

Juneau School District

EQUITY STANDARDS

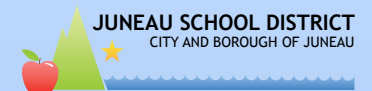
Workbook

*“Every student deserves
the opportunity to
learn in a world-class
educational setting that
is respectful and free
from bias.”*

*The Board champions
the dignity and
worth of all people
and recognizes that
identification and
removal of systemic
barriers are essential
to achieving equity in
education.”*

—JSD Equity Policy 1265

**Each One,
Every One**



May 2013

“In America, we believe that fate is not fixed by the circumstances of birth. The surest guarantor of this ideal is educational opportunity—the birthright of each and every child. For so many children today, and many more to come, these American values are made hollow by our failure to ensure equity and excellence throughout our system of public education. For each child, only health and the love of family are more important. Our nation as a whole faces few challenges so critical or so fundamental: achievement gaps weaken the country internationally, economically and morally.”

“For Each and Every Child: A Strategy for Education Equity and Excellence Report”, February 2013



Introduction of Workbook (DRAFT):



This work is a reformatting of the Juneau School District Equity Standards

which the Board of Education added to the equity policy and regulations in December, 2012. It is designed to use as a tool in the process of doing an equity analysis for various situations, scenarios and purposes. To complete an Equity Analysis:

1. Identify the standard and sub-topic applicable to the scenario you wish to analyze.
2. Describe the scenario in the left upper corner of the page.
3. Rate the scenario 1, 2, 3, or 4.
4. If the scenario is lower than a 4 “Expected”, decide what actions will be taken as a result of knowing how the given scenario measures against established expectations.

Recent History

The original Equity Committee grew out of a 2004–2005 school-community task force that focused on how to ensure that enrollment in optional programs was equitable. During 2004 and 2006, when the district hosted biennial school-community strategy groups, the Strategy II committee focused on Alaska Native student success. Strategy II included participants who became part of the original Equity Committee, formed in 2006 under the leadership of then Superintendent Peggy Cowan. Many of the original group participated in training with equity consultant Enid Lee in Boston in 2007; in 2008 and 2009, Ms. Lee traveled to Juneau to conduct staff training on equity factors and to model school equity audits. In spring 2008, the Equity Committee presented a draft standards “matrix” to JSD administrators. These standards then went out for public comment during SY2009–2010 and then reviewed by an expanded Equity Committee in June, 2009. Under the current leadership of Superintendent Glenn Gelbrich, Assistant Superintendent Laury Scandling and the Equity Committee worked on drafting policy, regulations, and standards, which typically involved monthly meetings during evenings, weekends, and summers. BP1265 was adopted by the Board of Education in November, 2010; regulations were added in February, 2011, and the standards were added in December, 2012.

Meeting dates: 2009: June 23–24 (all day), Nov. 18, Dec. 15; **2010:** Jan. 13, Feb. 10, Mar. 9, Mar. 30, April 17, April 24, May 8, May 15, Oct. 27, Nov. 17; **2011:** Feb. 26, Mar. 9, April 9, May 7, Aug. 15, Sept. 10, Oct. 1, Oct. 15, Oct. 29; reviewed by Cabinet, Nov. 14; and, in **2012**, by Administrative Council, Jan. 25; public comment meeting Feb. 3; reviewed by Board of Education in work session Feb. 7; reviewed by Cultural Para-Educators

Mar. 6; continued review and revision by Equity Working Group Mar. 10, June 15 (all day), July 25 (all day), Sept. 8, Sept. 15, Sept. 28, Oct. 8, and Oct. 20. Every feedback comment has been documented and discussed by the Equity Working Group (see related document).

Original Equity Committee (formed 2006): Ronalda Cadiante-Brown (former principal, YDHS; now UAS PITAAS director), Barbara Cadiante-Nelson (SHI Education Dpt. Director); Sally Donaldson (counselor DHMS), Rhonda Hickok (former OIS coordinator; now AP, TMHS), Fred Hiltner (former teacher, Harborview), Alberta Jones (former OIS coordinator; now UAS Assoc. Prof), Angie Lunda (former principal, Gastineau; now Hoonah superintendent), Haifa Sadighi (former ESL coordinator; now AP, FDMS, continued through 2012), Cinda Stanek (former teacher, Gastineau), Dale Staley (APJDHS; now DHMS), Charla Wright (former assistant superintendent), Carmen Katasse (former principal, Riverbend), Peggy Cowan (former superintendent).

Additional Contributors, 2009-2012: Ryan Alsup (Principal, JDHS), Barbara Arena (former sped, GV), Patti Bippus (former principal, TMHS), Ann Boochever (AB), Barbara Cadiante-Nelson (JSD Native Student Success Coordinator), Cory Crossett (4–5–6 teacher, Montessori), Brenda Edwards (teacher, TCLL; now GST principal), Pam Garcia (instructional coach, AB), Kristin Garot (teacher, TMHS), Josh Jackson (teacher, HV), Mischa Plunkett Jackson (Johnson-O’Malley, JDHS), Sheila Keller (teacher, JCCS), Dan Larson (principal, TMHS), Sarah Marino (principal, YDHS), Andra Martin (cultural para, RV), Anya Van Dort Nelson (former cultural leadership teacher, DHMS), Laury Scandling (assistant superintendent), Hunter Silides (former teacher, TMHS), Brita Steinberger (sped teacher, YDHS), Lorrie Wright (specialist, MRCS), Barbara Thurston (now JSD BoE Director).

Additional collaborators, 2013: Frank Coenraad (UAS Recruitment & Retention Specialist), Paul Berg (GHF Curriculum Specialist, JYC Teacher), David Katzeek (GHF Tradition Bearer).

School Board Members: (2010-2013) The Juneau School District Board of Education members contributed to the development and passage (adoption) of BP1265, standards and regulations. Members: **Phyllis Carlson** (member 2010-2013), **Mark Choate** (member 2010-2012), **Ed Flanagan** (clerk 2010-2011), **Sean O’Brien** (member 2011-2012, vice president 2012-2013), **Kim Poole** (member 2010-2013), **Sally Saddler** (president 2010-2013), **Destiny Sargeant** (member 2012-2013), **Andi Story** (vice president 2010-2012, clerk 2012-2013), **Barbara Thurston** (member 2010-2013), **Lisa Worl** (member 2012-2013).

Preamble



Standards make “actionable” the Juneau School District’s beliefs about and commitment to equity

as stated in BP1265. These standards are linked to the intent and language of BP1265, adopted November, 2010, that defines “(e)quity in education (as) the deliberate act of providing resources and opportunities – both educational and co-curricular – to assure that all JSD students develop the academic and social-emotional skills to be successful.” The standards and indicators are intended to make measurable and objective that which is set in policy. **Equity and the standards that make it concrete must be part of the district’s identity and daily conversations.**

Equity cannot be based on an “endogenous” theory that posits that those not experiencing success are to blame for their deficiencies. These standards are based on an asset model that builds on and supports high expectations for staff and students. These standards are intended to be a living set of guidelines that can be changed and revised as needed. These standards state expected behaviors and practices

of those persons who work for the Juneau school system. Ultimately, as the policy states, it is the responsibility of the Board to hold itself and the Superintendent accountable to assure appropriate and effective implementation of these standards through systemic and systematic processes, such as targeted professional development, school and district improvement plans, principal observation and feedback, and staff evaluation.

The development of these standards has drawn from and been informed by: the initial draft equity matrix developed in 2008 by the original equity committee (which was formed in 2006); subsequent stakeholder feedback; the University of Washington Center for Educational Leadership Five Dimensions of Teaching Framework; the Alaska STEPP school evaluation tool and process; the state Cultural Standards for Alaska Educators (adopted June, 2012), the state-approved guides, “Culturally-Responsive Teachers,” “Culturally Responsive Schools,” and “Culturally Responsive School Boards;” “and the text Using Equity Audits to Create Equitable and Excellent Schools,” (Skrla, McKenzie, Scheurich, National Association of Secondary School Principals).

