



Rikki DeVough &lt;rdevough@kasd.org&gt;

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**Fwd: Equity Team Announcements for April**

1 message

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**Erin Anderson** <eanderson@kasd.org>  
To: Rikki DeVough <rdevough@kasd.org>

Wed, Aug 11, 2021 at 7:08 AM

Here is what I have.

Thanks,  
Erin

----- Forwarded message -----

From: **Karise Mace** <[kmace@kasd.org](mailto:kmace@kasd.org)>  
Date: Mon, Apr 12, 2021 at 9:23 AM  
Subject: Equity Team Announcements for April  
To: Deborah Barnes <[dbarnes@kasd.org](mailto:dbarnes@kasd.org)>, Erin Anderson <[eanderson@kasd.org](mailto:eanderson@kasd.org)>

Good morning, Deb and Erin.

Here are the announcements for April from the Equity Team. There are a couple for each of the remaining weeks in April.

We'd be grateful if you would add these to your morning or afternoon announcements.

Thanks so much!

Karise

**Karise Mace**

she/her

Endeavor Teacher and Internship Coordinator

610-683-3557

Cell: 610-304-8199

[kmace@kasd.org](mailto:kmace@kasd.org)

@KariseMace

[Endeavor Website](#)[Internship Website](#)

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Mr. Erin J. Anderson, Principal  
Greenwich-Lenhartsville Elementary School  
Kutztown Area School District  
(610) 756-6948

*"We must remember that one determined person can make a significant difference, and that a small group of determined people can change the course of history."*

**-Sonia Johnson**

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8/11/2021

Kutztown Area School District Mail - Fwd: Equity Team Announcements for April

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## Equity Announcements for Elementary

### Week of April 12-16

#### April 13:

This month the diversity, equity, and inclusion committee is examining white privilege. Author and activist Peggy McIntosh defines white privilege as “the set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who benefit from white privilege do so without being conscious of it.”

#### April 14:

Here is an excerpt from author Dr. Abigail Gewitz called *When The World Feels Like a Scary Place*:

When people are in charge, they plant the type of flowers that they like the best, and they might not want to plant flowers in their garden that they do not like as much. That's the way people show privilege and prejudices. They choose the flowers that they prefer and don't give other flowers a chance to grow in their gardens. People sometimes do that with other people.

How does this story make you feel? How do you think that makes people feel? How can you change that?

#### April 15

Psychologist and former Spelman College president, Beverly Daniel Tatum, tells us a story about privilege and racism in her book titled “Why Are All the Black Kids Sitting Together in the Cafeteria? Let's listen to part of that story:

“What if every afternoon I gave your brother two cookies for a snack and I only gave you one? And I did that day after day after day.”

Would that be fair? No, it wouldn't.

Or what if you did something wrong, and I took away your favorite toy as a punishment, but when your brother did exactly the same thing, I didn't take away any of his toys.

Would that seem fair? No, it wouldn't.

Racism is like that. Racism means some people are given extra benefits/privileges just because they are white, and other people are given less just because they are Black or brown. It means some people are treated harshly when they make a mistake just because they are Black or brown, but when white people make the same mistake, they don't get the same kind of punishment. Sometimes they don't get any punishment at all. That is very unfair.”

How can you encourage yourself and others to be fair?

## **Week April 19-23**

### **April 19:**

How would you feel if someone wouldn't let anyone else use the equipment during recess? What could you do to promote fairness?

### **April 22 Earth Day**

The theme for Earth Day this year is Restore Our Earth. The word restore means to repair or renovate. You can restore a house or a car. This Earth Day let's work together to restore the environment and relationships with each other.

## **Week of April 26-30**

### **April 26**

How would you feel if you saw a person being unkind to another person with their words or their action? When you see something people being treated unkindly, use your bystander power to report, stand up, be respectful, and include everyone. Let's build a kind world together.

### **April 28 Pay It Forward Day**

Today is Pay It Forward Day. This global initiative was started in 2007 in order to make a difference through acts of kindness. This year's international Pay it Forward Day challenge is to create a "ripple of kindness" around the world through 10 million acts of kindness. Imagine the difference that would make! Join us in paying it forward, and help spread the word about this important day!

What kind act can you do today?

## **Week of April 5-9**

### **April 7: World Health Day**

Today is World Health Day and the World Health Organization is inviting you to join a new campaign to build a fairer, healthier world.

As COVID-19 has highlighted, some people are able to live healthier lives and have better access to health services than others because of the conditions into which they are born, grow, live, work and age. What can you do to help make the world a fairer and healthier place for everyone?



