



August 29, 2022

Inga Dainius

**VIA EMAIL –**

Re: FOIA Request 22-51 received 8/22/2022

Subject: Any documentation on teacher trainings related to: WC 5/2022 and OHS 2/2022.

Dear Ms. Dainius:

This letter will serve as Oswego Community Unit School District 308's response to your 8/22/2022 request under the Freedom of Information Act (5 ILCS 140/1 et seq.), in which you asked for the above referenced information. Professional Development sessions were presented by SD308 Director of DEI & Family Engagement.

WC PD - Courageous Conversations norms were shared: Stay engaged, Speak your truth (who you are and the experiences you've had are what makes these PD experiences powerful – it gives us an opportunity to learn from each other and learn more about ourselves), Experience Discomfort, Expect and accept non-closure, and listen for understanding. We then played a video. The video was about recognizing how difficult it can be at times to discuss race, but if we can begin talking about race, then we can grow to be comfortable being uncomfortable when we make a mistake or say something we didn't intend to say that offends someone else. A discussion followed.

OH PD - Courageous Conversations norms were shared: Stay engaged, Speak your truth (who you are and the experiences you have had are what makes these PD experiences powerful – it gives us an opportunity to learn from each other and learn more about ourselves), Experience Discomfort, Expect and accept non-closure, and listen for understanding. We broke down the differences between diversity, equity, inclusion, and belonging. We discussed how our narratives (lived experiences) go beyond culture. For example, do you wear your shoes in the house or do you take them off at the door. Do you have a pet, if so does your pet sleep in the bed with you or does it have its own home? This allows us to see that we are all very common and/or different from each other regardless of our gender, economic status, culture, religion, or race. We then discussed how our students come to us with narratives that were created by their families, society, and that they might not understand themselves.

In order to recognize inequities, we had staff reflect on their own areas of marginalization

(i.e. infertility, being a woman, age, LGBTQIA, mental health, skin complexion, weight, etc.). When we make connections with our own experiences with discrimination, it allows us to leverage that relationship with our students who might also be experiencing inequities. We talked about the outcome of students being "unheard." (anxiety, less access, loss of life, defiance, violence, irrational thinking, overcompensating, giving up, etc). This group also watched the video about recognizing how difficult it can be at times to discuss race, but if we can begin talking about race, then we can grow to be comfortable being uncomfortable when we make a mistake or say something we didn't intend to say that offends someone else. We shared gender-neutral terms to use with students (i.e. scholars) and we shared what it looks like when students are accepted for who they are.

The following resources were used as part of the professional development.

Here is a link to the video (public): <https://youtu.be/MbdxeFcQtaU>

There was also an e-course (for purchase)  
used: <https://www.equitylearn.com/courses/ditching-deficit-ideology>

This e-course would be proprietary, the district paid to present the workshop we cannot distribute the "product" outside of district use.

To promote district transparency and assist others who may have a similar question, go to [www.sd308.org](http://www.sd308.org) and select *Our District > Freedom of Information Act Request > FOIA Request Responses>FOIA Requests Responses -2022 for information on previous requests.*

Please let me know if you have additional questions. Thank you.

*John Petzke*

John Petzke  
Assistant Superintendent of Operations/  
Freedom of Information Officer