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Standards Structure



The standards are linked directly to and organized, in order, according to the components in BP1265. There are eight domains, each with sub-topics and indicators. It is intended that all indicators be observable, concrete, measurable, and over which the district has control. The standards are progressive across a four-point scale, 1-4. If an indicator is deemed in the unacceptable range of 1) “little or no development,” it is expected that immediate action will be effected by those who have the power to do so to improve that practice. There is no “exceptional” or “exemplary” category; JSD will be a world-class district only when equity is the expected norm in all parts of the system.

The pertinent language from which the standards are drawn, follows:

*“... the **Board** ... and its **employees** (are) accountable in developing and sustaining an educational system that reduces and eliminates discrimination, in intent and in results. ... (with) **resources** and opportunities - both educational and **co-curricular** ... (and a) regular cycle of review **using data** to identify and eliminate educational barriers that impact students (with) specific attention to educational **policies, regulations, programs, curricula, instruction, and practices.**”*

Thus, these standards address:

- I Board**
 - A. Hire and Evaluation of Superintendent
 - B. Committee or Task Force Formation and Facilitation
 - C. Conduct of Board Meetings
 - D. Budget Process
 - E. Policies and Regulations
- II Employees**
 - A. Professional Development
 - 1. New Staff Induction
 - 2. Ongoing Professional Development
 - B. Hiring
 - C. Evaluation
- III Resources**
 - A. Funding and People
 - B. Facilities and Technology
 - C. Materials and Equipment
- IV Co-Curricular**
 - A. Climate
 - B. Involvement
- V Programs**
 - A. Access
 - B. Review, Modification, and Development
 - C. Optional Programs
- VI Curriculum**
 - A. Review and adoption
 - B. Materials and content
- VII Instruction**
 - A. Classroom Instruction
 - B. Assessment
- VIII Practices**
 - A. Communications and partnerships
 - 1. With families
 - 2. With community

Note references from Equity Standards

+ When “broad” or “a variety of stakeholders” or “school community demographics” are referenced, the following groups or parents and families of such students are intentionally included: special education, low income, Indian Studies, Site Councils, cultural and community organizations, such as Native, Filipino, Hispanic, and Pacific Islander, and other ethnicities that may be represented amongst the student population.

*Language directly from new Certified Staff Evaluation System, 2011-2012

** University of Washington, Center for Educational Leadership, Five Dimensions of Teaching and Learning

*** Original equity matrix, 2008

I. Board of Education

A. Hire and Evaluation of Superintendent

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	The process to hire the superintendent is closed to the public	The process to hire the superintendent includes some time for the community	The process to hire the superintendent includes multiple opportunities for public involvement and feedback	The process to hire the superintendent deliberately includes a variety of community members representative of the school population The job description for and evaluation of the superintendent explicitly describe that the position is accountable for using data to identify and eliminate educational barriers (per BP1265)
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

I. Board of Education

B. Committee or Task Force Formation and Facilitation

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	<p>There is no community representation on Board committees or task forces</p> <p>There is no effort on the part of Board committees or task forces to seek internal or external input</p>	<p>Sometimes there is community representation, but participants are not representative of the school community</p> <p>Board committees or task forces are inconsistent in seeking input</p>	<p>There regularly is community representation on Board committees or task forces, but representation is not always diverse</p> <p>Board Committees and task forces regularly seek internal and external input, but not from diverse groups</p>	<p>Board committees and task forces always are as representative of school community demographics+ as is practicable as a result of systematic intentional solicitation of community members with specific skills, experiences, or perspectives+</p> <p>Such groups meet at times that accommodate typical work schedules of external participants.</p> <p>Such groups provide three business days notice of meetings to a variety of stakeholders+</p> <p>Board committees and task forces actively solicit opinions and suggestions from district staff and from a broad range of other stakeholders+ on action items before they are presented to the Board of Education.</p>
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

I. Board of Education

C. Conduction of Board Meetings

EQUITY ANALYSIS

Describe Scenario/Rate

Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
1	2	3	4
Unacceptable. Requires Immediate Action	Needs Improvement	Progressing	Expected
<p>No training of new Board members occurs</p> <p>(Public notice is required by law, so must occur at least 48 hours in advance)</p> <p>No equity analyses or discussions are part of Board deliberations</p> <p>The Board conducts no work sessions; all significant, non-routine items are considered only through a formal Board process, with only one reading at one formal meeting</p>	<p>New members receive some references related to, but no training occurs</p> <p>Notice occurs, but is not widely disseminated</p> <p>Equity analysis or discussion in Board deliberations is inconsistent</p> <p>The Board infrequently conducts work sessions on significant, non-routine items which often are decided during one formal meeting</p>	<p>New Board members experience equity training, but it is not timely</p> <p>Notice is disseminated, but does not include diverse stakeholders</p> <p>Equity analyses usually are part of Board deliberations, but not based on district data</p> <p>Most significant items are reviewed in a public work session prior to moving to formal Board consideration involving two readings</p> <p>The Board annually has on its agenda a review and discussion associated with the so-called "achievement gap"</p>	<p>All new board members participate in equity training within 90 calendar days of the municipal election</p> <p>Agendas and Board materials are disseminated at least three business days preceding Board meetings to a variety of stakeholders, such as parent groups, Indian Studies parents, Site Councils, cultural and community organizations</p> <p>Action items before the Board always include an equity analysis based on district equity standards and related data if the item is addressed by such standards.</p> <p>Prior to formal Board consideration, all significant, non-routine initiatives, plans, and proposals are reviewed by the Board in an informal public work session to which diverse stakeholders+ have been invited</p> <p>The Board has on its agenda at least quarterly a review and discussion of factors associated with the so-called achievement gap***</p>

Examples of Performance/Equitable Outcomes

Describe Actions to meet expectations (4)

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I. Board of Education

D. Budget Process

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	No public members are included in the budget process Budget discussions or proposals do not consider equity-related data	A few community members contribute to the budget process, but they are not representative of the school community Occasionally, budget considerations cite equity-related data	Diverse community members contribute to the budget process, but are not part of the budget committee Equity-related data usually are considered during budget considerations	Budget deliberations formally involve diverse community contributors+ who, through district efforts, become knowledgeable about budget allocations, processes, projections, and associated data Equity standards inform every aspect of the budget process, and allocations are made in consideration of students' academic and social-emotional needs, as evidenced, where possible, by data There is a specific, sustained line item in the budget to support equity implementation and efforts
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

I. Board of Education

E. Policy and Regulations

EQUITY ANALYSIS

Describe Scenario/Rate

Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
There is no equity analysis applied in consideration of policies and regulations	Board members are not united in their expectations of equity, so when such an analysis is attempted, it is not fruitful	Board members' develop a shared understanding of equity, but application of an equity analysis in developing and reviewing policies and regulations is inconsistent	Policies and regulations to be considered by the Board include an equity analysis based on district equity standards, about which the Board has been trained and has developed a shared understanding. As current policies and regulations are modified or reviewed, each is evaluated against district equity standards.

