

## **Proposed Policy 809**

### **Small Group Topic #1**

#### **PURPOSE**

The Board adopts this policy to tie together the varied 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. 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. The equitable treatment of all students regardless of gender, race, ethnicity, gender identity and expression, socio-economic status, English learner status, disability, and other characteristics, as well as the intersection of those characteristics, 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 discrimination in any form, implicit or explicit.

#### **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, 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 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

## PURPOSE

Assumptions:	<ul style="list-style-type: none"><li>● The district needs to be analyzed, incorporated, and prioritized</li><li>● That the equity should consider gender, race...disability (list from policy)</li><li>● Educational equity requires "continuous and collaborative effort"</li><li>● A policy is needed to tie together these things</li><li>● Educational equity is important</li><li>● That educational equity needs to be a priority</li><li>● That it is a moral imperative</li><li>● That the school can prevent actions of discrimination</li><li>● That students needs are not already being met!</li><li>● Equity is valuable</li><li>● Resources, opportunity, treatment are areas where equity is in evidence</li><li>● Individual students have different needs</li><li>● Equity should be pursued continuously and collaboratively</li><li>● Barriers to equity need to be addressed</li><li>● Explicit/Implicit biases need to be addressed</li><li>● Discrimination in any form is legally and morally wrong</li><li>● The board has authority to make and enforce equity policy</li><li>● Data will be used to identify achievement gaps and determine resources needed to remove those gaps</li><li>● All school employees must enact equity policy</li><li>● Fair and just allocation of resources</li><li>● Equitable treatment of students</li><li>● Equitable access? Equal access according to...?</li><li>● "High academic achievement and excellence looks different for different students based on their motivations and abilities</li><li>● Aren't these things already happening?<ul style="list-style-type: none"><li>○ Pursue goals</li><li>○ Enroll in challenging programs</li><li>○ Participate in activities</li></ul></li><li>● That prejudice is a major issue in Kutztown or other public schools in the USA.</li><li>● Examples abound of educators from every race, gender, ethnicity for decades in US public schools striving <u>together</u> to educate all children.</li><li>● This policy is necessary and good and beneficial to students in KASD</li><li>● That inequity exists in the system, and without systematically examining it, we can't eliminate it</li><li>● That identification of achievement gaps will result in change that narrows them</li><li>● That "fair" and "just" are universally accepted terms</li><li>● Full awareness of students/learners needs</li><li>● How FAIR can be determined</li><li>● How prioritization occurs at district level</li><li>● Individual morals</li><li>● Is this about Critical Race Theory?</li><li>● Is this about transgender issues?</li><li>● Is this about adding staff to teach Critical Race Theory?</li><li>● Is this about setting refugees in our community?</li><li>● Current policies in place in regards to treatment of all students regardless of gender, race, ethnicity, gender identity and</li></ul>
--------------	--

expression...etc.

- Resources are already allocated and fair on each students needs
- Educational equity definition
- Student needs
- "Analyze"
- Incorporate
- A legal and moral imperative is based on a singular ideology born out of Critical Theory. This is not an established norm.
- There is a need for this that has been identified by data or otherwise other than a political agenda or narrative
- We aren't accessing which students need extra resources or efforts
- The school community does not address in any way discrimination
- School employees do not conduct themselves in a manner that fosters respect and inclusion
- Kids are not being treated fairly
- Assume everyone has a bias
- Do we have data that shows this is a problem at KASD?
- Schools job is to promote fairness and justice (beyond existing policies)
- Implicit bias concept is determinable by another human being
- Implicit bias is something real the school needs to be involved with
- Cause division within the classroom
- Life can be "fair" and that it is the schools job to ensure everyone feels like life is fair
- Could single out a student who does not want to disclose certain information
- This behavior is not already happening or there would be no need for the Policy 809
- Equity Policy is being pushed despite lack of community support to qualify for grant by Education Secretary Miguel Cardona who no longer requires CRT but "encourages racially, ethnically diverse perspectives"
- That teachers and administrators want was is best for all children in the KASD
- People recognize that Special Education, addressing the specific needs of identified children is a form of equitable education
- Do we need an equity policy? It seems that the assumption behind this policy is that current anti-discrimination and best practices are non-existaend and/or insufficient
- We know what is meant by educational equity, explicit and implicit biases
- Stop "discrimination in any form"
- Want to "improve overall outcomes"
- School may dictate social values
- There is a need for another antidiscrimination policy
- There is a thing called gender, gender ID and gender expression instead of two biological sexes
- That the school is responsible for an individual's success
- That school resources are not divided equally
- There appears to be an assumption that if a student is performing poorly that is the only identifier of a student that is struggling due to inequality/inequity.
- There seems to be a mistake in Item ! the sentence that begins with Promptly addressing barriers , it doesn't make sense as

	written,
Agree:	<ul style="list-style-type: none"> <li>• Educational equity is a legal imperative</li> <li>• That it is a moral imperative</li> <li>• Support and training to teachers</li> <li>• Sustaining a school community that shares the collective responsibility</li> <li>• Individual student needs should be a priority for the district</li> <li>• Student barriers should be promptly identified and addressed</li> <li>• Bias should not determine a students' outcome</li> <li>• All students need to be given all opportunities regardless of race, religion, sexual orientation, mental or physical disabilities</li> <li>• Delegation of responsibility section - paragraph #1</li> <li>• A school community shares the collective responsibility</li> <li>• Identify and address barriers that cultivate achievement and/or opportunity gaps</li> <li>• The purpose</li> <li>• That teachers should be supported with training</li> <li>• It is vital that the district continually examine itself and its programs to ensure that bias is not present. Bias is not always as obvious, and it can occur even in people who are in no way consciously biased.</li> <li>• Words like <u>fair</u>, <u>just</u> individual are important considerations</li> <li>• Students needs are priority</li> <li>• Understand students and provide an equitable learning experience regardless of gender, race, ethnicity, gender identity, etc.</li> <li>• Fair and just is valued</li> <li>• Legal and moral imperative</li> <li>• Takes continuous collaboration</li> <li>• Ensuring that a student's educational achievement is neither predicted nor predetermined by explicit or implicit biases</li> <li>• Students need to have equal opportunity to learn and engage</li> <li>• Promptly identifies and address achievement</li> <li>• No discrimination against students on race, gender, religion, etc. as already specified in existing policies as references</li> <li>• This policy is a "legal and moral imperative"</li> <li>• Employees will need training</li> <li>• Principles of educational equality</li> <li>• Equitable treatment of all students</li> <li>• Identifying barriers</li> <li>• School community sharing collective responsibility</li> <li>• Using data to assess achievement</li> <li>• I agree that the purpose sounds good and agree with the points of facilitation.</li> <li>• I agree that this policy serves to expand upon and further operationalize existing policies of non-discrimination, etc. However, such policies on their own are a bare minimum and don't actively engage stakeholder in understanding how to identify and combat discrimination in order to create a conducive learning environment for all students.</li> </ul>
Argue:	<ul style="list-style-type: none"> <li>• No mention of religion in list of equitable treatment</li> <li>• Who will be the final authority? <ul style="list-style-type: none"> <li>○ Board?</li> <li>○ Superintendent?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ 809 Committee?</li> <li>● How will committee membership be decided?</li> <li>● Students educational achievement is neither predicted nor predetermined by explicit or implicit biases</li> <li>● That focusing on some unsavory aspect of our collective American history should the sore place some people cannot leave alone</li> <li>● As public educators we aspire to find the spark that ignites EVERY students vision of what he or she can accomplish. Creating an atmosphere some students will feel shame that they belong to an oppressor race is DESTRUCTIVE.</li> <li>● Purpose - poorly written nondiscrimination clause and needs to include: <ul style="list-style-type: none"> <li>○ Religion</li> <li>○ Sexual orientation</li> <li>○ National origin/immigration status</li> </ul> </li> </ul> <p>The term "other characteristics" is too broad to have any real meaning</p> <ul style="list-style-type: none"> <li>● Same goes for language in "Authority"</li> <li>● Is the assessment data from a reputable source?</li> <li>● In a small district, quantitative measure for a given group may indicate a problem, but small sample sizes mean that the group averages for different demographics may not be representative of a larger issue</li> <li>● Unsure?</li> <li>● Unclear on definitions?</li> <li>● Equity and fair in same sentence?: "Educational equity through the fair and just allocation of resources..."</li> <li>● What or if this is going to raise our taxes and if so what is the extra money going to be used for?</li> <li>● Hoping this is not about Critical Race Theory because I do not see discrimination in our schools.</li> <li>● Examine the choices of words - moral and imperative</li> <li>● Training on this topic only comes from the political Left. this is where all this was created. This is leading to the removal of neutrality in the classroom.</li> <li>● Morals should be left to be taught at home not in a school setting</li> <li>● This is restricting success by reducing drive by handout and preguided</li> <li>● Creating a problem by trying to find a solution, of something that is no need</li> <li>● The use of words like <u>fair</u>, <u>just</u>, <u>individual</u> are used in a way that appeals to all. Human nature wants this. How it occurs is corrupt.</li> <li>● There is no demonstrated reason behind this implementation.</li> <li>● Who is defining the legal and moral imperative? Did this legal and moral imperative not exist prior to this?</li> <li>● Implicit bias suggests the most division of all topics. It promotes the idea the we are <u>NOT INDIVIDUALS</u> by simply 2 groups: oppressors and oppressed</li> <li>● <u>Implicit bias</u> assumes mind reader can accurately detect racism without knowledge or action of accused</li> <li>● Should have no accusations of racism without evidence that will stand up in court</li> <li>● What things are the students going to have to give up in the redistribution of resources (ie: AP, honors) so that others receive an equitable outcome</li> </ul>
--	---

