

Book	Policy Manual
Section	800 Operations
Title	Educational Equity
Code	809
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Purpose

The Board adopts this policy to tie together the various Board policies that seek to ensure that the principle of educational equity through the fair and just allocation of resources, opportunities and treatment of students based upon each individual student's needs remains a priority of the district. Society as a whole benefits from all students meeting their goals, dreams and full potential. The pursuit of educational equity requires the continuous and collaborative effort of identifying various aspects of district programs and operations in which consideration of educational equity shall be analyzed, incorporated and prioritized. It is the goal of this policy to maximize the student achievement and success of all students after high school, and that such success not be limited by their being part of either a mainstream or minority group.

To facilitate educational equity for all, the district shall be committed to:

1. Promptly identifying and addressing barriers that cause achievement and/or opportunity gaps for students.
2. Developing meaningful relationships with and among students, staff and families.
3. Providing curriculum, instruction and assessment that is adaptive as well as responsive to - and reflective of - the student learners.
4. Making available resources and supports necessary for each student to succeed.
5. Establishing high expectations for each student, with all students meeting academic expectations and their full potential.
6. Creating welcoming and safe school environments.

Definitions

Achievement gaps shall mean the academic disparities and/or differences between groups of students, as indicated through variances in academic indicators such as test scores, grade point average and graduation rates.

Barriers shall mean factors that block or hinder movement or progression. Barriers to educational equity may include, but are not limited to, policies, administrative regulations and practices; explicit and implicit biases; facilities; budgeted funds; curriculum and instruction; personnel; class size; Code of Student Conduct and school climate.

Cultural competency shall mean an ability to interact effectively with individuals of other cultures.

Cultural proficiency shall mean the level of knowledge-based skills and understanding that is required to successfully teach and interact with students and to work effectively with colleagues, families and communities from other cultures.

Culturally responsive shall mean the inclusion of students' cultural references in all aspects of learning, school experiences and student engagement.

Diversity shall mean the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Educational equity shall mean valuing each individual for who they are and providing the structures, environment, and resources each student needs to reach their greatest potential.

Educational equity action plan shall mean the steps education stakeholders in a district engage in to accomplish the goal of an equitable education for all students.

Equity lens shall mean an intentional focus on evaluating policies, procedures, programs, practices, operations, decisions, or actions by asking the fundamental equity lens questions:

- Who is benefiting? (from our policies, procedures, programs, practices, operations, decisions, or actions)
- Who is marginalized? (by our policies, procedures, programs, practices, operations, decisions, or actions)
- How will we expand benefits and eliminate marginalization?

Explicit bias shall mean the actions, attitudes and beliefs we have about a person or group on a conscious level.

Implicit bias shall mean the actions, attitudes or stereotypes that affect our understanding, actions and decisions in a subconscious manner.

Inclusion shall mean engaging, valuing and respecting all groups (students, parents/guardians, community members, administrators, instructional and support personnel and other education stakeholders) and including all groups as essential partners in the education process.

Opportunity gaps shall mean the disparities in the delivery of educational and extracurricular opportunities, funding and other resources between and among different student groups, leading to different academic, extracurricular, social and economic outcomes for students.

Authority

The Board is committed to the provision of an equitable education system that reflects the principles of fairness and justice for all students regardless of gender, race, religion, ethnicity, gender identity or expression, socio-economic status, English learner status, disability, and other characteristics, as well as the intersection of those characteristics. [1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19][20][21][22][23][24][25][26][27][28][29]

Delegation of Responsibility

The Superintendent and/or designee(s) shall use quantitative and qualitative data to assess systematically which students and/or student groups are experiencing the least achievement, determine why, and target resources and efforts to address identified needs and improve overall outcomes.

Each school employee is expected to conduct themselves in a manner consistent with the principles of this policy and for fostering a school climate that is educational equity focused and culturally responsive. Employees shall receive supports in the form of training regarding cultural competency, cultural proficiency, cultural responsiveness, implicit bias, explicit bias, diversity and inclusion.

Educational Equity Committee

The Superintendent or designee will establish a district Educational Equity committee. This committee shall be comprised of the following: The Superintendent or designee(s) (non-voting members); one (1) faculty member from each building; one (1) instructional support staff; one (1) non-instructional support staff; one (1) coaching staff; three (3) students; two (2) Board members; one (1) business owner; one (1) religious leader; three (3) parents not employed by the district (one (1) elementary, one (1) middle school, one (1) high school). Committee membership will be approved by the Board. Appointments shall be for one (1) year, with no limit on continued appointment so long as committee member retains status for the position they hold. Other members of the administration and external experts as from time to time may be needed will serve in an advisory capacity to the committee.

The Educational Equity Committee will serve in an advisory capacity to the Board and will work to develop an Educational Equity Action Plan subject to Board approval. An Administrative Regulation setting the standard operating procedures will be presented and reviewed by the Board annually.

The committee shall regularly report to the Board on its work and provide the Board with copies of its minutes.

Education Equity Action Plan

The Educational Equity Committee shall develop and annually propose to the Board, updates to the district's Education Equity Action Plan with clear accountability goals and metrics to address inequities. The Education Equity Action Plan shall be reflective of the voices of administrators, teachers, staff, students, families and members of the community.

Education Equity Action Plan shall:

1. Propose educational equity practices for implementation throughout the district.
2. Include equity goals and practices from the district's Education Equity Action Plan in the district's comprehensive planning strategies.[1]
3. Ensure performance observations of administrators, faculty, and staff encompass consideration of the expectations and goals of this policy.

Educational Equity Update

The Superintendent shall annually provide an educational equity report to the Board, the school community, and the public that reflects the efforts undertaken and progress made to achieve the goals of this policy.