Examples of Performance/Equitable Outcomes

Describe Actions to meet expectations (4)

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II. Employees

(See BP1260, Affirmative Action)

Definition:

Those whose regular wage is paid for by the JSD

A. Professional Development – 1. New Staff Induction

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	No district assessment of incoming teachers' and staff understanding of equitable practices education occurs.	District assesses incoming teachers', administrators', and staff understanding of equitable practices	District assessment of incoming teachers, administrators, and staff understanding of equitable practices consistently occurs; related training is available Orientation includes overview of district equity standards and of the Alaska Cultural Standards for Educators	The district assesses the level of cultural sensitivity and understanding of equitable practices possessed by all incoming teachers, administrators, and staff Orientation and mentoring of all new staff immediately provide training in district equity standards, equitable practices (particularly related to instruction), and to the Alaska Cultural Standards for Educators All new certified staff will know where to locate and how to use district-provided and community-based resources
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

II. Employees

A. Professional Development – 2. Ongoing Professional Development

EQUITY ANALYSIS

Describe Scenario/Rate	EQUITY ANALYSIS			
	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	District offers no training related to eliminating racism, to equitable practices, or to culturally-relevant and responsive practices and curriculum	There are infrequent trainings related to eliminating racism, to equitable practices, or to culturally-responsive practices and curriculum; there is no follow-up to determine if such equitable practices are being used; fewer than half of the teacher and administrators have participated in such trainings in the past two years	Professional development opportunities related to anti-racist, equitable, and culturally responsive instruction and practices, and the impacts of trauma, recent, historic, and inter-generational, are offered occasionally, but training is not differentiated or ongoing; at least half of teachers and administrators have participated in such trainings in the last two years Supervisors observe for the implementation of such practices, no feedback is provided to the employee as part of the evaluation process	The District initiates and/or provides ongoing, easily accessible, differentiated professional development in the concepts, knowledge, behaviors, and actions associated with equity as defined by BP1265, associated regulations and standards, and particularly including impacts of trauma, both recent, historic, and inter-generational, as well as anti-racist and culturally-responsive instruction and practices All staff are provided and participate such training at least biennially. All staff will know where to locate and how to use district-provided and community-based resources related to equity and culturally-responsive and place-based teaching Special education staff are trained biennially on how cultural and linguistic differences impact assessment and the use of culturally-appropriate test instruments and procedures Supervisors observe whether such practices are being implemented and provide feedback to employees as part of the evaluation process; the quality, consistency, and effectiveness of equitable practices are considered in retaining staff
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

II. Employees

B. Hiring

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	<p>The district fails to hire and/or retain minority staff; employee demographics do not reflect the student population</p> <p>No hiring committees include diverse community members</p>	<p>The district hires and retains some minority staff</p> <p>Some hiring committees include diverse community members</p>	<p>The district recruits, hires and retains minority staff; employee demographics do not reflect the student population, but there is steady progress in that direction</p> <p>All hiring committees make a deliberate effort to include diverse community members</p> <p>All hiring committees include some similar interview questions that have been externally vetted for being equitable</p>	<p>A vigorous recruitment program in close association with the state university system emphasizes outreach in Alaska; by 2020 the percentage of ethnically diverse employees doubles (from 6% to 12%) and continues to grow annually until diversity of employees is similar to the student body; student teaching placements are offered to diverse pre-service teachers from across Alaska</p> <p>HR systemically ensures that every hiring committee includes diverse community members</p> <p>All interview teams utilize and have been trained to use consistent interview questions and an interviewing process that have been externally vetted as to being equitable and culturally appropriate</p>
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

(*Language taken directly from new Teacher Evaluation instrument, 2011-2012)

II. Employees

C. Evaluation

EQUITY ANALYSIS

Describe Scenario/Rate

Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
1	2	3	4
Unacceptable. Requires Immediate Action	Needs Improvement	Progressing	Expected
<p>Parent and guardian feedback on teachers' practices not solicited</p> <p>Students frequently are treated with disrespect by school district staff, but this is not addressed in the evaluation process</p> <p>No acknowledgement or understanding by school staff of students' individual or cultural characteristics, nor is this addressed in the evaluation process</p>	<p>Parent and guardian feedback on teachers' practices inconsistently is solicited, but is not considered in teacher evaluation</p> <p>Students may be taught and treated with respect, but this perception is not supported by data nor addressed in the evaluation process</p> <p>Limited acknowledgement or understanding of students' individual or cultural characteristics, but this is not addressed in the evaluation process</p>	<p>Parent and guardian feedback on teachers' practices is solicited, but it is not representative of the school community nor consistently considered in teacher evaluation</p> <p>Students appear to be taught and treated with respect and some data or observations related to equitable practices are gathered and shared with the employee by the supervisor</p> <p>Acknowledgement and understanding of students' individual or cultural characteristics occur, but are not included in evaluation discussion</p>	<p>Parent and guardian feedback on teachers' practices consistently is solicited; respondents demographically represent the school community, and the feedback is considered in the evaluation process</p> <p>The supervisor requires from and provides to the employee data or observations related to equitable practices (such as referenced in the instructional and evaluation frameworks used by the district, and the Alaska Cultural Standards for Educators)</p> <p>Acknowledgement and understanding of students' individual or cultural characteristics are consistent practices of all school staff, as documented by the supervisor's observations and in the evaluation process</p>

Examples of Performance/Equitable Outcomes

Describe Actions to meet expectations (4)

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III. Resources

A. Funding and People

Definition
Tangible and intangible supports necessary to assure basic operating functions and effective systems that support teaching and learning
(See BP1260)

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	Resource decisions do not include consideration of data or of equity standards	Equity standards are considered as part of resource decisions	Equity standards and related data occasionally are considered in the allocation of funds and other resources Students and student sub- populations which demonstrate the greatest needs receive appropriate resources	All resource allocation decisions, including human and financial, are informed by data linked to the equity policy (BP1265) and related standards. The assignment of staff and allocation of financial and other resources are commensurate to what students need to make at least one year's growth in one year's time and those students who need "catch-up" growth receive the support to do so
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

III. Resources

B. Facilities (including Technology Infrastructure)

EQUITY ANALYSIS

Describe Scenario/Rate

Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
<p>Most students and staff experience poorly maintained facilities, in which a number of components are not functioning or not functioning well</p> <p>A system to determine allocation of resources related to maintenance and technology infrastructure does not exist</p>	<p>Most students and staff experience adequately maintained facilities, although parking or other accessibility issues are challenging</p> <p>Resource allocation related to maintenance of sites and of technology infrastructure is ad hoc and/or inadequate</p>	<p>All students and staff experience adequately maintained and functioning facilities which are mostly accessible</p> <p>A system to allocate resources to maintain sites and technology infrastructure is in place, but mostly reactive</p>	<p>All students and staff experience well-maintained, fully functioning, and easily accessed facilities.</p> <p>A system to allocate resources related to maintenance of sites and of technology infrastructure is transparent, consistent, and fair, based on a need; frequency and degree of allocation is regularized and responsive to need as demonstrated by data.</p>

Examples of Performance/Equitable Outcomes

Describe Actions to meet expectations (4)

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III. Resources

C. Materials and Equipment

EQUITY ANALYSIS

Describe Scenario/Rate	EQUITY ANALYSIS			
	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	Materials and equipment used by staff, teachers, and students are unusable, inappropriate, or outdated	Materials and equipment used by staff, teachers, and students are usable, but outdated or not reliable	Materials and equipment used by staff, teachers, and students are fairly recent, but no "refresh cycle" occurs or is funded	All necessary materials and equipment used by staff, teachers, and students are recent, appropriate, and fully functioning; a "refresh cycle" of review and funding is institutionalized and regular
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

IV. Co-Curricular

A. Climate

Definition:
The activities and interactions students experience within a school-sponsored setting, usually through voluntary participation