- The majority of our teachers/staff already perform well to identify needs
- "fairness" can never be attained. Life is not fair and a disserve to our students to teach them that
- Fairness is purely subjective by the superintendent
- Superintendent needs to present "why" plans, etc to board for approval. I have seen the results o this being left unchecked pushing LGBTQ+ resources, social justice advocacy, at all levels of grades - unacceptable. There is no explanation of responsibility for the Equity COmmittee later in the policy.
- Implicit bias is real
- Implicit bias is presumptive om the part of someone else (superintendent) who - by this policy - has his own biases when determining the "why"
- Without requiring evidence based "explicit bias" only im policy then same problem as politicized fact checkers falsely censoring the truth
- Anyone or any element of education can be determined to be racist without recourse
- Exactly how with proof can you prove we need a policy like this?
- Stating that everyone has at least implicit bias makes you a mind reader
- Equity is a granted outcome regardless of personal responsibility
- Policy we have in place now cover equality, IEP's, gifted
- Show the data showing that students are not taught equally
- Concerned that some students will be overlooked
- Specifically from last paragraph, why are we bringing gender, race, culture, and diversity into this policy, this simply divides us further.
- No demonstrated need
- While equality is a civil right and cornerstone of our country; equity is not
- Superintendent should not have a blank check and sole power to decide who gets school resources
- "Implicit" and "explicit" bias are the cornerstones of CRT and have no place in school
- Students should be taught what is true and factual
- Language is too unclear and hard to understand the clear meaning
- Current anti-discrimination policies and best practices are sufficient
- There is no protection for students, staff, and faculty against religious discrimination
- I would argue that the district's commitment to providing PD (and community conversations) for teachers and other stakeholders should be added to their commitments.
- Wording needs to be inclusive of identifying those students that perform well academically and are struggling in other aspects of school life - socially, lack of feeling of belonging, feeling isolated, etc.
- I would argue that language needs to be used consistently throughout the policy. Here we encounter terms like opportunity gaps, equity, equality, etc. where in the other part we looked at those terms were supplanted by fairness.
- Professional development needs to be uplifting and engaging. It cant' be a canned powerpoint quiz that is the same year after year
- Overall the document's vocabulary and style of writing is hard to

	<p>understand. It should be something a person with a H.S degree can understand. - this for the argue box.</p>
<p>Aspire:</p>	<ul style="list-style-type: none"> <li>● Really use quantitative <u>and</u> qualitative data (wide variety) of data types</li> <li>● That bias doesn't affect the outcome of a student</li> <li>● Bias should not determine a students outcome</li> <li>● Define quantitative data and designee to encompass teacher observation and student input? Or is this assumed?</li> <li>● The term "equity" is not going to go away even if we decide not to have a committee that focuses on these practices. There will always be varied needs among a group. Equity practices are becoming more and more of a focus in the workplace and so I feel that this should be part of the culture in all communities. However, every community is different. With that said, the district should aspire to promote equitable treatment among its current population and have on-going discussions as those needs change as our community grows.</li> <li>● Identifying barriers to learning in the context of this policy</li> <li>● Delegation of Responsibility - 2nd paragraph</li> <li>● To create an excellent opportunity for EVERY student to achieve their highest potential to acquire skills, knowledge, and abilities that will catapult them successfully into the future</li> <li>● School community <u>shares</u> the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate discrimination</li> <li>● Employees shall receive supports in the form of training regarding implicit and explicit bias</li> <li>● KASD should firmly commit to equitable education as a guiding principle</li> <li>● The district absolutely should aspire to being free of bias that impacts students' chances for success, and create an educational system that works for all learners</li> <li>● Clarity on processes involving analysis of equity</li> <li>● Definitions of equity</li> <li>● Continuation of 1st sentence "Remains a priority of the district". This should be emphasized. Continuous thread of policy.</li> <li>● There is no purpose to have such policy in place if you have read of others who already implemented the outcome is not successful</li> <li>● Continue to follow what was in place</li> <li>● Seek to understand, celebrate, and honor the diverse experiences and perspectives of all learners providing opportunities for them to reach their fullest potential academically socially and emotionally</li> <li>● We should abolish policy 809, this should be taught at home or in church, not school</li> <li>● Clarify <u>exactly</u> what is being pushed in this policy</li> <li>● To get back to teaching reading, writing, arithmetic (and not teach the new social justice/fairness/equity religion</li> <li>● The goal of equitable treatment for all</li> <li>● Creating a school climate that is equity focused and culturally responsive</li> <li>● Would hope that the district aspires to consider data beyond that of achievement when thinking about outcomes. Students can academically be high achieving, yet have a negative experience due to sustained and unaddressed microaggressions, blatant</li> </ul>

	<p>bullying (teachers and/or students), or lack of representation in the explicit or implicit curriculum.</p> <ul style="list-style-type: none"><li>• I would hope KASD aspires to change the school culture/climate to help students and staff be more open and accepting of others despite what their home culture may be.</li><li>• I would hope KASD aspires to change the school culture/climate to help students and staff be more open and accepting of others despite what their home culture may be.</li></ul>
--	---



## Small Group Topic #2

### **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.

**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** shall mean justice according to natural law or rights, specifically freedom from bias or favoritism in the allocation of resources, opportunities and treatment of students based upon each individual student's needs so that each student can achieve her/his full potential.