Rikki DeVough &lt;rdevough@kasd.org&gt;

## Fwd: April Announcements

1 message

Erin Anderson <eanderson@kasd.org>  
 To: Rikki DeVough <rdevough@kasd.org>

Wed, Aug 11, 2021 at 7:09 AM

As well as this email from Christian.

Thanks,  
 Erin

----- Forwarded message -----

From: **Christian Temchatin** <ctemchatin@kasd.org>

Date: Tue, Apr 20, 2021 at 10:45 AM

Subject: April Announcements

To: KAHS Teachers <KAHSTeachers@kasd.org>, KAMS Teachers <KAMSteachers@kasd.org>, <KESteachers@kasd.org>, GES Teachers <gesteachers@kasd.org>

CC: Deborah Barnes <dbarnes@kasd.org>, Erin Anderson <eanderson@kasd.org>, James Brown <jbrown@kasd.org>, Barry Flicker <bflicker@kasd.org>, Shawn Lynch <slynch@kasd.org>, Steven Leever <sleevever@kasd.org>, Diane Quinn <dquinn@kasd.org>, Jennifer Elliker <jelliker@kasd.org>, Edward Myers <emyers@kasd.org>

Good morning KASD,

Throughout the year, the district Equity team, guided by our Educational Equity Policy and the adopted Anti-racist School Climate Resolution, has taken on the task of sharing messages for schools and drafting articles for Cougar Prints discussing, at times, challenging concepts related to inequities in society. The articles and announcements are resources to be considered by anyone in our school community. The topic of the April newsletter and some school announcements addresses the concept of "white privilege."

If you receive any questions regarding the announcements or article, please simply direct the guardian to contact me directly or please forward the message.

Please let me know if you have any questions.

Thank you,  
 Christian

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Christian T. Temchatin  
 Superintendent of Schools  
 Kutztown Area School District  
[www.kasd.org](http://www.kasd.org)  
 Phone: (610) 683-7361  
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## 2 attachments



**KASD Anti-Racist School Climate Resolution (1).pdf**

48K



**KASD Equity Policy .pdf**

164K



Book	Policy Manual
Section	Board Resolutions
Title	Anit-Racist School Climate Resolution
Code	
Status	Review

#### Kutztown Area School District Board of Directors- Anti-Racist School Climate Resolution

**WHEREAS**, we are deeply saddened and outraged by the recent incidents of violence against Black Americans. The subsequent protests and the civic response has shined a spotlight on the harmful effects of racism and inequality. Furthermore, the public response has highlighted the racial trauma that our Black students, families, staff, and communities have not only endured for centuries but continue to face today.

**WHEREAS**, the experiences and outcomes are not consistent for historically underserved and marginalized groups, including Black Americans and other people of color; those experiencing poverty, homelessness, or foster/kinship care; students who identify as LGBTQ+; students receiving special education instruction; students with limited or interrupted formal education; and students for whom English is not their native language;

**WHEREAS**, we must recognize that racism and hate have no place in our schools and society. However, we must understand and accept that racism is systemic, and it is unconsciously and consciously rooted into our institutions, policies, and practices. Consequently, we acknowledge that we must look at our own school policies and practices through an anti-racist and equity lens to address traces of racism and inequity that still exist within our own school community.

**WHEREAS**, we must center the voices of staff, students, families, and communities who have historically endured discrimination, oppression, and marginalization. Their lived experiences and stories require attention, require respect, require empathy, and most importantly require action. Therefore, it is essential that we establish an expectation that a diversity of students, families, and community members, specifically those that have been ignored, oppressed, discriminated against, and marginalized, are heard and included on substantive school and district issues.

**WHEREAS**, we must better educate ourselves and seek to educate the community on the historical and current impact of racism, oppression, marginalization, and discrimination on our students, families, and communities, as well as understand our role in perpetuating such inequity. Through continuous professional development and opportunities for honest dialogue and listening sessions, we hope to build partnerships in the community focused on overcoming racism and other barriers. By doing so, we can create opportunities to ensure that each child has the tools and supports needed to thrive.

**WHEREAS**, we must advocate to advance civil rights, social justice, and cultivate an anti-racist school climate necessary to meet the needs of ALL students in our care. Our students, no matter their race, ethnicity, religion, gender, sexual orientation, socioeconomic status, language ability, disability, and other identities, deserve to feel safe, to feel seen, and to feel affirmed.