EQUITY ANALYSIS

Describe Scenario/Rate

	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	Those who staff, coach or advise co-curricular experiences ignore reports of racism, bullying, harassment or hazing as evidenced by data, such as annual climate surveys	<p>Students and families report situations that appear biased or racist between or amongst students, staff members, advisors or coaches; school officials are reactive</p> <p>Participation and achievement of all students who choose co-curricular activities are not expected, fostered, or supported by those who staff, coach or advise such activities</p>	<p>Those who staff, coach, or advise activities respond to reports of racism, bullying, harassment or hazing and work to extinguish such occurrences; there is a downward trend of the percentage of students who report witnessing or experiencing situations which appear biased or racist</p> <p>Participation and achievement of all students who choose co-curricular activities may be expected, but are not consistently fostered, or supported by those who staff, coach or advise such activities</p>	<p>Bullying, harassment, or hazing are not tolerated in any setting and are immediately addressed per BP1120; no students or staff report incidents of perceived racism, bullying, hazing or harassment; students and staff report supportive, caring, respectful relationships between and amongst students, and staff, including coaches and advisors</p> <p>All coaches, advisors, and members of the district's Activities Advisory Committee are trained at least biennially on topics related to equity (per BP1265), including demographic goals of student involvement</p> <p>Diverse coaches and advisors are solicited by the district which results in the demographics of coaches and advisors reflecting the student body</p> <p>Staff associated with co-curricular activities and experiences are pro-active in implementing a positive climate program; all students, staff, and families report a physically and emotionally safe co-curricular environment that expects, fosters, and models respect and high achievement for all</p>
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

IV. Co-Curricular

B. Involvement

EQUITY ANALYSIS

Describe Scenario/Rate	EQUITY ANALYSIS			
	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	A majority of students are not involved in co-curricular opportunities	Participation in co-curricular opportunities reflects an upward trend of involvement of students, but is not representative of the student body	A demographically diverse majority of students report participation in positive school-related co-curricular opportunities The district conducts pro-active outreach regarding how to be involved with school and the financial support that is available	All students and their families report participation in positive school-related co-curricular opportunities, as evidenced by data such as the annual parent telephone survey There are no transportation barriers to students' involvement in any co-curricular opportunity All families receive timely, persistent pro-active outreach from the district that describes how students can be involved in school activities and the financial support available to do so
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

V. Programs

A. Access

Definition
 Services that provide support, experiences or settings (usually distinct from the mainstream) to aid academic success, such as ESL, EL, Sped, Homeless (See BP1110),

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	There is little or no practice of informing families and students of school district programs and services	Select families are informed about school district programs and services	There is a regular practice of informing students and families about school programs and services, but barriers to access such as transportation or costs have not been addressed	All families and students are provided information and have access to school-related programs and services appropriate to their needs (If access is restricted by law or capacity, an equitable, lawful selection process is published and followed, such as the District placement process)
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

V. Programs

B. Review, Modification, and Development

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	Programs never are reviewed or evaluated; school nor community stakeholders have avenues for input	There is an occasional review of select programs; review teams rarely involve community members Equity nor cultural components are considered in program review	Creation, implementation, and evaluation of programs occurs primarily through an internal working group that is not representative of the demographics of the school community Sometimes the district's equity standards are used in program evaluation; cultural components are considered	Creation, implementation, evaluation, and modification of programs are prioritized based on evidence of students' academic and social-emotional needs, particularly those who historically have been underserved; diverse students, families, and community members+ are consulted and involved in program planning and development. Existing programs are evaluated on a regular, predictable cycle, using, among other measures, the district's equity standards and then are modified, if necessary (based on data and evidence); cultural components are part of all programs
Examples of Performance/Equitable Outcomes				
Describe Actions to meet expectations (4)				

V. Programs

C. Optional Programs

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	Optional programs are exclusive Optional programs are supported significantly below or above typical funding or classroom formula for schools or classrooms without rationale.	Optional programs are advertised through typical outreach strategies (such as PSAs) and a placement process is effect; however, student populations are not reflective of the district overall Optional programs are supported close to par with mainstream schools or classrooms	Extensive outreach describes the type of learner best served by each optional program A placement process results in student population demographics that approach those of the district, overall Optional programs may have additional support (such as a VISTA volunteer) to assure that students with greatest needs are receiving appropriate services	Intensive internal and external outreach to historically underserved populations describes the type of learner best served by each optional program A diverse applicant pool makes possible a true random lottery that results in demographically representative populations in those programs that are subject to the district's placement process Optional programs receive support and funding commensurate with the needs of students in that program; those with a disproportionate number of high needs students are supported in keeping class sizes as low as possible
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

VI. Curriculum

A. Review and Adoption

Definition:
The standards, content, materials adopted by the district as the basis for teaching and learning

EQUITY ANALYSIS

Describe Scenario/Rate	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	There is no curricular review process	Sporadic reviews of curriculum and materials occur, mostly amongst internal staff who do not represent the demographics of the school community	<p>The review and adoption cycle is regular and there is some diversity on the committee; however, make-up does not reflect demographics of the student body</p> <p>Some curricula include avenues for elders or other culture bearers to interact occasionally with some students</p> <p>Some curricula include local, culturally-relevant components; cultural elements are referenced in JSD core curricular standards</p> <p>Selected curriculum has built-in differentiation to support understanding of language and content for a variety of learners</p>	<p>Curriculum review, development, and adoption are regular, transparent processes that occur via inclusive committees which generally reflect district student demographics+; committee participants report back to the constituency they represent</p> <p>Curriculum always includes multiple avenues for elders to interact with all students</p> <p>The curriculum development and adoption process always results in the inclusion of local, culturally-relevant components; the Alaska "Cultural Standards for Educators," are embedded in JSD core curricular standards</p> <p>Selected curriculum has built-in differentiation to support understanding of language and content for a variety of learners and those strategies are consistently implemented</p> <p>The curricular review process is responsive to school-based and district-wide student learning data, both quantitative and qualitative**</p>
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

VI. Curriculum

B. Materials and Content

EQUITY ANALYSIS

Describe Scenario/Rate

Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
<p>Content and materials contain almost no representation of diverse images and includes language that is biased and/or stereotyped</p> <p>Families receive no information about how to support their children in accessing and succeeding in challenging curricula</p> <p>No Tlingit language is offered in school</p>	<p>Content and materials represent some diverse images, although language may perpetuate stereotypes</p> <p>Only families most familiar with the school system are informed about how students get “on track” or actually get into challenging curriculum</p> <p>Some students sporadically experience Tlingit language in school</p> <p>Embedding culturally-relevant or place based activities in regular curriculum is infrequent and ad hoc</p> <p>Fewer than half of the certified staff are trained on embedding local culture, history, and place</p>	<p>Content and materials represent a variety of diverse images and unbiased language</p> <p>Content and materials include some opportunities for students to be exposed to diverse cultural norms</p> <p>Information is readily available to all families on how students can access challenging curriculum; at least half of all students experience challenging curriculum/rigorous classes, but do not reflect the student body</p> <p>Some students experience Tlingit language weekly in school</p> <p>There is some process to review materials and curriculum for how to enrich it through culturally-relevant or place-based opportunities</p> <p>Half or more of the certified staff are trained on embedding local culture, history, and place, know and how to easily access such resources, and use them</p> <p>Alaska History classes include some references to peoples original to this area</p>	<p>Content and materials reflect the student body</p> <p>All curricula provide opportunities for each student to learn or to share ways that his or her culture interacts with the dominant culture and the world at large</p> <p>All students are referred to, prepared for, and supported in challenging curriculum; a significant majority of students participate in more challenging classes and reflect the student body</p> <p>All K-8 students experience Tlingit language at least weekly in school; it is a standing elective at all high schools</p> <p>A standing Curricular Enrichment Committee, whose members are trained in equity, culturally-relevant and place-based practices, reviews curriculum and recommends appropriate culturally-relevant and place-based strategies</p> <p>All certified staff are trained on embedding local culture, history, and place and regularly access and utilize locally-created resources</p> <p>Alaska History classes emphasize the interaction with, and culture and impacts of people original to this area</p>