**Fairness 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.

**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.

## DEFINITIONS

<p>Assumptions:</p>	<ul style="list-style-type: none"> <li>● Public understands that data-driven analysis of disparities is behind the scenes. Done discreetly (as is free/reduced lunch)</li> <li>● Portion of public believes data will be used to publicly label students.</li> <li>● We know-WHO-the definitions are talking about "education stakeholders" (not defined) others talk about "groups", etc. This is confusing.</li> <li>● Please define "Culture"</li> <li>● Should be more clear about actual marginalized students</li> <li>● This is good for the community</li> <li>● Due to the continual change in local demographics, all of these definitions will help in leading to competencies and equitable delivery of education</li> </ul>
<p>Agree:</p>	<ul style="list-style-type: none"> <li>● The proposed definitions</li> <li>● "Barriers" definition should include student based verbiage such as:             <ul style="list-style-type: none"> <li>○ Economic stability</li> <li>○ Hunger/poverty</li> <li>○ Mental health</li> <li>○ ESL</li> <li>○ Stable/safe place to live</li> </ul> <p>These are true "barriers"</p> </li> <li>● Inclusion</li> <li>● Cultural Competency</li> <li>● Cultural Proficiency</li> <li>● In past my daughter had an Islamic student in her class. The family had a difficult time feeling accepted in community and moved after a year. The school was sensitive, but the community needed help in tolerance and acceptance. Cultural competency can help with that.</li> <li>● Groups should also be listed within the "inclusion" definition</li> <li>● All definitions in the vacuum in which they were presented</li> <li>● With the definitions</li> <li>● Achievement gaps</li> <li>● Culturally responsive</li> <li>● Equity</li> <li>● Fairness lens</li> <li>● Explicit bias</li> <li>● Implicit bias</li> <li>● Inclusion</li> <li>● Opportunity gaps</li> </ul>
<p>Argue:</p>	<ul style="list-style-type: none"> <li>● Please define "Culture"</li> <li>● Include "for people who might otherwise be marginalized or excluded" in the inclusion</li> <li>● What is the definition of "natural law"?</li> <li>● Would something like the life experience of the student be a barrier to education?</li> <li>● Should things like divorces, death, or illness in family, poverty, bullying, etc be barriers to receiving the resources to reach full potential?</li> <li>● The language is stilted</li> <li>● This exercise was meaningless without having it in the actual</li> </ul>

	<p>context of the policy</p> <ul style="list-style-type: none"><li>• Some of the verbiage will inspire argument (ex: implicit bias/explicit bias)</li><li>• Curriculum/instruction</li></ul>
Aspire:	<ul style="list-style-type: none"><li>• For everyone to have a common understanding of the meanings of these terms</li><li>• To move forward with the policy. It is important and I support it.</li><li>• Barriers</li><li>• Cultural competency</li><li>• Cultural proficiency</li><li>• Educational equity action plan</li><li>• Why do we have to write in such complex way? Why not use our simple, everyday words?</li><li>•</li></ul>

### **Small Group Topic #3**

#### **EDUCATION EQUITY ACTION PLAN**

The Superintendent and designee(s) shall develop and annually update 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. This will be accomplished through the establishment of a committee of the Board of School Directors. This committee shall be comprised of the following: The Superintendent and designee(s) are non-voting members; Three (3) teachers; three (3) staff (para-educators, support staff, custodial and coaches), three (3) students; two (2) board members; and 4 members from the community at large. The Board has final say in the approval of the committee's membership and length of its members' service on the committee. 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 committee shall regularly report to the board on its work and provide the board with copies of its minutes.

#### **EDUCATION EQUITY ACTION PLAN SHALL**

1. Provide for fair and just practices throughout the district's educational system.
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 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, the school community and the public that reflects the efforts undertaken and progress made to achieve the goals of this policy.

Based on the 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 divided by gender, race, ethnicity, gender identity and expression, socio-economic status, English learner status and disability whenever possible:

1. Enrollment of each school.
2. Achievement indicators.
3. 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.
4. 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 -**

1. The race, ethnicity, gender and years of experience of support staff, teachers, building administrators and district administration.
2. Efforts to ensure that the district’s employment process is free of discrimination and bias.
3. The amount of teacher turnover by district and school.
4. The ways in which professional development at each school is delivered through an equity lens.
5. Efforts to embed cultural responsiveness into the curriculum.

**EDUCATION EQUITY ACTION PLAN**

<p>Assumptions:</p>	<ul style="list-style-type: none"><li>• That the committee will be a good representation of the community and the school body.</li><li>• That the teachers and administration will hold accountable to the Equity Action Plan</li><li>• Assure that committee will be representative</li><li>• Update: assumes change. What will occur to support change?</li><li>• How will data collected ensure equitable practices?</li><li>• Assume that all faculty will attend PD</li><li>• That there are inequalities that exist in the KASD, and I would agree that there are</li><li>• That bias based on religious affiliation does not exist, I would firmly disagree with that</li><li>• Inequalities exist in school</li><li>• Equity is valuable</li><li>• Equity takes active work to achieve</li><li>• Many voices should be heard in Equity Action Plan and implementation</li><li>• Accountability, reporting on plan’s implementation is important</li><li>• Identity categories matter in terms of opportunity, inclusion, and fairness</li><li>• Awareness of, inclusion of, celebration of cultural differences is key to equitable school</li><li>• That inequality is a major problem.</li><li>• That systemic racism is a major issue</li><li>• That race, ethnicity, gender, etc is a major issue in Kutztown schools.</li><li>• These aggregations make a greater impact than the immeasurable value of EVERY individual student.</li><li>• That race and ethnicity data for staff/teachers/administrators will be available and accurate.</li><li>• Are the voices heard just the loudest voices?</li><li>• The gifts of each need to be treated individually</li><li>• That what constitutes data proving “efforts” towards equitable employment and responsive curriculum will be clear and agreed upon</li><li>• We already have an equity plan in place - does this just clarify the policy?</li><li>• That the student data is sufficient to accurately reflect behaviors, opportunities, etc.</li><li>• Are they assuming quantitative data only? Or also qualitative?</li></ul>
---------------------	--

	<ul style="list-style-type: none"> <li>• Is it just cultural responsiveness? How is “cultural” defined? We all define this differently depending upon our own experiences.</li> <li>• Board’s definition of “equity” - you <u>assume</u> we know</li> <li>• What are “equity goals”?</li> <li>• “Extended experts” - who are they? Experts in what? Who decides who an expert is? I’m an expert <u>against equity</u>!</li> <li>• “Fair” - who decides? Too subjective!</li> <li>• Employment process free of bias? A board member's wife was recently hired - community members didn’t think that was without bias!</li> <li>• Who are external experts? Reflective voices</li> <li>• Who will provide fair/just practices?</li> <li>• Grades measure achievement</li> <li>• Curriculum should be culturally responsive</li> <li>• Public education should deliver fair outcomes</li> <li>• Community at large cares about the success of <u>all</u> students</li> <li>• Teachers and administrators have the energy/will to explore each students’ individual situation</li> <li>• That the district is even able to pass/implement the policy!</li> <li>• How do you know gender identity/expression of students? <ul style="list-style-type: none"> <li>◦ Have not seen in form/poll etc.</li> </ul> </li> <li>• Expertise of people making/implementing policies</li> <li>• Where experts consulted?</li> <li>• That the committee will be selected through the same discrimination - free/bias-free method as the proposed employment process</li> <li>• That some form of change from the current state of education and direction within the district is needed in order to bring equitable access to education to all students in the district.</li> <li>• There are inequalities in the district</li> <li>• Achievement is defined similarly by all in the district</li> <li>• That equity is an important part of the educational process</li> <li>• Both side of the argument will be represented in proportion</li> <li>• Action plan is needed</li> <li>• District hasn’t been treating students fairly/justly</li> <li>• “4 members of community at large” will include at least equal representation by conservative viewpoints since board is pushing this political policy and is weighted 6 to 3 liberal</li> <li>• That the disaggregation of data into gender, race, sexuality, etc will not divide the school community</li> <li>• That our teaching staff not the best because they were not hired because of race, ethnicity, etc</li> <li>• That our employment process is not free of discrimination bias</li> <li>• That a committee approved by the board will be a committee that will be diverse in ideas</li> <li>• That we need this policy</li> <li>• That even though everyone has bias this plan will “fix” that or could run as intended with those bias</li> <li>• That professional development is delivered in a way that is bias and discriminatory</li> </ul>
Agree:	<ul style="list-style-type: none"> <li>• Inequalities exist</li> <li>• District should have an equity plan</li> <li>• District should update plan accordingly</li> <li>• Equity needs to happen</li> </ul>

