



Wissahickon School District

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Racial Equity Oversight Committee

Monday, September 20, 2021 at 7:00 p.m.

This is a virtual meeting via Zoom.

Meeting Agenda

1. Reconnect with committee members and committee charge, Document 1.
2. Review options for new district equity policy, Document 2.
3. Review a draft list of meeting dates and topics for the year.

| Board Racial Equity Oversight Committee List | |
|---|---|
| <u>Name</u> | <u>Role</u> |
| Paul Badger, Jr. | Chair and Board Member |
| Joe Antonio | Board Member |
| David Frank | Board Member |
| Tracie Walsh | Board Member |
| Felicia Glover | WSD Staff |
| Helen Lee | WSD Staff |
| Shannon Gunby | WSD Staff |
| Jeanmarie Mercier | WSD Staff |
| Keziah La Torre | Director of Equity and Cultural Responsiveness |
| Jyontika Kapoor | WSD Alumni, 2020 |
| Logan Brown | WSD Alumni, 2010 |
| Gianni Hall | Student |
| Nia Murray | Student |
| Jamilyah Cooper-Burns | Parent |
| Kwan Morrow | Parent |
| Danielle Duckett | Parent, Alumni, and Community Member |
| Tony Horton | Krimson Foundation - Guide Right Program |
| James Crisfield | Superintendent of Schools |
| Mwenyewe Dawan | Assistant Superintendent of Schools |



SECTION: OPERATIONS

POLICY: 832

TITLE: EDUCATIONAL EQUITY

ORIGINAL: [Second and Final Reading Board Meeting Date]

CURRENT REVISION: [Second and Final Reading Board Meeting Date]

LAST REVIEWED BY THE

COMMITTEE: [Committee Meeting Date]

I. PURPOSE

- A. 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.
- B. To facilitate educational equity for all, the district shall be committed to:
 - a. Promptly identifying and addressing barriers that cultivate achievement and/or opportunity gaps for students.
 - b. Ensuring that a student's educational achievement is neither predicted nor predetermined by explicit or implicit biases.

II. DEFINITIONS

- A. **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.
- B. **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.
- C. **{Cultural competency}** shall mean an ability to interact effectively with individuals of other cultures.
- D. **{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.
- E. **{Culturally responsive}** shall mean the inclusion of students' cultural references in all aspects of learning, school experiences and student engagement.

- F. **Educational equity action plan** shall mean the steps education stakeholders in a district engage in to pursue equity.
- G. **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.
- H. **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.
- I. **Explicit bias** shall mean the actions, attitudes and beliefs we have about a person or group on a conscious level.
- J. **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.
- K. **Implicit bias** shall mean the actions, attitudes or stereotypes that affect our understanding, actions and decisions in a subconscious manner.
- L. **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.
- M. **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.

III. POLICY

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.

IV. DELEGATION OF AUTHORITY

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 Audit

The Superintendent or designee(s) shall

periodically

annually

biannually

conduct an audit to benchmark educational equity in school and district-wide achievement and opportunities.

Educational Equity Action Plan

The Superintendent and designee(s) shall develop and

periodically

annually

biannually

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:

Embed equity practices throughout the district's educational system.

Include equity goals and practices in the district's comprehensive planning strategies.

Ensure performance observations encompass consideration of the expectations and goals of this policy.

Other _____.

Educational Equity Update

The Superintendent shall

periodically

annually

biannually

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:

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:

Enrollment of each school.

{ } Achievement indicators.

{ } 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.

{ } 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.

{ } Administrators, Teachers and Staff -

{ } The race, ethnicity, gender and years of experience of support staff, teachers, building administrators and district administration.

{ } Efforts to recruit and select personnel.

{ } The amount of teacher turnover by district and school.

{ } The ways in which professional development at each school is delivered through an equity lens.

{ } Efforts to embed cultural responsiveness into the curriculum.

{ } Resource Allocation -

{ } Fiscal – locally controlled budgetary considerations.

{ } Operational – programs, services and personnel considerations.

{ } Structural – facility and organizational considerations.

{ } Annually, at the beginning of the budget process, the Board shall review the most recent educational equity update in conjunction with the current Educational Equity Action Plan to consider resource allocations in support of the district's commitment to educational equity.

V. **REFERENCES**

Pol. 100

Pol. 103

Pol. 103.1

Pol. 105

Pol. 112

Pol. 113

Pol. 113.1

Pol. 114

Pol. 115

Pol. 116

Pol. 121

Pol. 122

Pol. 123
Pol. 124
Pol. 138
Pol. 142
Pol. 146
Pol. 146.1
Pol. 217
Pol. 218
Pol. 233
Pol. 250
Pol. 304
Pol. 333
Pol. 602
Pol. 603
Pol. 604
Pol. 917
Pol. 918
Pol. 104
Pol. 249
Pol. 235.1

Commonwealth Education Blueprint

PSBA Equity Tools and Resources

Pol. 220
Pol. 251
Pol. 913

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