Examples of Performance/Equitable Outcomes

Describe Actions to meet expectations (4)

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VII. Instruction

A. Classroom Instruction

Definition:
The activities and interactions associated with content that occur in school settings intended to result in student learning

EQUITY ANALYSIS

Describe Scenario/Rate

	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1	2	3	4
	Unacceptable. Requires Immediate Action	Needs Improvement	Progressing	Expected
	<p>There is no evidence of differentiation</p> <p>There is no evidence of place-based education (PBE) or culturally responsive education (CRE)</p> <p>Instruction is not connected to content standards</p>	<p>Differentiation is attempted</p> <p>Some cursory elements, perhaps stereotypical, of incorporating background knowledge, experience, and cultural relevance are evident, such as recognition of Native American Emphasis Month.</p> <p>Students have limited and inconsistent access to challenging curriculum</p> <p>Instruction occasionally connected to content standards</p>	<p>Differentiation provides individualized learning to some</p> <p>There is occasional use of CRE and/or PBE strategies alignment with Alaska Cultural Standards for Educators (ACSE)</p> <p>Classroom discourse and interaction include engagement strategies that build upon students' background knowledge</p> <p>Students report access to challenging curriculum; occasional incorporation of higher order thinking strategies and some interventions occur; there is no systemic way to ensure that students who need support or challenge are getting it or to monitor student progress</p> <p>Lessons occasionally incorporate ACSE and curriculum developed by cultural organizations; elders and/or culture-bearers have an inconsistent role in the school</p> <p>More than half of all lessons demonstrate a deliberate connection to adopted curriculum and content standards</p>	<p>Differentiated strategies capitalize on and build upon each students' background knowledge and experience and result in at least a year's growth in a year's time</p> <p>Instruction is rigorous, embeds CRE and/or PBE learning, and aims to reduce discrimination and stereotyping; instruction is fully aligned with ACSE</p> <p>Classroom discourse and interaction reflect high expectations and beliefs about all students' diverse capabilities and create a classroom culture of inclusivity, equity, and accountability for learning**</p> <p>All students report that they are encouraged to participate and succeed in challenging curriculum, and are supported by teachers they report to be effective</p> <p>Teachers use an extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students*</p> <p>All teachers demonstrate high leverage instruction that advances the learning of all students all the time. Instruction implements equitable practices learned through the professional development (as in II A(2))</p> <p>Lessons incorporate ACSE and curriculum developed by cultural organizations, and elders and/or culture-bearers have a consistent role and place in the school</p> <p>At least 80 percent of lessons can demonstrate a deliberate connection to adopted curriculum and content standards</p> <p>The instructional climate fosters a safe and inclusive learning community. Students participate in maintaining a climate of equity, caring and respect. The environment reflects cultural knowledge.*</p>
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

VII. Instruction

B. Assessment

EQUITY ANALYSIS

Describe Scenario/Rate

	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1	2	3	4
	Unacceptable. Requires Immediate Action	Needs Improvement	Progressing	Expected
	<p>There is no use of authentic assessment. Assessments are “one-size-fits-all;” no accommodations or modifications are made for learning, language, or cultural variances</p> <p>Special education staff only use standardized tests that do not consider regional characteristics</p> <p>Results are not provided to students or families.</p> <p>Assessment exists unrelated to instruction or standards with heavy emphasis upon single score outcomes</p>	<p>More than one type of assessment used, but almost none are. Learning, language, and cultural variances are acknowledged but not considered in creating or administering the assessments</p> <p>Assessment results are sent to students/families as raw scores only.</p> <p>There is evidence of some linkage amongst teaching, content, and assessments. Emphasis is placed on standardized measures</p>	<p>The district and teachers use some mix of formative, interim, summative, and authentic assessments that consider students’ individual learning, language, and cultural variances most of the time; most assessments are not timed</p> <p>Identification of special education students is not based on a discrepancy model</p> <p>Assessment results are provided and explained to students and families in terms that make clear the child’s growth.</p> <p>There is a clear linkage among content standards, curriculum, instruction, and assessment, as well as next steps in instruction.</p>	<p>A variety of assessments that accommodate student’s learning, language, and cultural variances result in valid and authentic measures of the learning growth of all students; in particular, assessments of students for special education eligibility are not biased against those whose linguistic, dialectal, grammatical, and fluency practices are different from the dominant culture; no assessments are timed</p> <p>Identification of special education students is not based on a discrepancy model; supports are provided as interventions that enable the student to make continuous, measurable progress; only if a student cannot, over time, with diminishing support, perform comparably to the general student population, would they be considered for special education</p> <p>Assessment results are provided and explained to students and families in terms that make clear the child’s growth, skills that have been mastered, skills that remain to be mastered, and strategies than can be used to support the learner</p> <p>Assessment is integrated with content standards-based instruction and curriculum and focuses on what students understand and can do. Interim and formative assessments are used to measure student progress in developing proficiencies based on content standards over time.</p>
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

VIII. Practices

A. Communications and Partnerships – 1. With Families

EQUITY ANALYSIS

Describe Scenario/Rate

	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1	2	3	4
	Unacceptable. Requires Immediate Action	Needs Improvement	Progressing	Expected
	<p>There is no outreach by the district or schools to families</p> <p>Parents or guardians report that staff are non-responsive</p> <p>Parents nor guardians are not contacted about student performance</p> <p>Families report that schools are unwelcoming or inaccessible; there is no space to host elders or family members who visit</p> <p>No parent training or information is provided by schools or the district</p> <p>A Site Council does not discuss student achievement data</p> <p>There is no opportunity for volunteers</p>	<p>There is minimal outreach to families; information is provided to select families regarding services, options, and placements; materials are not in clear language or not distributed to all students or families</p> <p>Parents or guardians report lack of timely response from staff</p> <p>Family conferencing occurs, but usually as a result of parent request</p> <p>Families report that schools are accessible, but there is no space to host families or elders who visit the school</p> <p>Annual parent information sessions are provided by schools or the district</p> <p>Every Site Council considers student achievement data annually</p> <p>Site Council meetings are perfunctory and rarely involve members in school-related issues</p> <p>Some schools have opportunities for volunteers</p>	<p>There is some outreach to families of diverse backgrounds and materials are clear; all families are provided information regarding options for students, including how to make requests for class or school placement and the processes for such consideration</p> <p>Parents or guardians report that staff are responsive</p> <p>Family conferencing occurs as needed at the invitation of the school</p> <p>Families report that schools are accessible and that they are acknowledged; there are limited opportunities or settings to accommodate gatherings amongst staff, students, families, and advocates</p> <p>Every schools hosts parent information and/or feedback sessions at least twice annually</p> <p>Every Site Council reviews and discusses student achievement data and with the so-called “achievement gap” at least quarterly</p>	<p>Interaction with students and their families by all school-related staff are respectful, express high expectations and comply with all policies, regulations, and school behavior guidelines related to anti-discrimination, anti-bullying, and peer-to-peer relations</p> <p>All families are informed through multiple, timely, respectful, clear means in their first language, as practicable, regarding schools’ and teachers’ expectations, of their children’s learning progress, and of support and opportunities available to students and families; unique, varied, and persistent communications are employed for hard-to-reach families***</p> <p>Staff respond to e-mails, messages or phone calls by the end of the next business day and document that</p> <p>Family conferencing occurs as needed, on an invitational basis from the school, accommodating family schedules; extended families or other appropriate advocates are acknowledged and regularly utilized as resources for students; all teachers are available at conferences at the same time, particularly at the secondary level</p> <p>Families report that schools are easily accessible, welcoming, and accommodating; a family learning center is designated to accommodate and be inclusive of families, elders, or advocates who visit the school</p> <p>Every school hosts quarterly relevant parent information or feedback forums or training opportunities, at school sites and off-school sites, focused on supporting families’ understanding of and access to academic and co-curricular information, opportunities, and related services</p>

