions and biases that the designer may have brought when creating the system.



Consider groups who often do not have a seat at the table

Consider who consistently seizes and uses power in your community to make change

Consider those groups that experience marginalization due to systemic inequities

Consider your personal biases: who do you tend to involve in decision making, particularly when the timeline is short?

REFLECTION POINT

Before, during and after discussions with various stakeholders, attempt to answer the following questions from their perspective:

- ☐ For whom are these systems designed? Who do they exclude?
- ☐ How does this system support and uplift the groups they were designed for?
- ☐ How does the system negatively impact excluded or marginalized groups?
- ☐ Why isn't this system working for the marginalized group? Why is it working for other students?

URGENCY

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EASE

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IMPACT

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REFLECTION POINT

Use the following questions to help determine the system to prioritize for redesign:

What level of **impact** do we hope to have on our marginalized populations?

Which system is most **urgent** based on our most likely return scenario?

Which system should we **prioritize**?

PAUSE TO SHARE INFORMATION

- ☐ Let your school community know why and how your chosen system was failing to serve and uplift all students.
- ☐ Share your problem statement and why it was crafted
- ☐ Explain who was the team, how they were engaged, why they were joined



PROBLEM STATEMENT

Create your problem statement by defining the **scope of change** you are making based on **prioritization, data, and self-reflection**. A good problem statement sets clear guardrails without pre-determining a solution.

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STEP 2: INCLUDE

REFLECTION POINT: HOW DO YOU DECIDE WHO TO BRING TO THE TABLE?

It's important to include the voices of those who are not only impacted by your challenge, but also the voices of those at the margins. When deciding who to bring together for thoughts and ideas consider:

- ☐ **Whose voices have been traditionally excluded from the conversation?**
- ☐ **Who are my users at the margins?**
- ☐ **Who has the system or challenge failed to serve?**

ASK THESE STAKEHOLDERS:

What are your hopes and dreams for students in our community?

What has worked for you about [insert system]?
What has been challenging?

If you had a magic wand, what would you want [insert system] to look like?

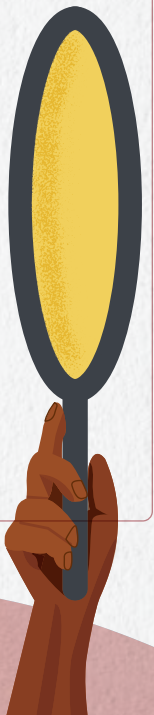
What would successful change for [insert system] look like?

REFLECT ON EACH QUESTION

What did you hear as the root causes of inequity within the system? our community?

Why does this matter to your users at the margin?

What does success look like in a redesigned system?



STEP 3: CREATE

Insert your problem statement

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SMALL TWEAKS

BIG SHIFTS

ASPIRATIONAL CHANGES

DESIGN AT THE MARGINS

Whom does this prototype serve? Whose needs are unaccounted for? Does this prototype create inclusion and belonging for marginalized stakeholders?

MAKE THE INVISIBLE VISIBLE

What assumptions might we be making as designers? Are we still upholding underlying systems of inequity?

SPEAK TO THE FUTURE

Does this prototype promote new, equitable ideas or simply restate existing systems that were never designed to serve all students?

Insert your problem statement

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EXAMPLE THEORY OF ACTION

If _____

then _____

TEST CARD

We believe that we can
(insert your theory of action)

To verify that, we will (actions)

And measure...

We are right if

AFTER ACTION REVIEW:

We believe that
(insert your theory of action)

We observed...

From that we learned...
(what worked? What didn't work? why?)

REFLECTION POINT

As you enter and exit the testing stage, make sure to reflect individually and as a team to ensure you are elevating voices, diversifying perspectives, and meeting true needs.

- ☐ Have we solicited feedback from the stakeholders from Connect and Include?
- ☐ Have we used the After Action Review to gather learnings to better inform progress against our theory of action?
- ☐ Have we created a safe space for marginalized stakeholders to give adjusting feedback?
- ☐ What potential bias may upholding the inequity of the old system?

REFLECTION POINT: IS MY COMMUNICATION TRANSPARENT AND ACCESSIBLE?

- ☐ Have I communicated important information three times in three different ways?
- ☐ Are my communications accessible to all members of my school community (e.g. translated into multiple languages, variety of mediums and modes)?
- ☐ Is there an accessible way for members of my school community to communicate feedback to the school?
- ☐ Is communication transparent in sharing the why, how, and why from different perspectives?