Based on the educational equity goals and activities set by the district, the Educational Equity Update may include data on:

1. *Students* -

The following student-related data may be disaggregated and divided by gender, race, ethnicity, gender identity and expression, socio-economic status, English learner status and disability whenever possible:

- a. Enrollment of each school.
- b. Achievement indicators.
- c. Attendance and behavior indicators. Such indicators may include data regarding excused and unexcused absences, out-of-school suspension, in-school suspension, alternative education enrollment, the Office for Safe Schools reports, expulsion and other school discipline factors.

- d. Opportunity indicators. Such indicators may include enrollment in gifted programs, advanced placement classes, honors classes, career and technical education and participation in extracurricular programs and activities.

2. Administrators, Teachers and Staff -

- a. The race, ethnicity, gender and years of experience of support staff, teachers, building administrators and district administration.
- b. Efforts to ensure that the district's employment process is free of discrimination and bias.
- c. The amount of teacher turnover by district and school.
- d. The ways in which professional development at each school is delivered through an equity lens.
- e. Efforts to teach cultural responsiveness as a part of the curriculum.

Guidelines

In the pursuit of educational equity for all students, district policies, procedures, programs, practices, operations, decisions, and actions shall be structured to prioritize the following guiding principles:

Multiple Pathways to Success/High Expectations [19]

The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement and excellence from each student.

All students shall be encouraged and provided opportunities to:[3][8][9][12][13][14]

1. Pursue their goals and interests without regard to biases and other barriers.
2. Enroll in challenging programs.
3. Participate in school and extracurricular activities.

Access to Equitable Resources

Each student shall be provided equitable access to instructional materials, assessments, curriculum, support, facilities, teaching practices and other educational resources and services that reflect an appreciation for the diverse cultural perspectives, identities, and needs of students and their families by strategically differentiating allocations as necessary to remove barriers and improve outcomes.[1][2][3][4][5][6][8][9][10][11][14][15][16][17][18][22][23][24][25][26][27]

Welcoming and Inclusive Environment

The district shall strive to create a welcoming, inclusive and bias-free culture and environment that values, reflects, and is responsive to the diversity of the students, their families, and the community. [2][3][18][28][29][30][31]

Respectful and civil discourse and interactions among all district leaders, staff, students, families, and community members shall be expected at all times.

Partnership and Inclusion

The district shall welcome and empower students and families, including but not limited to, families of color, low-income families, individuals with disabilities, individuals whose first language may not be English and other underrepresented groups, as essential partners in their student's educational

experiences, school planning and district decision-making. The district shall provide multiple and flexible opportunities for dialogue and engagement with families and communities.[28][29]

In addition, the district shall include other partners who have modeled culturally proficient practices, such as government agencies, nonprofit organizations, businesses, institutions of higher learning and the general community in meeting equitable educational outcomes.

Data Focused

To make informed decisions in the pursuit of educational equity, the district shall systematically use quantitative and qualitative district-wide and school-level data. Such data may include anecdotal information from teachers and staff, as well as formally collected and reported data. Data shall be disaggregated and intersected, where feasible, based on available demographics.[32]

All data from internal or external sources used by the Educational Equity Committee and as part of the Educational Equity Update will ensure privacy subject to Policy 216 Student Records and Policy 235.1 Surveys.[32][33]

Equity Lens

The district shall, as a continuous practice, review current and newly developed policies, administrative regulations, practices, programs, procedures, professional development and locally controlled budget allocations with an educational equity lens.

The district shall be aided in this process through the use of educational equity analysis and auditing tools.

Cultural Proficiency

The district shall provide instructional materials and assessments, and promote teaching practices that reflect and are responsive to the diverse cultural perspectives and identities of students and their families.

The district's curriculum shall:

1. Promote fairness and respect.
2. Reflect the distinctive contributions of a diverse society.
3. Promote culturally responsive teaching and practices.

Workforce Diversity

The district recognizes the benefits of a highly effective workforce that reflects racial, gender and linguistic diversity.

In the promotion of workplace diversity, the district shall strive to:[23]

1. Maintain an employment process that is free of discrimination and bias.[23][30]
2. Identify and address barriers to the recruitment, hiring, retention, development and promotion of highly qualified district employees from diverse backgrounds.
3. Actively recruit and/or promote highly qualified candidates who are committed to educational equity.

Professional Development

The district shall ensure the provision of professional development opportunities that advance employees' understanding and skill sets relative to addressing barriers to students' opportunities.[24]

Professional development shall foster the skills, knowledge and beliefs to cultivate equity, including cultural proficiency, social-emotional learning and mental health to create a learning environment that is student-centered and meets the individual and diverse needs of students.

Legal

1. Pol. 100
2. Pol. 103
3. Pol. 103.1
4. Pol. 105
5. Pol. 112
6. Pol. 113
7. Pol. 113.1
8. Pol. 114
9. Pol. 115
10. Pol. 116
11. Pol. 121
12. Pol. 122
13. Pol. 123
14. Pol. 124
15. Pol. 138
16. Pol. 142
17. Pol. 146
18. Pol. 146.1
19. Pol. 217
20. Pol. 218
21. Pol. 233
22. Pol. 250
23. Pol. 304
24. Pol. 333
25. Pol. 602
26. Pol. 603
27. Pol. 604
28. Pol. 917
29. Pol. 918
30. Pol. 104
31. Pol. 249
32. Pol. 235.1
33. Pol. 216

[Commonwealth Education Blueprint](#)

[PSBA Equity Tools and Resources](#)

Pol. 220

Pol. 251

Pol. 913