	<ul style="list-style-type: none"> <li>● There is need for policy to ensure equitable education</li> <li>● The board needs to be comprised of many people from different community aspects</li> <li>● There needs to be an annual update that changes the policy accordingly</li> <li>● Initial data collection is important</li> <li>● PD for educators/administrators is important</li> <li>● District needs equity plan and accountability</li> <li>● Community should be involved</li> <li>● Cultural responsiveness is key component</li> <li>● Teachers should be required to pursue professional development in line with equity plan</li> <li>● Having clear criteria is important including definitives</li> <li>● There should be a process and team to identify whether inequities exist and paths towards mitigating them</li> <li>● Goals</li> <li>● Ensuring performance observations</li> <li>● Embed cultural responsiveness into curriculum</li> <li>● Committee members</li> <li>● Committee includes all stakeholders</li> <li>● Section administrators, teachers, staff are 1 + 2 at odds. Explain?</li> <li>● With efforts of employment process is free of discrimination</li> <li>● The achievement and opportunity indicators are an appropriate measure</li> <li>● Fair and just practices</li> <li>● Representation of all stakeholders on equity committee</li> <li>● Employment process is free of discrimination and bias</li> <li>● Cultural responsiveness in curriculum</li> <li>● Equity is important, essential to student and community success</li> <li>● Inclusion goals reflected in committee structure</li> <li>● The district should be accountable and transparent about goals, metrics, achievement</li> <li>● Work practices should reflect ideals materially</li> <li>● Data matters</li> </ul>
Argue:	<ul style="list-style-type: none"> <li>● Not clear how data will be collected and interpreted in light of policies it will affect</li> <li>● Plan does not address inequalities or lack of inclusion related to religious affiliation</li> <li>● Metrics of measurement are not clearly defined also <u>who</u> decides or chooses those</li> <li>● Unclear whose performance evaluations are references</li> <li>● Unclear what the data source is for information on students and staff. Is it self reported? Is it anonymous?</li> <li>● Plan does not specifically address issues of inclusion in its language (or lack of inclusion) of marginalized groups</li> <li>● What happens if nothing changes</li> <li>● No mention of religious discrimination</li> <li>● Disagree that the policy as written gives enough detail on how the plan/team will be created and how they will collect and analyze the data</li> <li>● Committee needs clearer criteria. What is the criteria for choosing committee members? <ul style="list-style-type: none"> <li>○ Do they get to choose?</li> <li>○ Are they pulled out of a hat?</li> </ul> </li> </ul>

- Premise that public education is inherently unequal because of race, gender, ethnicity, etc.
- Please do no forsake excellent instruction for "equity" issues which are a sidetrack.
- "Equity lens" for professional development prefer - equality
- The board has hired family members - not free from bias
- Ways professional development (Equity Lens)
- Free of discrimination and bias
- Overall policy - why? Fix current policies
- If we truly have a problem, fix it! We don't need a policy
- Annual updates of plan
  - A longer cycle may be necessary to identify trends
- Curriculum should reflect local culture
- Are there enough data prints to make policy effective?
- The plan in current form seems to be focused on annual action, which may be inadequate
- Equity is broad and cannot be focused only on the community
- "Goals and metrics to address inequities" sounds like a promise of "equity of outcome"
  - We should strive for equality and equal opportunity and eliminate term "equity" or just eliminate policy sine policy 103 already guarantees equal opportunity
- Only 3 teachers, staff members, and students - should have one from each building
- Who will chair the committee and how will that be determined?
- The community members should be better represented, ex: the proportion of community members vs faculty
- The students should be separated based on status/achievement, not gender, race. This divides us further.
- Purpose and authority of committee
  - Aren't listed under delegation section
- Teacher/staff attainment should be based on merit, not gender, race, ethnicity
- "Work" of the committee
  - What are they doing that isn't already being done through existing policies?
- Equity Action Plan is needed
  - "Fair and just" is unachievable (life is not fair) and determination of what is fair and just is presumptive on part of superintendent
- Define "fair" and "just"
- Who are the external experts?
- What do you mean by the equity term?
- Some opportunity indicators will be removed to allow for reallocation of resources and guarantee an equitable outcome
- Don't want teachers to be trained according to equity lens but to be trained to see all of each person
- The board should not get ultimate approval for committee members or length of time on committee
- We already provide fair and just practices in our educational system
- Using disaggregated data takes our school apart, not together. It fails to look at the whole person and only looks at part of the person.



Aspire:

- Think of equity as ongoing process, always necessary, schools should be actively working towards
- That this plan has concrete goals to go forward
- That the administration and teachers follow the policy while getting good training
- Equity education should be required for teachers
- Improve equity and inclusion for those in marginalized groups in terms of self ID
- To create a path for every student to excel in the natural giftings she or he has.
- Opportunity indicators need to be expanded?
  - Ability vs challenges?
  - IEP?
- WE are on the same page for definitions
- An educational environment that is continually assessed and improved to ensure equity and a welcoming environment
- To see every student flourish according to his/her gifts and abilities
- Fairness in schools even if its uncomfortable/tough
- Employment process free of discrimination
- Hiring process free of discrimination
- Prof. Dev. - equity lens
- Judgement free zone of students and staff
- Decrease bullying
- Yearly-age appropriate experts come in to speak in student assembly
- Confirming D+I education of staff and students
- D+I club (HS) so students can help be empowered in discussions
- The plan in its current form aspires to be actionable and more clearly detailed
- To be able to afford the cost of such a high level of individual need for each student
- Students will need to be employable in an increasingly diverse and equitable job landscape, and comfort and familiarity with these concepts will help
- To abolish policy 809, this should be taught at our homes and churches, not our schools
- Get back to following existing policies and reading, writing, and arithmetic
- Equity lens for Professional Development
- Embedding cultural responsiveness into curriculum
- Seems like they're trying to build a culture of continuous improvement. Maybe we're good, can we do better, if so, even minimally, we should try.

## **Small Group Topic #4**

### **GUIDELINES**

An educational structure that is fair and just for all individuals 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 [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 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][8][9][10][11][14][15][16][17][18][22][23][24][25][26][27]

### **GUIDELINES**

Assumptions:	<ul style="list-style-type: none"><li>• Biases are individual based upon one's experiences - recognizing that each of us has bias (even not recognized) is a place to start but requires deep reflection and listening to the experience of others. We need to listen to others and think "I never thought about it that way" instead of assuming my experiences are the truth.</li><li>• That there can be an "educational structure that is fair and just for all"</li><li>• The school administration has the right to determine "barriers" and bias and form partnerships. - disagree</li><li>• All voices must be heard except for religious/Christian ones</li><li>• All cultures are equally valid and should be taught - disagree</li><li>• Unequal distribution of resources based on race is moral. - disagree</li><li>• Everyone would agree with these very basic ideas to support <u>everyone</u></li><li>• To promote <u>fairness</u></li><li>• To understand everyone is an individual with unique circumstances</li><li>• Fairness benefits greater society as a whole</li><li>• We all have/use the same definition of "fairness"</li><li>• We understand what the word "just" means.</li><li>• That an educational system that is fair and just for all is necessary</li><li>• That there are multiple pathways for students to achieve success</li></ul>
--------------	---