A. 1 Continued next page

VIII. Practices

A. Communications and Partnerships – 1. With Families (continued)

EQUITY ANALYSIS

	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1	2	3	4
	Unacceptable. Requires Immediate Action	Needs Improvement	Progressing	Expected
			<p>Site Council members occasionally are asked for feedback on some school issues, but not consistently included in decisions related to hiring, staffing and budgeting</p> <p>Most schools have a volunteer program and the presence of family members is evident</p>	<p>Every Site Council reviews and discusses data associated with student achievement and the so-called “achievement gap” every month*** and have a sustained focus on how to address such discrepancies</p> <p>Site councils have meaningful roles in decisions related to hiring, staffing, and budgeting (see BP8140) and use district equity standards in such determinations</p> <p>Every school has a robust volunteer program with broad demographic representation; special skills or talents of families are evident in schools</p>
Describe Actions to meet expectations (4)	Examples of Performance/Equitable Outcomes			

VIII. Practices

A. Communications and Partnerships – 2. With Community

EQUITY ANALYSIS

Describe Scenario/Rate	EQUITY ANALYSIS			
	Little or No Development	Limited Development or Partial Implementation	Function Level of Development and Implementation	Implemented and Institutional with Fidelity
	1 Unacceptable. Requires Immediate Action	2 Needs Improvement	3 Progressing	4 Expected
	<p>Few or no community members are connected to school-related opportunities</p> <p>Communications from schools or from the district do not occur</p> <p>Stakeholder input is not sought</p>	<p>Some community members are involved in school-related opportunities, but they are not reflective of the school community</p> <p>Communications from schools or from the district occur infrequently; data are not shared</p> <p>Stakeholder input is not sought; those who are well-connected and/or most comfortable with school systems “weigh in”</p> <p>Partners are sought for temporary specific purposes</p>	<p>A variety of community members are involved in school-related opportunities, but are not reflective of the school community</p> <p>Communications from schools or from the district are irregular; various data may be posted, but public opportunities to learn about and question those data are not provided</p> <p>Stakeholder input is solicited through the public notice process; feedback is not representative of the school community</p> <p>Partnerships are solicited and purposeful, but the collaboration is not sustained</p>	<p>Diverse community members, generally reflective of the school community, are regularly involved at all levels of the organization+</p> <p>Regular, scheduled communications are provided to various stakeholders+ from schools and from the district, including explanations of proposals, plans, and data, including results of various surveys, organizational assessments, school improvement plans, and student assessments</p> <p>Broad stakeholder+ contribution is solicited beyond a required public notice process and considered in advance of implementation of systemic initiatives; feedback is demographically representative of the school community</p> <p>Relationships with a variety of community partners are solicited and purposeful, and collaboration is sustained</p>
	Examples of Performance/Equitable Outcomes			
Describe Actions to meet expectations (4)				

Addendum



Board of Education Policy



The Board of Education believes that every student deserves the opportunity to learn in a world-class educational setting that is respectful and free from bias. The Board champions* the dignity and worth of all people and recognizes that identification and removal of systemic barriers are essential to achieving equity in education. Furthermore, the Board holds itself and its employees accountable in developing and sustaining an educational system that reduces and eliminates discrimination, in intent and in results.

Equity in education is the deliberate act of providing resources and opportunities – both educational and co-curricular – to assure that all Juneau School District students develop the academic and social-emotional skills to be successful.

To that end, the Board directs the Superintendent through a regular cycle of review using data to identify and eliminate educational barriers impacting students. Specific attention is to be given to educational policies, regulations, programs, curricula, instruction and practices. These elements of work within the Juneau School District will supply appropriate support to assure full inclusion of students in a robust educational program.

It is the intent of the Board of Education that this policy is to supplement, not supplant, any and all existing Board policies relating to equity.

The aforementioned efforts will be consistent with the *Alaska Standards for Culturally Responsive Schools* adopted by the Alaska State Board of Education.

Cross-Reference

Policy 1110, “Philosophy and Educational Goals”

Policy 1120, “Prohibition Against Discrimination and Harassment”

Policy 1210, “Program Evaluation”

Policy 1221, “School Communication with Parents About Curriculum and Outcomes”

Policy 1240, “Controversial Issues”

Policy 1260, “Affirmative Action”

Policy 1310, “Student Grouping and Classroom Placement”

Policy 1510, “Acquisition of Educational Resources”

Policy 1515, “Re-Evaluation of Challenged Educational Resources”

Policy 3016, “Equal Employment Opportunity”

Policy 5120, “Assignment of Students Within District”

Policy 5560, “Bullying and Hazing”

Policy 6120, “Budget Preparation”

Policy 9200, “Home to School Communications”

* The definition of “champion” is “to defend and support the cause of”.

Adopted 11/9/10

Board of Education Rules & Regulations



The Superintendent will develop equity standards that set expectations for the components of the educational system identified in this policy. These areas include policies, regulations, programs, curricula, practices, instruction, resources, and opportunities, both educational and co-curricular. Such standards will be used by the Superintendent in evaluating these aspects of the District during the regular cycle of review referenced in the policy.

The Superintendent will report annually to the Board of Education the extent of progress on specific equity indicators related to eliminating barriers to access, opportunities, and academic achievement. System-wide and school-based equity audits will be conducted by an external entity at least once every three years, based on Juneau School District equity standards, and will be reported to the Board.

A district-wide Equity Committee will meet at least quarterly at varying neighborhood venues. It will be comprised of at least one representative from each school, one parent from each grade span (elementary, middle school, and high school) and will be facilitated by the Superintendent or his or her designee. Appropriate advance public notice will be made of the meeting time and place.

The district-wide Equity Committee, in conjunction with the Superintendent, will be responsible for reviewing and using data to develop and present an annual report to the Board of Education regarding the status of equity indicators as identified in the Board-adopted standards and to assure that action steps in response to those data are included in the annual district improvement plan. The district-wide Equity Committee will facilitate an annual public opportunity to provide information to and solicit feedback from the community on equity topics.

Every school site will establish an equity committee representative of the population it serves, facilitated by the principal or his or her designee. Appropriate advance public notice will be made of the meeting time and place. Neither site councils nor school improvement planning teams are precluded from serving as the Equity Committee, as long as staff, students, and parent representatives of the site are included. Site-based equity committees will meet at least quarterly to evaluate school data, to identify strategies to address site-based equity topics, to assure that those strategies are part of the annual school improvement plan. Principals are expected to evaluate the effectiveness of those strategies based on data. The principal and site-based Equity Committee will regularly facilitate and assess feedback from school stakeholders to identify equity topics to be considered by the site-based Equity Committee or by the district-wide Equity Committee. Representatives who serve on the district-wide Equity Committee are responsible for reporting back to the constituents they represent.

All employees, coaches, and advisors, will be provided equity training at least every other year on topics related to the BP1265. Equity topics can be rotated amongst years. Newly hired employees will participate in district-provided equity training within the school year of hire. Training will address equitable instructional practices and equitable treatment of students, staff, and families. Principals will be trained to assess and address equitable practices.

2/7/12

Equity Glossary



Accountability: An obligation or willingness to accept responsibility

Allocation: to divide and give out (something) for a special reason

Assessments:

Authentic: A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills -- Jon Mueller: *Authentic Assessment Toolbox*, 2012, Jon Mueller, North Central College, Naperville, IL.