**NOW, THEREFORE BE IT RESOLVED** that the Kutztown Area School District Board of Directors, unequivocally stand firm in our collective responsibility to foster an equitable, inclusive, and anti-racist environment for every student, staff member, parent, and community member. We commit to use our role as school board directors to recognize, respond, and speak out against injustice and racial inequity in our school community. In support of this goal, the Kutztown Area School district Board of Directors commits to the following action steps:

- Adoption of the Kutztown Area School district Educational Equity policy
- Continued Professional Development and Anti-Bias, Cultural Awareness training
- Continuation and expansion of the Diversity, Equity, and Inclusion Committee

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2020.



Book	Policy Manual
Section	800 Operations
Title	Educational Equity
Code	832
Status	Active
Adopted	September 8, 2020

### **Purpose**

The Board adopts this policy to prioritize 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. 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. Personal and institutional racism have historically existed and continue to exist. Combating racism in our schools is a legal and moral imperative.

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

1. Promptly identifying and addressing barriers that cultivate achievement and/or opportunity gaps for students.
2. Ensuring that a student's educational achievement is neither predicted nor predetermined by explicit or implicit biases.
3. Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.

### **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. It requires an ongoing examination and self-reflection to challenge one's own cultural biases and understand the cultural perspectives and experiences of others.

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

**Educational equity action plan** shall mean the steps education stakeholders in a district engage in to pursue equity.

**Equity lens** shall mean an intentional focus on assessing any inequitable impact the execution of a program, practice, operation, decision or action may have on a student or group of students.

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

**Gender**, for purposes of this policy, shall mean the range of characteristics pertaining to, and differentiating between, masculinity and femininity, including a person's gender identity and gender expression which includes a person's internal sense of being male, female, some combination of male and female or neither male nor female.

**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.

**Individual racism** shall mean pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

**Institutional racism** shall mean practices and procedures within institutions and organizations, such as schools, whether intentional or unintentional that produce inequitable outcomes for people based on race.

**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, ethnicity, 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]

### **Delegation of Responsibility**

The Superintendent and/or designee(s) shall use an equity lens and 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 shall be expected to conduct themselves in a manner consistent with the principles of this policy and for fostering a school climate that is 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 Action Plan**

The Superintendent and designee(s) shall develop and annually update the district's Educational Equity Action Plan with clear accountability goals and metrics to address inequities. The Educational Equity Action Plan shall be reflective of the voices of administrators, teachers, staff, students, families and members of the community.

The Educational Equity Action Plan shall:

1. Embed equity practices throughout the district's educational system.
2. Include equity goals and practices in the district's comprehensive planning strategies.
3. Ensure performance observations encompass consideration of the expectations and goals of this policy.

### Educational Equity Update

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

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

#### 1. *Students* -

The following student-related data shall be disaggregated and intersected by gender, race, ethnicity, 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 recruit and select personnel.
- 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 embed cultural responsiveness into the curriculum.

### **Guidelines**

Educational equity shall serve as the foundational structure upon which all aspects of the district's educational system are built and maintained. An equity-focused structure is essential to grow knowledge and skills, provide necessary resources, include diverse voices, promote accountability, implement effective practices, produce partnerships and address barriers to learning and participation. In the pursuit of educational equity for all students, district programs, operations and functions shall be structured to prioritize the following guiding principles.

### Multiple Pathways to Success/High Expectations [14]

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:[4][5][8][9][10]

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

### 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][7][10][11][12][13][17][18][19][20][21][22]

### 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.[1][23][24][25][26]

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

### Partnerships 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.[23][24]

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.[27]

### 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 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 equity and respect.
2. Reflect the distinctive contributions of a diverse society.
3. Embed 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:[18]

1. Maintain an employment process that is free of discrimination and bias.[18][25]
2. Identify and address barriers to the recruitment, hiring, retention, development and promotion of 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 for advancement of employees' understanding and skill sets relative to addressing barriers to students' opportunities. An equity lens shall be embedded in all professional development.[19]

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. 103
2. Pol. 105
3. Pol. 112
4. Pol. 114
5. Pol. 115
6. Pol. 116
7. Pol. 121
8. Pol. 122
9. Pol. 123
10. Pol. 124
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19. Pol. 333
20. Pol. 602
21. Pol. 603
22. Pol. 604
23. Pol. 917
24. Pol. 918
25. Pol. 104
26. Pol. 249
27. Pol. 235.1

Commonwealth Education Blueprint

PSBA Equity Tools and Resources

Pol. 220

Pol. 251

Pol. 913