	<p>academically and in other ways</p> <ul style="list-style-type: none"> <li>● That access to resources guarantees that students will get them</li> <li>● That this is not happening in the school district already</li> <li>● Equity can be achieved through fair and just principles</li> <li>● By providing multiple pathways to success, we can encourage academic achievement</li> <li>● Fair and just for ALL</li> <li>● Every student has equal value</li> <li>● We aren't currently providing equal opportunity or access to all students</li> <li>● We have diverse cultural perspectives</li> <li>● Teachers have and act upon bias</li> <li>● All students and families view success the same way</li> <li>● Sounds like needs of students is important</li> <li>● How and Who makes decisions as to what % carries a decision</li> <li>● Expect high academic achievement and excellence from all</li> <li>● Success = high academic achievement</li> <li>● The person assumed he was coming when he didn't show up the person was mad/upset.</li> <li>● Different students will follow different paths and <u>benefit</u> from them</li> <li>● Individuals not being treated fairly or justly based on race, sexual identity, etc.</li> <li>● That our educational structure is unfair/just</li> <li>● Multiple pathways are not already in place</li> <li>● All have not had these opportunities</li> <li>● There are biases and barriers</li> <li>● Students may not have access to materials, support, etc.</li> <li>● Not all students are encouraged to enroll in challenging programs</li> <li>● It's all about encouragement and providing resources.</li> <li>● Equity of opportunity leads to equity of achievement</li> <li>● High academic achievement and excellence is possible for each student.</li> <li>● This could be argued against <u>unless</u> you define excellence differently for each student.</li> </ul>
<p>Agree:</p>	<ul style="list-style-type: none"> <li>● That each student has unique gifts and will need unique support - all from a limited budget</li> <li>● Research supports that students learn at high levels when they are interested. Students bring a variety of experiences and interests with them that the educators should tap into. This requires a variety of resources.</li> <li>● A fair and just environment is <u>essential</u> to foster the optimal growth and development of all children.</li> <li>● We need multiple pathways to meet the needs of all students.</li> <li>● Encourage and expect "high academic achievement"</li> <li>● Challenging programs</li> <li>● Caring for <u>every</u> student regardless of circumstances.</li> <li>● Positive outcomes achieved by fairness</li> <li>● Aim High (excellence)</li> <li>● Equity in the educational system is necessary for students to learn and develop to their full potential</li> <li>● There are multiple pathways to success academically and in other ways for each student.</li> <li>● Provide all with resources</li> <li>● Everyone is entitled to a fair education</li> </ul>

	<ul style="list-style-type: none"> <li>● It's important that every student is provided equal opportunity</li> <li>● High academic achievement is important (to each students potential)</li> <li>● Present policies but add to them</li> <li>● Fair and just</li> <li>● Include multiple pathways</li> <li>● To pursue best for all</li> <li>● Different perspectives are important</li> <li>● Students shouldn't have "biases and other barriers" impact them/their choices</li> <li>● Multiple pathways to success</li> <li>● Strategically differentiating allocations as necessary to remove barriers and improve outcomes.</li> <li>● Actively encourage, support, and expect high academic achievement and excellence from each student.</li> <li>● <u>Never</u> assume anything. If the person didn't have a definite answer either way they didn't know if he was coming or not.</li> <li>● Different students will need different things</li> <li>● Different students will follow different paths</li> <li>● Students should have fair access to facilities etc - But, don't <u>have</u> to use them</li> <li>● All kids should be given equal opportunity and resources to achieve their best outcome</li> <li>● All students encouraged and provided opportunities</li> <li>● Fairness</li> <li>● We (community and educators alike) should encourage, support, and expect high academic achievement and excellence from each student.</li> <li>● All students should be encouraged to pursue goals and interests (within the proper scope of an educational institution)</li> <li>● Equal resources should be given</li> <li>● A policy that is fair and just for all is essential</li> <li>● Diverse voices should be heard</li> <li>● Multiple pathways to success</li> <li>● There should be multiple pathways to success</li> </ul>
Argue:	<ul style="list-style-type: none"> <li>● Resources are limited - so certain groups automatically get a bigger piece of the pie to reach individual goals based upon what someone else defined as equitable.</li> <li>● Not all students are capable of high academic achievement</li> <li>● Equity is not equality</li> <li>● A culture has the right to teach its common virtues and values but not those of every person</li> <li>● Providing access to resources is enough to ensure equitable distribution of them</li> <li>● That equitable access to resources for student success will translate to inclusion of students in every group and at every level.</li> <li>● Life is not fair. We all have our strength and weakness. That is what makes us who we are.</li> <li>● Where will resources come from and what will be cut?</li> <li>● Why no FCA in place?</li> <li>● Why is CRT still alive?</li> <li>● What is "equitable"?</li> <li>● Is there a reasonable limit to providing "necessary resources"?</li> </ul>

	<ul style="list-style-type: none"> <li>• What barriers do we see that need to be reduced or eliminated?</li> <li>• What is the output goal? Equal outcomes or equal opportunity?</li> <li>• Against CRT</li> <li>• Equitable access?</li> <li>• Identities?</li> <li>• Equality - equality of outcome or equality of opportunity?</li> <li>• Why do we need a policy for needs of students when there are policies in place? Add new policies to existing policies instead of adding race, equity, and diversity-gender to disrupt so many things</li> <li>• Educational structure - <u>fair and just</u> needs defining <ul style="list-style-type: none"> <li>○ What are the criteria of these?</li> <li>○ Who will judge this?</li> <li>○ How can any person or group view this without some worldview intervention?</li> </ul> </li> <li>• Use equality</li> <li>• Equity is not an appropriate basis</li> <li>• Specifically calling out athletes as opposed to other activities</li> <li>• Could argue if he was or wasn't going to come or show up. Nobody really knew.</li> <li>• How many to multiple?</li> <li>• Can we afford unlimited pathways?</li> <li>• If anyone is being treated unfairly or not receiving equitable access, administrators should be held accountable.</li> <li>• That these policies aren't already in place</li> <li>• These things are already in place within other policies <ul style="list-style-type: none"> <li>○ Resources</li> <li>○ Accountability</li> <li>○ Participation</li> </ul> </li> <li>• What is equitable access?</li> <li>• There is a troubling hole in the current draft of the policy. The "Access to Equitable Resources" says, "as necessary to remove barriers". As written, there appears to be a loophole allowing for the termination of faculty who are considered barriers due to scientific or religious convictions. What happens with a conflict between a science teacher and a student claiming discrimination based on an unscientific gender identity? This opens the door to lawsuits in an extreme case.</li> <li>• At what point is it determined the ability may not be there, after all resources are exhausted <ul style="list-style-type: none"> <li>○ Ex: people getting pushed through based on skin color solely</li> </ul> </li> <li>•</li> </ul>
Aspire:	<ul style="list-style-type: none"> <li>• To have definitions that we can all agree upon</li> <li>• Strategically using resources for identified needs is fiscally sound. Some students bring barriers to school with them and they may need different resources to overcome them</li> <li>• Student success depends on support as well as expectations and accountability</li> <li>• The great virtues and promises of our founding will be taught again to inspire all.</li> <li>• Provide excellent education</li> <li>• Provide for all students to feel successful.</li> <li>• Provide challenging programs.</li> </ul>

- FCA chapter started
- Structured assessment will yield better outcomes for students.
- Bias and barrier free education
- We want to help students reach their potential but equal outcomes is illogical because student potential varies significantly
- Starting a FCA (Fellowship of Christian Athletes) Chapter at KASD
- An educational structure that is fair and just for all individuals
- Address barriers to learning and participation
- Encourage, support, and expect high academic achievement and excellence from each student
- Remove barriers and improve outcomes
- Educational equity for all students
- Never assume anything about a person or something that could or could not happen.
- All students encouraged -
  - Pursue their goals and interests without regard to biases and other barriers.
  - Enroll in challenging programs.
  - Participate in school activities and interscholastic athletics.
- Services that reflect an appreciation for the diverse cultural perspectives
- All students ... encouraged and provided opportunities to
  - Pursue their goals and interests without regard to biases and other barriers
  - Enroll in challenging programs
- High achievement and excellence from each student
- We identify any areas where kids are being mistreated or policy is failing and fix existing policies
- Follow current policies
- Aspire to all I agree with
- All students shall be encouraged to pursue goals, interests without regard to barriers
- All students should be provided equitable access to materials...that reflect an appreciation of diverse cultural perspectives, identities
- Provide equitable access to resources
- Students should be supported via high aspirations and challenging programs.