Interim: Periodic throughout a school year, such as quarterly

Formative: monitoring student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning: Carnegie Mellon University: *Enhancing Education* <http://www.cmu.edu/teaching>

Performance-based: measures academic achievement by evaluating performance in a hands-on task ; *N. Central Regional Educational Lab, 2001*: the direct systematic observation of an actual pupil performance, and rating of that performance according to pre-established performance criteria.

Summative: evaluating student learning at the end of an instructional unit by comparing it against some standard or benchmark. Carnegie Mellon University: *Enhancing Education* <http://www.cmu.edu/teaching>

Bias: an inclination of temperament or outlook; *especially:* a personal and sometimes unreasoned judgment; prejudice

Champions: (from policy) “to defend and support the cause of”

Co-curricular: being outside of but usually complementing the regular curriculum

Culture: **CARLA:** the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. **Webster:** the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. **Livescience.com:** characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts

Culturally relevant: having significant and demonstrable bearing on the matter at hand

Cursory: done or made quickly

Demographic: A particular sector of a population**

Differentiation: discrimination between things as different and distinct***

Discourse: the use of words to exchange thoughts and ideas

Discrimination: the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex**

(JSD Policy 5560) **Discrimination** includes, but is not limited to, the exclusion of any eligible person from participation in school activities or the denial of a benefit to any eligible person under any program, based on that person’s membership in a class protected under this policy.

Disposition: a tendency to act or think in a particular way

Disproportionately: having or showing a difference that is not fair, reasonable, or expected

Disseminate: spread or disperse widely**

Diverse: made up of people or things that are different from each other

Effective: producing a result that is wanted : having an intended effect

Equitable: Fair and impartial**

Equity: (from BP1265) the deliberate act of providing resources and opportunities – both educational and co-curricular – to assure that all JSD students develop the academic and social-emotional skills to be successful.

“The definition begins with this: Equal education is not all students getting the same, but all students getting what they need. Approaching all learners the same academically doesn’t work. We have to start where each child is in his learning process in order to authentically meet his academic needs and help him grow.” *EDUTOPIA*

“Equity involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability.” Tomlinson, Carol. *How to Differentiate Instruction in Mixed-Ability Differentiated Instruction*

Fair: agreeing with what is thought to be right or acceptable

Fidelity: the degree of exactness with which something is copied or reproduced**

Homogenous: made up of the same kind of people or things

Implementation: the process of putting a plan or decision into effect**

Inclusive: open to everyone : not limited to certain people

Indigenous: living, or existing naturally in a particular region or environment

Equity Glossary



Initiative: introductory, preliminary; an act or strategy intended to resolve a difficulty

Institutionalized: established as a part of an official organization**

Leverage: influence or power used to achieve a desired result

Perpetuate: to cause to continue

Place-based: relating what students are learning to their heritage, land and lives: *June/July 2010 NABE News, Jon Reyhner, Northern Arizona University*

Proficiencies: a (high) degree of competence or skill; expertise**

Qualitative data: includes virtually any information that can be captured that is not numerical in nature. *Social Research Methods*

Quantitative data: data that can be verified and is amenable to statistical manipulation

Racism: prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior**

Bullying (JSD Policy 5560) is a written, oral or physical act undertaken to threaten, hurt, intimidate, humiliate, harass or frighten a person that a) physically harms a person or damages the person's property; or b) interferes with a student's education or a person's job performance; or c) is so severe, persistent or pervasive that it creates an intimidating or threatening educational or work environment; or d) disrupts the orderly operation of a school.

Hazing (JSD Policy 5560) Hazing includes any act that endangers the health or safety of a person or subjects that person to physical discomfort or embarrassment because of the person's participation or membership in, or as a condition of attaining or maintaining membership in or a position with or affiliation with, any classroom, grade level or school-sponsored activity.

Harassment (JSD policy 1120) includes, but is not limited to, bullying, slurs, epithets, threats, derogatory comments, unwelcome jokes, teasing, stereotyping, sexual advances or requests for sexual favors, physical assault or abuse, or other forms of verbal or physical harassment which adversely affect a person's employment or educational opportunities, or have the purpose or effect of unreasonably interfering with an individual's employment or education or creating an intimidating, hostile, or offensive educational or working environment.

Repertoire: a stock of skills or types of behavior that a person habitually uses**

Singleton: classes which are offered only once during the school day

Stakeholders: **persons with interest or concern in something

Stereotype: to believe unfairly that all people or things with a particular characteristic are the same

Systemic barriers: Impediments within the system of whatever learning environment the learner is situated *Using Equity Audits to Create Equitable and Excellent Schools, Skrla, McKenzie, Scheurich, p. 14*

Systems: a group of related parts that move or work together

Trauma: emotional shock following a stressful event or a physical injury, which may be associated with physical shock and sometimes leads to long-term neurosis

Historical trauma/intergenerational trauma: the collective emotional and psychological injury both over the life span and across generations, resulting from a cataclysmic history of genocide. *Dr. Maria Yellow Horse Brave Heart, U.NM.*

Guidelines for Schools Serving Culturally-Responsive Boards

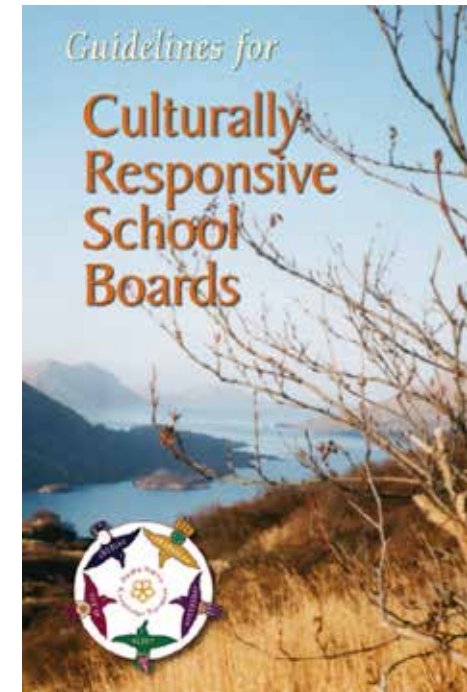


Schools must be fully engaged with the life of the communities they serve so as to provide consistency of expectations with those of a culturally-responsive school board.

Schools will contribute to school board implementation of a culturally-responsive education through the following actions:

- a. Promote the incorporation of the Alaska Standards for Culturally-Responsive Schools in all aspects of the school curriculum, while demonstrating their applicability in providing multiple avenues to meet the State Content Standards.
- b. Establish an easily accessible repository of culturally-appropriate resource materials and a reliable process for the daily involvement of knowledgeable expertise, including respected Elders, from the community.
- c. Provide developmentally-appropriate curricula that take into account the cultural variability of the social, emotional, intellectual and spiritual needs of each child and community, especially during the critical period of identity formation that takes place during the adolescent years.
- d. Utilize the natural environment of the community to move educational activities beyond the classroom as a way of fostering place-based education and deepening the learning experiences of students.
- e. Support the implementation of an Elders-in-Residence program in the school and classroom and teach respect for Elders at all times. Use the Guidelines for Respecting Cultural Knowledge to assist in incorporating Elders into the school setting in ways that are natural and beneficial for all concerned.

