



Book Policy Manual

Section 800 Operations

Title Educational Equity

Code 832 Vol III 2020

Status From PSBA

### **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, 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]

### **Purpose**

The Board adopts this policy to prioritize the principle of **educational equity** through the allocation of resources and opportunities 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.

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

1. Promptly identifying and addressing **barriers** that create 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**.

In an effort to pursue these ideals, the district will take the following actions:

1. Continue to establish and sustain school communities that share the collective responsibility to identify, address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate discrimination and inequity, without lowering standards for career, college and life readiness.
  - a. Establish an Equity Council Committee- as a subgroup of the Student Services Committee consisting of the following stakeholders:
    - i. Board member(s)
    - ii. Administrators
    - iii. Students
    - iv. Staff
    - v. Parents and other Community members
  - b. The Equity Council will create annual equity goals and report progress to

- board/community on a semi-annual basis
- c. The Equity Council will Develop metrics to measure and track progress toward established equity goals
  - d. The Equity Council will develop and Conduct a regular district-wide **educational equity audit** to collect qualitative and quantitative data on progress toward goals and perspectives of stakeholders.
2. Evaluate policies and protocols to ensure that they advance district goals of diversity, equity, and inclusion.
    - a. Utilize and embody equity practices throughout the district's educational system.
    - b. Create equity goals and practices in the district's comprehensive planning strategies.[1]
    - c. Ensure performance observations encompass consideration of the expectations and goals of this policy.
  3. Continue to encourage district stakeholders to consider equity and diversity within the district's communities when making decisions impacting the district's educational program.
    - a. Review curriculum offerings during regular review cycles to ensure that programs and materials are selected with a consideration for the representation of a variety of cultures, perspectives, and experiences.
  4. School leaders will examine their equity practices and procedures.
    - a. Survey district staff to determine their needs and potential biases.
    - b. Review all professional development offerings through an **equity lens**.
    - c. Appoint Recommend a current administrator to serve as and appoint the a-Diversity, Equity, Inclusion coordinator officer
    - d. Enlist the support of community experts
    - e. Enlist the support of stakeholders
    - f. Systematically use disaggregated district-wide, school level and individual student level quantitative and qualitative data to inform the district, school and classroom decisions and monitor progress, i.e. race, ethnicity, **gender**, (dis)ability, economics, first language, sexual orientation.
  5. Work strategically on recruiting, retaining, developing, and advancing a diverse workforce.
    - a. Maintain an employment process that is free of discrimination and bias while maintaining the district's high standards for employment. [3]
    - b. Identify opportunities to promote educational career pathways within our own community and within the student body in order to foster a strong pool of future teacher candidates.
    - c. Identify and address **barriers** to the recruitment, hiring, retention, development, and promotion and inclusion of district employees from diverse backgrounds within the district's community.
    - d. Actively recruit and/or promote highly qualified candidates who are committed to **educational equity**.
  6. Offer ongoing education and professional development for district staff to continue building capacity in diversity, equity, and inclusion strategies.
    - a. Ensure the provision of professional development opportunities for the advancement of employees' understanding and skill sets relative to addressing **barriers** to students' opportunities. An **equity lens** shall be utilized in the planning of all professional development. [24]
    - b. Provide professional development that fosters the knowledge and skills 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.



## Definitions

**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 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.

**Educational Equity** shall mean the allocation of resources based upon each individual student's needs. Equitable resources include funding, programs, policies, initiatives and supports that are informed by each student's unique background and circumstances to provide them with the opportunity to create their own future.

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

**Educational equity audit** shall mean a comprehensive equity and inclusion benchmarking instrument that assesses a district's **barriers** to opportunity and progress towards achieving the equity outcomes described in this policy and the district's **Educational Equity Action Plan**.

**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, or stereotypes that affect our understanding, actions, and decisions in a conscious manner.

**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.

**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.

## 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 achieving at the lowest levels, 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 support in the form of training regarding cultural competency, **cultural proficiency**, cultural responsiveness, **implicit bias**, explicit bias, diversity and inclusion.

Legal

1. Pol. 100
2. Pol. 103
3. Pol. 104
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. 146
17. Pol. 217
18. Pol. 218
19. Pol. 233
20. Pol. 250
21. Pol. 333
22. Pol. 602
23. Pol. 603
24. Pol. 604
25. Pol. 918
26. Pol. 104
27. Pol. 249

**Commonwealth Education Blueprint**

**PSBA Equity Tools and Resources**

- Pol. 220
- Pol. 251
- Pol. 913