## **Small Group Topic #5**

### **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]

### **FAIRNESS 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 a fairness lens.

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

### **WELCOMING AND INCLUSIVE ENVIRONMENT**

Assumptions:	<ul style="list-style-type: none"><li>• This inclusion of diverse people is not currently happening</li><li>• Are we not looking at data currently?</li><li>• Are we not in tune to anecdotal information?</li><li>• What fairness is - very subjective</li><li>• We need this <u>policy</u>!</li><li>• Doesn't the anti-bullying policy take care of most of this?</li><li>• You'll answer the community questions</li><li>• Who "models culturally proficient practices"?</li><li>• That the data required is available and easily collected</li><li>• Equity and analysis tools - That all know what this is and how to</li></ul>
--------------	--

select and implement it

- Partnership - The district will be able to effectively communicate this call for participation to the ENTIRE community and that the community will be responsive
- Did you include diverse group of people in the process of creating this policy? It's important!
- What is meant by inclusive and bias-free culture?
- How will the board strive to create this environment?
- How will discourse be handled?
- What do you mean by empower?
- Definitions keep changing
- How will these paths be chosen?
- How is data being collected?
- What tools will be used to analyze data?
- What specifically will data be used for?
- What will the district do once the policies have been reviewed?
- Sounds like equity solves everything - where is equality? Do present policies cover all of this?
- Data focused - anecdotal information from students and staff. How do you eliminate or decrease the bias in this information
- Fairness lens - what does this mean? Fair is different to different people
- Data focused - person aggregating data is using a program?
- Every person brings value regardless of income, color, etc, and their perspective can help create a more effective educational experience for all
- We don't currently have a welcoming environment
- Every person and perspective deserves respect
- Bias-free is possible
- Underrepresented groups would not be welcome without this policy
- Anecdotal data will be accurate and unbiased
- Fairness lens - fairness means the same thing to all stakeholders
- SD goal is to create a culture/environment which is welcoming to all families, students, and community members
- To achieve goal they will utilize opportunities offered, dialogue and resource both local/non-local
- They will review success/failure with data collection/review
- They will provide staff education/policy development based on data as able
- Welcoming/inclusive environment is desirable
- Both systematic and anecdotal data are useful
- Demographic categories input student's experience
- Inclusion of diverse experience in education is positive
- There's a chance that our school culture might not be welcoming, inclusive, and bias-free if we don't make a conscious effort to create that culture and environment
- Data (including anecdotal data) - can help us see patterns that might not otherwise be obvious
- We don't already welcome all students!
- WHY IS THIS NEEDED?
- That the district exists to serve the needs of all children of the community
- That information gathering will aid in serving the needs of the students.



	<ul style="list-style-type: none"> <li>• That the students of the district represent a span of backgrounds and needs</li> </ul>
<p>Agree:</p>	<ul style="list-style-type: none"> <li>• Respectful and civil discourse</li> <li>• This is something our district needs to work on</li> <li>• Currently some people feel unwelcome</li> <li>• Students need to learn how to have respectful and civil discourse</li> <li>• Schools need to make it a welcoming inclusion and bias for culture</li> <li>• Data must be basis for identifying, assessing, and mitigating inequalities</li> <li>• Review of policies, practices, etc should be a continuous and iterative process</li> <li>• Welcoming and inclusive environment</li> <li>• "Data focused"</li> <li>• There needs to be a welcoming and inclusive environment</li> <li>• District needs to provide courses to its community as it needs them</li> <li>• Initial data collection is important</li> <li>• Outside perspectives are valuable</li> <li>• Policy should be reviewed and improved on a regular bases</li> <li>• Meet the needs of students</li> <li>• Welcoming and empowering students and families - but what does that look like?</li> <li>• To include experts in this field to assist district</li> <li>• We should strive for a welcoming bias-free environment</li> <li>• What's here</li> <li>• All members should feel welcome</li> <li>• Community involvement is important</li> <li>• Fluid model should be utilized - allow for growth/changes based upon data</li> <li>• Welcoming environment</li> <li>• Inclusive environment</li> <li>• Responsive to diversity of students</li> <li>• Data-focused and informed</li> <li>• District should assess progress</li> <li>• I definitely want the district to create a welcoming, inclusive, and bias-free culture and take steps to make sure we're always doing that!</li> <li>• Consciously striving to include all members of our community is an extremely important value to me.</li> <li>• Data analysis isn't the <u>only</u> way to understand a community or organization, but it's a really helpful tool for identifying patterns we might not otherwise see - a data-focused approach feels like an important component of any plan to make the district fair and equitable.</li> <li>• That identifying and serving the needs of the students is the foremost mission of the school district</li> <li>• That using data and information from multiple sources will strengthen the ability to identify student needs</li> <li>• That the students represent a wide range of needs based on resources and abilities.</li> <li>• KASD already gives every child an equal opportunity no matter the background of the child or the skill level</li> <li>• That all students and employees should be treated the same, no matter what their background is</li> </ul>

	<ul style="list-style-type: none"> <li>• Kutztown district already provides for gifted and special needs kids</li> </ul>
Argue:	<ul style="list-style-type: none"> <li>• <i>Partners</i> - criteria to choose these? Who chooses?</li> <li>• What are these equity analysis and auditing tools?</li> <li>• Please define "fairness" in objective black and white terms so it can truly be assessed</li> <li>• Definition list needs to include: <ul style="list-style-type: none"> <li>◦ Diversity</li> <li>◦ Other underrepresented groups</li> <li>◦ Culturally proficient practices</li> </ul> </li> <li>• "Equitable educational outcomes"</li> <li>• Why is this data focused?</li> <li>• Who decides what is fair? You have activist teachers who think they are being fair</li> <li>• You have a Spanish teacher asking students their sexual preference and preferred pronouns - why?</li> <li>• District does not allow for dialogue</li> <li>• Disagree that all of the data is easily collectable and accurate</li> <li>• Policy as written focus too much on quantitative data - qualitative data is also important but not clear from current policy how this will be collected or what this will entail</li> <li>• Equity of opportunity vs equity of outcome - equity of opportunity ensures all students have a fair base footing. We cannot expect or insist equity of outcome</li> <li>• Add LGBTQ+ group and religion to partnership and inclusion</li> <li>• Put a time stamp on "fairness lens". How often is this review done?</li> <li>• Explain qualitative data and how that would be collected and reviewed.</li> <li>• Civil discourse doesn't always occur</li> <li>• How will this be handled?</li> <li>• This section lacks clarity</li> <li>• Why is anecdotal information only being collected from teachers and staff?</li> <li>• What is the goal of 809?</li> <li>• With CRT/equity/diversity/race embedded here, how can it have positive results?</li> <li>• What are outcomes/consequences for those not being respectful and civil interactions for students/staff?</li> <li>• Who determines this?</li> <li>• If educational equity means equal opportunity, i agree. If it means equal outcomes, that is not human, its machine.</li> <li>• Be careful not to overly analyze - however, data (both formal and informal) can be very helpful</li> <li>• Equitable educational outcomes: Does this mean identical proficiencies or general access to opportunity?</li> <li>• Data collector can be biased</li> <li>• Can the data be disaggregated with such small sample sizes?</li> <li>• No specific arguments</li> <li>• Defining what "educational equity analysis and auditing tools" means</li> <li>• Kutztown has always been welcoming to any students.</li> <li>• This is a solution looking for a problem.</li> <li>• Why would any "partners" be needed to help welcome any students?</li> </ul>

