



Book	Administrative Policies
Section	Section 0000 - Foundations
Title	Procedure - Equity
Code	0100P
Status	Active
Adopted	October 10, 2022

Equity Procedure 0100P

Definitions

Affinity Groups: A group that operates with the purpose of creating connections with others that have a shared experience grounded in a common identity or characteristic.

Black, Indigenous, and People of Color (BIPOC): encompasses people who identify as Black/African/African American; Latino/Latinx/Hispanic; Native American/Indigenous; Asian/East Asian/South Asian; Hawaiian/Pacific Islander.

Culturally Responsive: Adaptive practices used in determining curriculum, instructional practices and human interactions based on a knowledge of a student, employee, parent, volunteer's culture, and history, including family norms, family norms and values; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual student.

Diverse (Diversity): Describes the presence of similarities and differences within a given setting, collective, or group based on multiple factors including race and ethnicity, gender identity, sexual orientation, ability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences.

Equity (Equitable): Values, practices, policies, and systems that support principles of individuals and groups getting what they need to achieve the desired outcomes of the organization. Equity does not mean equal distribution of resources, or outcomes, but rather that resources are distributed based on demonstrated need, to achieve the goals of the organization. Achieving equity requires eliminating barriers, and establishing practices, policies, and systems that enable the full participation of individuals and groups.

Explicit and Implicit Bias: Explicit bias is the conscious attitudes or beliefs that people have about a person or group, whereas implicit bias is the unconscious attitudes or beliefs that people have that they may be unaware of and may be in contradiction to their espoused values or beliefs.

Inclusion (Inclusive): Describes explicit, intentional, and consistent actions to create and sustain respect, belonging, safety, and attention to individual needs and backgrounds that ensure full access and participation in available activities and opportunities.

Institutional/Systemic Racism: Institutional racism, also known as systemic racism, is discrimination based on race that embedded through laws, policy, and practice within society or an organization. Evidence of systemic racism exists in criminal justice, employment, housing, health care, political power, and education and other key areas in society.

Intersectional Identities: Intersectionality is a framework for understanding how social identities—such as,

race, ethnicity, social class, religion, sexual orientation, ability, sex assigned at birth, and gender and gender identity—overlap with one another and with systems of power that oppress and advantage people in the workplace and broader community.

LGBTQIA+: Lesbian, gay, bisexual, transgender, queer/questioning (one's sexual or gender identity), intersex, and asexual/aromantic/agender. + a denotation of everything on the gender and sexuality spectrum that letters and words can't yet describe.

Non-Dominant Communities: Groups and communities that experience discrimination and exclusion (social, political, and economic) because of unequal power relationships across economic, political, social, and cultural dimensions.

Race: The socially constructed meaning attached to a variety of physical attributes, primarily but not limited to skin and eye color, hair texture, and bone structures of people in the United States and elsewhere. (Singleton)

Racial Equity: Racial equity refers to the condition that would be achieved if one's racial identity, in a statistical sense, did not determine how one fares. Racial equity is also a commitment that resources are distributed based on need, recognizing that "equal" treatment, opportunities, and resources are not enough within the context of historical and structural racism and discrimination that continue to manifest in our society. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes or fail to eliminate them.

Racial Aggression/Microaggression: Including racial slurs, racial epithets, as used by students and staff: a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority).

Restorative Practices: Restorative practices is an approach to building, sustaining and, when necessary, repairing relationships, within a group or organization.

The District has identified the following disciplines of equity and inclusion to help it become an organization where students, teachers, staff, and administrators are supported and equipped to be active citizens beyond LWSD to dismantle racism, and to build inclusive and equitable communities. (Listed alphabetically):

1. Accountability and Transparency

The path towards building a District that sets the standards for leveraging diversity as an asset in education, is strengthening our community through transparency and accountability. The District is committed to investing in our students, to close opportunity gaps, to show both our progress, and our learning through data.

The District will compile and publish an annual report on the LWSD website, of the actions and outcomes specified in this procedure. This procedure shall be reviewed on a biennial basis by the District's Equity Committee comprised of a diverse group of staff, parents, and students and a report shall be provided to the Superintendent with recommendations for the evolution of this procedure.

2. Curriculum and Instructional Practices

The district recognizes the importance of diversity and inquiry in its curriculum as pivotal to the learning, and to each student becoming an active citizen in inclusive and equitable communities. It is important for BIPOC students to have opportunities to see themselves reflected in what is presented in the classroom and for all students to develop a robust understanding of our collective yet diverse experience today and through time. Students should expect to expand their understanding of their world beyond, their lived experience. Teachers will be empowered through curriculum and instructional practices, to teach inquiry and analytical skills.

