

DEI Filtering Tool

South Fayette Twp. School District





**Why are we
using this tool?**



1. Is this experience directly connected to and critical to what I'm teaching?

(Ex: What objectives, standards or essential skills is it teaching?
Is it relevant to our learning community?)



2. Does this experience value the dignity of all community members?


(Ex: Does it remain culturally/politically neutral?; Does it contain culturally-offensive language? If so, how is it handled?; Does it reflect bias?; Does it reinforce stereotypes?; Is there anything about this activity that makes me feel someone else should look at this? - If you're not sure, ask someone! Remember, what we tell the students, “Ask three then me.”)



3. What steps have been taken to create a safe space in the classroom?

(Ex: have you created ground rules to have safe discussions?; Were your students involved in establishing ground rules?; Do students have language to have healthy discourse with one another and with the faculty?; Do students have an opportunity to exit an uncomfortable conversation (and return)?; Would you be able to communicate with parents the steps taken to create a safe space?)

GROUND RULES FOR BRAVE CONVERSATIONS

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- ❑ **Assume Positive Intent**– Assume people are coming to the conversation with good intentions
 - ❑ **Own the Impact of Your Words** - If your words/actions land on someone negatively, take full responsibility for them
 - ❑ **Ouch and Oops Moments** - We say “ouch” when someone says something that lands on us in a negative way. We say “oops” when we say something that may land on someone negatively
 - ❑ **Listen with Curiosity** - When you listen with curiosity, you don’t listen with the intent to reply. You listen for what’s behind the words.



GROUND RULES FOR BRAVE CONVERSATIONS cont.

- ❑ **Personal stories shared here will stay here, what's learned here should leave here**
- ❑ **Speak Your Truth with Dignity and Respect for Others** – Be honest about your thoughts, feelings, and opinions. We're not here to change your thoughts. But, if your beliefs don't align with this district's mission and goals, you may have to change your behaviors.
- ❑ **No blame, No shame, No guilt-** We call people into the group and not call them out for lack of knowledge, or for something they can't control
- ❑ **Expect and Accept a Lack of Closure** – the conversations should be ongoing



4. If you were the student and/or the parent of the student experiencing this lesson/activity, what feelings might it trigger?

(Ex: Might those feelings lead to trauma? Have you considered from whose perspective the information is being shared?; Have you considered others' perspectives? Who's in the room, who's not in the room?, etc.)



Options for resources that have been identified:

- **Keep it** → This resource is fine the way it is.
- **Modify it** → This resource might be adjusted to better achieve the goals of the questions above.
- **Remove it** → It's time to let this resource go; it no longer has a place in our classrooms.
- **Ask for help** → The resource is strong, but assistance is needed to achieve the goals of the questions above.