	<ul style="list-style-type: none"> <li>• Not sure if this is implying that anecdotal evidence will be equally weighted with other data?</li> </ul>
<p>Aspire:</p>	<ul style="list-style-type: none"> <li>• To empower members of all groups, especially those that are underrepresented</li> <li>• To welcome and accept people from all groups equally</li> <li>• To collect data to ensure that education is equitable</li> <li>• Define "equity"</li> <li>• Get rid of this policy emphasizing "equity" - not defined</li> <li>• Define "fairness lens"</li> <li>• Please use verbs in these objectives that are able to be definitively analyzed (ie: change "strive" to "The district will ..."</li> <li>• What does welcome look like</li> <li>• What does empower look like</li> <li>• Include all families who walk through the door for the child's education</li> <li>• Should have a team and process that will be able to collect the needed data and perform the needed analysis to effectively identify and mitigate inequalities</li> <li>• Hope for a truly more welcoming educational environment - especially for non-neurotypical students (from person experience much improvement o this is needed)</li> <li>• Move forward with implementing this policy. It is important despite pushback from certain individuals</li> <li>• Many people agree with this policy but aren't showing up and being loud.</li> <li>• To keep freedoms and liberty - 809 fails this</li> <li>• Students recognize inclusivity in all its forms will benefit their community and aid them in future working environment</li> <li>• Beginning of year assembly - age appropriate, outlining inclusive environment for students to make all feel welcome</li> <li>• Standard use of inclusive pronouns</li> <li>• A school district that welcomes all students and their families</li> <li>• Support for students facing systemic discrimination</li> <li>• A policy that is adjusted in accordance to what is happening in schools</li> <li>• Data collection that is valuable and accurate</li> <li>• Partnerships with outside experts that benefits students and their families</li> <li>• Accurate understanding of inequities that occur in the district</li> <li>• Conversation that inspires positive change</li> <li>• Conversation based on facts rather than malice</li> <li>• No student is pre-judged by income, color, disability, etc. all students are given equal opportunity to reach the level of their potential, not the level of another student's potential</li> <li>• We work hard to identify, reduce, and eliminate any barriers to students potential within reasonable budgetary restraints</li> <li>• Respectful and civil discourse and interactions</li> <li>• Data-focused decisions</li> <li>• Partnerships with "experts"</li> <li>• To make all feel included and represented in the educational system, and to ensure that the educational system is free of bias, whether conscious or unconscious.</li> <li>• All members of the community should feel welcomed</li> <li>• Active demonstration of this needs to be completed. Dialogue,</li> </ul>

	<p>actions, etc.</p> <ul style="list-style-type: none"><li>• Use of data and feedback needs to be utilized in order to allow for improvements and to identify Positives and Failures</li><li>• Community and student involvement is vital</li><li>• Everyone is welcomed no matter of background, student, race, orientation, identity, etc</li><li>• As long as children are taught to respect one another as they have been.</li><li>• To create an environment where all students have the opportunity to learn to their fullest potential. This includes programs already in place, and allows for on-going conversations about needs that may arise as our district grows and changes. The goal should be that students can feel safe and that they can feel that their opinions are valued and voices are heard as well.</li><li>• Education that services the needs of all students and identifies barriers such as hunger, lack of resources, special needs, etc. that might interfere with a student's ability to succeed</li></ul>
--	--

## **Small Group Topic #6**

### **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.

### **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 district employees from diverse backgrounds.
3. Actively recruit and/or promote highly qualified candidates who are committed to the equitable delivery of education.

### **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.[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.

### **CULTURAL PROFICIENCY**

Assumptions:	<ul style="list-style-type: none"><li>• Employees need and deserve ongoing training to succeed at providing the best possible school and community</li><li>• Even employees who have lots of training and experience can benefit from professional development</li><li>• A diverse cultural perspective includes <u>of color</u> (not white)</li><li>• Students identity is based on the liberation of "cultural norms". So to identify as a male but you have female parts, you are being oppressed. Oppressors are those who perpetuate that "norm"!</li><li>• The KASD is not fair or respectful</li><li>• The district's current policies are not fair and respectful of students needs.</li><li>• The district currently discriminates and has bias towards students and employees</li><li>• The district is not currently student-centered and does not meet student needs.</li><li>• District should promote fairness and respect. Curriculum should be reflective of society without bias.</li><li>• To accomplish goal, district needs to be active in promoting an</li></ul>
--------------	--

unbiased employment process

- Needs to promote Professional Development
- Equitable delivery of education as defined by political left
- Statism is our preference without evidence of that
- Cultural proficiency: "Instructional material" provided... Where is this instructional material coming from? Who is the author of this material? What are the author's world view and so the assumption is on material provided, and the foundation of their premises of that material? And all is continued against the assessments promoted teaching - to this assumed diverse culture.
- Workplace diversity?
  - Wouldn't this be something that's being done without policy already?
  - Isn't there already state and federal policy that already exists?
- They have a wind on into the mind of the people studied. The result vagueness.
- There is an inherent flaw or failure in the first place with no evidence of it?
- I want someone speaking to my child about gender identity.
- Diverse cultural perspectives and identities of students and their families
- Where is free speech?
- Who decides what is bias?
- Highly qualified candidates
- Does society or God's moral character
- Hitler's society?
- There will be consensus among the Board and within the district as to which materials and practices are responsive to diverse perspectives
- There is sufficient budget to provide necessary professional development
- Fairness and respect (definition?)
- Existence of distinctive contributions of diverse society
- All community members value hiring of staff that reflect racial diversity, etc.
- Believe of all involved that social-emotional learning and mental health are necessary to create good learning environments
- Materials - budget available to obtain desired goals
- Recognition of identity of students and families
- Unclear there's agreement on "discrimination and bias"
- No definition of equitable txt.
- For keeping fairness in employment? Has there not been fairness and respect? Im assuming there hasn't been in the past.
- There's not a fairness for all students?
- That exposing students to a diversity of perspectives, cultures, and ideas strengthens their education and critical thinking skills
- That striving to eliminate bias in hiring is desirable
- That continuing education and professional development for educators is desirable
- These things (fairness and respect in hiring) are not already happening
- We have a diverse population of learners
- Does 'diverse cultural perspectives and identities of students and their families' limit us to those found within KASD?