To that effect, the district will incorporate an equity review protocol as part of its curriculum adoption process. These efforts are reasonably expected to positively impact student development as measured in Board Policies R-1, R-2, and R-3. Additionally, these efforts are reasonably expected to positively improve the student experience as measured in Board Policies OE-10, OE-11, and OE-14.

3. Equitable Access

The district recognizes the importance of families being able to meaningfully engage in support of their child's educational experience and that a critical factor for families in being able to engage and contribute to their child's experience is whether they can access information about their child's educational record and their child's school programming including extracurricular activities and sports. The district is dedicated to breaking down barriers including working with companies and service providers to LWSD to remove those barriers. To improve equitable access to information and resources by students and parents, the district will provide services for parents/guardians who speak languages other than English and provide oral interpretation and written translation of vital documents. These efforts are reasonably expected to positively improve the student experience as measured in Board Policies OE-3 and OE-10.

4. Equity Teams

The district shall maintain a District Equity Committee to be comprised of a diverse group of staff, parents, and students ensuring representation of student and staff groups who are disproportionately impacted by inequities. Additionally, each school is required to have its own Building Equity Committee comprised of a building administrator and a diverse group of staff and parents ensuring representation of student and staff groups who are disproportionately impacted by inequities.

All Building Equity Teams will receive specific annual training for continued growth in equity, diversity, inclusion, cultural-responsiveness, anti-racism, bias, and other topics related to the systemic transformation of the educational system to be inclusive and equitable. Each school will communicate its equity efforts out to their community via their school communication plan. These efforts are reasonably expected to positively improve the student experience as measured in Board Policy OE-14.

5. Family Engagement

The district recognizes the importance of authentic family engagement and will develop a culturally responsive framework for family engagement. The framework to family engagement, will be built under the premise that families involved in school communities improve students' sense of belonging and educational outcomes. There will be an emphasis on language, communication frequency, and channels/modality of engagement to improve both access to information, as well as, establishing authentic relationships with families.

These efforts are reasonably expected to positively improve the student experience as measured in Board Policies OE-3 and OE-14.

6. Professional Learning

The district will meet or exceed the state mandated hours of equity professional learning each school year.

The district will annually develop and publish the professional learning program for all employees with respect to the continued growth and development of all staff in the areas of equity, diversity, inclusion, cultural-responsiveness, anti-racism, bias, and other topics related to the systemic transformation of the educational system to be inclusive and equitable. These efforts are reasonably expected to positively impact student development as measured in Board Policies R-1, R-2, and R-3. Additionally, these efforts are reasonably expected to positively improve the student experience as measured in Board Policies OE-10 and OE-14.

7. Well-Being

The district recognizes the importance for each student to have access to the supports necessary to thrive in their school community and that well-being is deeply informed by unique social constructs that differ across populations.

The district will support social opportunities, such as affinity groups, where students can build a sense of self-efficacy, identity, and sense of belonging. The district recognizes that it is important for people to share more freely and without a restriction on their lived experiences, identities, and ancestral histories and narratives. The district recognizes that affinity groups create more positive visibility and inclusive communities, which supports the District's commitment to equitable environments. To that end, the district will encourage, endorse, and/or sponsor the formation of affinity groups and will publish information regarding affinity groups within the District. These efforts are reasonably expected to positively improve the student experience as measured in Board Policy OE-10 and Policy 3207.

Adopted: 10/10/22

Legal Ref:

Cross Ref:

See below

Cross References

[0110 - Human Dignity](#)

[2020 - Course Design, Selection and Adoption of Instructional Materials](#)

[3115 - Homeless Students: Enrollment Rights and Services](#)

[3115P - Procedure Homeless Students: Enrollment Rights And Services](#)

[3205 - Sexual Harassment of Students](#)

[3207 - Prohibition of Harassment, Intimidation, and Bullying](#)

[3207P - Procedure for Prohibition of Harassment, Intimidation, and Bullying](#)

[3210 - Nondiscrimination Involving Students](#)

[3211 - Gender-Inclusive Schools for Students](#)

[3241 - Student Discipline](#)

[4311 - School Safety and Security Services Program](#)

[4311P - Procedure School Safety and Security Services Program](#)

[5000 - Recruitment and Selection of Staff](#)

[5010 - Nondiscrimination and Affirmative Action](#)

[6000 - Program Planning, Budget Preparation, Adoption and Implementation](#)