	<ul style="list-style-type: none"> <li>• Can we assume that folks understand the concept of fairness and respect?</li> <li>• In the statement 'the district shall provide...' how would it do so? Does one assume that teachers / staff / admins / board members would receive training to ensure that they are adequately providing what they intend to provide?</li> <li>• It appears to be promoting cultural awareness and understanding of own biases for teachers.</li> <li>• Is the Workforce Diversity statement separate from your Notice of Non-Discrimination?</li> <li>• The basic assumption is that the district needs to work on this.</li> <li>• It appears to promote the employment of diverse staff.</li> <li>• There is an assumption that stakeholders understand the concept of cultural proficiency beyond a superficial understanding of culture. When this happens and permeates teacher practice, it has the potential to cause harm by stereotyping and perpetuating a cultural group as a monolithic, caricatured trope.</li> <li>• Assume we know what diversity is...</li> </ul>
<p>Agree:</p>	<ul style="list-style-type: none"> <li>• The district's workforce should not only reflect all categories of diversity, but should also actively strive to make sure all its perspectives are heard, valued, and incorporated</li> <li>• Professional development is so important. Even the best-trained and most experienced teachers and administrators can and should keep learning, partly as a model for our students</li> <li>• District should promote fairness and respect</li> <li>• Continued promotion of professional growth should be continuous</li> <li>• Equity has accomplished main goal of <u>dividing</u></li> <li>• That the district responsibility is to "provide" due to the tax payer is providing the financial need, so the tax payer need to be the end decider</li> <li>• In having a stress free learning environment when there is no evidence to the contrary at KASD</li> <li>• Employment process free of discrimination and bias</li> <li>• Pretty much whole section</li> <li>• Maintain an employment process that is free of discrimination and bias</li> <li>• Reflect the distinctive contributions of a diverse society</li> <li>• Professional learning shall foster...as policy states.</li> <li>• District should promote fairness and respect</li> <li>• Maintain process of hiring free of discrimination and bias</li> <li>• Employees should look for barriers to learning</li> <li>• Yes, there needs to be a policy in place</li> <li>• That the district is changing and evolving</li> <li>• That presenting a variety of perspectives and ideas enriches the education of our children</li> <li>• That both implicit and explicit bias exists and affects both student learning and hiring</li> <li>• Curriculums should include distinctive contributions of a diverse society</li> <li>• Professional development should help teachers pay attention to the needs of their diverse learners</li> <li>• Importance of identifying barriers to hiring equality candidates</li> <li>• Professional development should foster skills/knowledge/beliefs to cultivate equity - ie: importance of reflecting contributions,</li> </ul>

	<p>fostering skills to enhance cultural proficiency/soc-emotional learning/mental health</p> <ul style="list-style-type: none"> <li>• Cultural proficiency statement</li> <li>• Workforce diversity items 1, 2, and 3</li> <li>• I agree that cultural awareness is essential in any school/community.</li> <li>• Agree that process should be free of bias.</li> <li>• Addressing barriers might mean contacting historically black colleges to recruit grads there'</li> <li>• I agree with the concept of cultural proficiency as presented, however there are certain elements that seem to be missing and thus, it is a bit underdeveloped (many in the argue section?)</li> <li>• I agree that children flourish when they feel represented by staff, posters, school environment and the like.</li> <li>•</li> </ul>
Argue:	<ul style="list-style-type: none"> <li>• Equitable delivery of education - who decides equitable? Equity is an ideological construct of the political left.</li> <li>• Professional development - NEA has embraced CRT. CRT came out of Columbia University and is pervasive.</li> <li>• Creating workforce diversity just because and not hiring on qualifications, but using race as an example to diversify</li> <li>• There are no guidelines for how to carry out the process/identify barriers that exist</li> <li>• Are best hiring practices not being utilized?</li> <li>• That this program is needed at all - we are an award winning district.</li> <li>• If we're an award winning district, why is this needed?</li> <li>• What proof of unfairness is the educational/hiring processes exist?</li> <li>• From reading, writing, arithmetic to mental health, worldwide the USA is low in skills</li> <li>• Look at professional learning vs professional development</li> <li>• Explain with examples why this policy is needed</li> <li>• Kutztown is a Blue Ribbon top merit school. Why is any of this going on? What is the pushing factor?</li> <li>• Does Kutztown not already follow these guidelines for workforce diversity and professional development?</li> <li>• Curriculum refers to the materials taught... how do you mean curriculums that promote fairness?</li> <li>• Don't we already have laws making it illegal to not hire someone based on race, gender, etc.?</li> <li>• Kutztown not that diverse</li> <li>• Is it possible to consider individual needs of students</li> <li>• The policy doesn't emphasize enough that it's a connector of existing policies</li> <li>• "Fairness"... what are we trying to say? Are we trying to avoid use of the word equity and equality?</li> <li>• District needs to be responsive to the cultural perspectives of the world around us, not just the current families and students.</li> <li>• It does not specifically state that teachers will be asked to reflect on their own biases and how they respond to students based on their biases.</li> <li>• I agree with the sentiment of Workforce Diversity #2. However, I would argue that many institutions have such language in place, yet other policies are antagonistic to such endeavors.</li> </ul>



	<ul style="list-style-type: none"> <li>• Cultural Proficiency statement and Professional Development section... I would argue they should be combined.</li> <li>• If a position is reserved for a minority it should be explicitly mentioned in the job description. I have seen situations where applicants time has been wasted, (Not at Kutztown Area district)</li> <li>• Professionals of Color and students of color - not minorities, friendly amendment - I agree with above but would urge the district to seek cultural competence in hiring, not just hiring to check a box.</li> </ul>
Aspire:	<ul style="list-style-type: none"> <li>• Education to be neutral and unbalanced that is <u>data</u> driven. Not a tool for political activism.</li> <li>• Teachers should promote fairness, respect in all aspects of their day</li> <li>• Professional development including identifying underperforming areas of success is important</li> <li>• Hiring practices should be reviewed on an ongoing basis in order to provide the best staff to promote our children’s education</li> <li>• Excellence is what we should aspire to achieve. There is no equity.</li> <li>• The school district believes this policy will correct all of their current problems.</li> <li>• Use common sense, “treat others as you’d like to be treated”.</li> <li>• Provide children what is needed to succeed</li> <li>• Hire/promote staff that encourage cultural awareness /diversity/alt. ideas/differing life experiences</li> <li>• Diversity of families/community members are represented and respected as well as “global environment”</li> <li>• Employment process free from discrimination and bias</li> <li>• Notorly reflective of the district and its families but also the global environment students will be entering</li> <li>• Advocacy around policies outside of school that impact what and how we serve students</li> <li>• Reflect the distinctive contributions of a diverse society</li> <li>• Honor all learners through professional learning that fosters cultural understandings - social and emotional learning and mental health and a student-centered learning environment</li> <li>• To elevate importance of cultural workforce and professional development</li> <li>• To improve success teachers</li> <li>• To quality education that serves the needs of all students in the district</li> <li>• To enrich their experience and understanding of a variety of perspectives and ideas</li> <li>• Hire the most highly qualified individuals regardless of race, gender, age, religion, athletic ability</li> <li>• Help teachers learn how to break down barriers that students have (language, socio-economic, etc)</li> <li>• The concept of cultural proficiency should bleed into the section on professional development. I hope that KASD aspires to understand that an understanding of cultural proficiency is related to the systemic work of navigating barriers.</li> <li>• KASD should aspire to make the school environment safe for students as the feeling of safety and belonging are essential to learning. A large part of building safety and sense of belonging is to create an equitable community that is aware of the diversity of</li> </ul>

	<p>students and staff and embraces that diversity.</p> <ul style="list-style-type: none"><li>● It would be great if there was some affordable housing in Kutztown, maybe this is beyond the scope of the school district, so that minorities would have more options to move here.</li><li>● Carrying on from my 'Argue', when considering workforce diversity, strategies need to be intentional. For example, in what venues is a job posting for a teacher being posted?</li><li>● Creating a more inclusive community (I'm sure you've seen the number of confederate flags around these parts...) would make this area more attractable to communities of color - thus this work being done by the district is good for so many reasons.</li><li>● Team member shared resource: <a href="https://www.basdschools.org/viewbook">https://www.basdschools.org/viewbook</a><ul style="list-style-type: none"><li>○ From my past discussions with their superintendent, Dr. Roy, this viewbook has been useful for new families looking to move to the district, community partners, and new professionals from outside of the area that have been hired to the area to local corporations/colleges-universities, etc. who may not have children yet but are looking for information about the school district.</li></ul></li></ul>
--	---