- f. Provide an in-depth cultural orientation program for all new teachers and administrators in collaboration with the local community.
- g. Make use of locally-produced resource materials (reports, videos, maps, books, tribal documents, etc.) in all subject areas and work in close collaboration with local agencies to enrich the curriculum beyond the scope of commercially produced texts.
- h. Utilize Elders and Native teachers from the local community to acquire a comprehensive understanding of all aspects of the local, regional and statewide context in which the students live, particularly as it relates to the well-being and survival of the local culture.
- i. Provide community access to and use of school facilities for cultural events and educational activities. The school should be viewed as an extension of the community, for use at the local school/community committees discretion.
- j. Encourage and support school staff in activities celebrating the local culture, heritage and environment (e.g., photo gallery of Elders in school hallway, local art/craft work displays, traditional demonstrations and historical displays, Elders birthday celebrations, or culturally-appropriate bulletin board displays).



www.anku.uaf.edu/publications/board.html
excerpt from pages 20&21

Policy 1265 – Equity Within the Juneau School District

(Adopted November, 2010)

The Board of Education believes that every student deserves the opportunity to learn in a world-class educational setting that is respectful and free from bias. The Board champions* the dignity and worth of all people and recognizes that identification and removal of systemic barriers are essential to achieving equity in education. Furthermore, the Board holds itself and its employees accountable in developing and sustaining an educational system that reduces and eliminates discrimination, in intent and in results. Equity in education is the deliberate act of providing resources and opportunities – both educational and co-curricular – to assure that all Juneau School District students develop the academic and social-emotional skills to be successful.

To that end, the Board directs the Superintendent through a regular cycle of review using data to identify and eliminate educational barriers impacting students. Specific attention is to be given to educational policies, regulations, programs, curricula, instruction and practices. These elements of work within the Juneau School District will supply appropriate support to assure full inclusion of students in a robust educational program.

It is the intent of the Board of Education that this policy is to supplement, not supplant, any and all existing Board policies relating to equity.

The aforementioned efforts will be consistent with the *Alaska Standards for Culturally Responsive Schools* adopted by the Alaska State Board of Education.

Cross-Reference:

Policy 1110, “Philosophy and Educational Goals”

Policy 1120, “Prohibition Against Discrimination and Harassment”

Policy 1210, “Program Evaluation”

Policy 1221, “School Communication with Parents About Curriculum and Outcomes”

Policy 1240, “Controversial Issues”

Policy 1260, “Affirmative Action”

Policy 1310, “Student Grouping and Classroom Placement”

Policy 1510, “Acquisition of Educational Resources”

Policy 1515, “Re-Evaluation of Challenged Educational Resources”

Policy 3016, “Equal Employment Opportunity”

Policy 5120, “Assignment of Students Within District”

Policy 5560, “Bullying and Hazing”

Policy 6120, “Budget Preparation”

Policy 9200, “Home to School Communications”

* The definition of “champion” is “to defend and support the cause of”.

Adopted: 11/09/10 (All day)

Regulation

Equity Within the Juneau School District

The Superintendent will develop equity standards that set expectations for the components of the educational system identified in this policy. These areas include policies, regulations, programs, curricula, practices, instruction, resources, and opportunities, both educational and co-curricular. Such standards will be used by the Superintendent in evaluating these aspects of the District during the regular cycle of review referenced in the policy.

Policy 1265 – Equity Within the Juneau School District



The Superintendent will report annually to the Board of Education the extent of progress on specific equity indicators related to eliminating barriers to access, opportunities, and academic achievement. System-wide and school-based equity audits will be conducted by an external entity at least once every three years, based on Juneau School District equity standards, and will be reported to the Board.

A district-wide Equity Committee will meet at least quarterly at varying neighborhood venues. It will be comprised of at least one representative from each school, one parent from each grade span (elementary, middle school, and high school) and will be facilitated by the Superintendent or his or her designee. Appropriate advance public notice will be made of the meeting time and place.

The district-wide Equity Committee, in conjunction with the Superintendent, will be responsible for reviewing and using data to develop and present an annual report to the Board of Education regarding the status of equity indicators as identified in the Board-adopted standards and to assure that action steps in response to those data are included in the annual district improvement plan. The district-wide Equity Committee will facilitate an annual public opportunity to provide information to and solicit feedback from the community on equity topics.

Every school site will establish an equity committee representative of the population it serves, facilitated by the principal or his or her designee. Appropriate advance public notice will be made of

the meeting time and place. Neither site councils nor school improvement planning teams are precluded from serving as the Equity Committee, as long as staff, students, and parent representatives of the site are included. Site-based equity committees will meet at least quarterly to evaluate school data, to identify strategies to address site-based equity topics, to assure that those strategies are part of the annual school improvement plan. Principals are expected to evaluate the effectiveness of those strategies based on data. The principal and site-based Equity Committee will regularly facilitate and assess feedback from school stakeholders to identify equity topics to be considered by the site-based Equity Committee or by the district-wide Equity Committee. Representatives who serve on the district-wide Equity Committee are responsible for reporting back to the constituents they represent.

All employees, coaches, and advisors, will be provided equity training at least every other year on topics related to the BP1265. Equity topics can be rotated amongst years. Newly hired employees will participate in district-provided equity training within the school year of hire. Training will address equitable instructional practices and equitable treatment of students, staff, and families. Principals will be trained to assess and address equitable practices.

Equity Timeline



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| <p>1973 Indian Studies program established in JSD; begins as a study hall at JDHS; later focus is on cultural lessons in elementary and middle school classrooms. Receives USDOE award for its K-12 place-based curriculum; provides first Alaska History course offered at JDHS (funding the teacher, as well as curriculum)</p> <p>1984 Native student achievement is stated as an explicit goal or strategy of the Juneau School District and is adopted annually by the Board of Education</p> <p>1987 Project Careers established (in Old Dairy Building, then Bill Ray Center) to support drop outs; attracts Native students; later becomes Project 2000, then CHOICE (Choosing Healthy Options in Cooperative Education) in 1997</p> <p>1988 First Native administrators: Judy Franklet, Auke Bay Elementary principal; Sasha Soboleff, JDHS assistant principal; Les Hamley, Floyd Dryden assistant principal; Ronaldda Cadiante, Marie Drake/Dzanitik'i Heeni assistant principal (1991)</p> <p>1995 Alternative High School established on contract with SE Regional Resource Center with 26 students (initially as a correspondence study model; under leadership of first principal, Ronaldda Cadiante, evolves into quarterly academic program with strong advisory and school-to-work credit); historically attracts Native students; today Yaakoosge Daakahidi is approximately 125 students; 60% Native (accredited as separate high school in 2009; prior to that, a program of JDHS)</p> <p>1996 JSD selected by National Science Foundation to participate in three year national Math Equity Project, with team of five staff receiving, delivering training on race, gender and class equity issues and strategies</p> <p>1996 Early Scholars established at JDHS in partnership with UAS, serving a cadre of up to 50 students in grades 9-12; emphasizes college-bound readiness</p> <p>U.S. DOE Office of Civil Rights finding against JSD regarding over-identification and representation of Native students in special education, particularly in the area of Speech and Language. JSD revises all special education protocols and provides training to all District staff over two year period</p> | <p>1999 Establishment of Tlingit Culture, Language, and Literacy (TCLL) program, in partnership with Sealaska Heritage Foundation (SHF) as a result of Alaska Native Education Program (ANEP) grant awarded to SHF; housed at Harborview Elementary School, beginning in 2000, after district wide invitation to host program; initially served 18 students in grades K-1 and expanded to K- 5 and then 6-8, by providing cultural leadership classes in middle school.</p> <p>2001 NCLB/emphasis on data shifts Indian Studies focus to academic tutoring, eclipsing the previous emphasis on culture</p> <p>2003 JSD awarded ANEP grant, "Building on Success," to continue TCLL program for three more years, in partnership with SHI, CCTHITA and UAS</p> <p>2004 Controversy around K.A.N. ("Kill All Natives") at JDHS and in community; contributes to change in high school leadership, safety protocols, equity training amongst staff</p> <p>Biennial district-community strategic planning process results in formation of Strategy II Committee: Alaska Native Student Success</p> <p>"Working Together, An Education Handbook for Alaskan Native Families," published by JSD using federal funds</p> <p>2005 School-community task force reviews equity in optional programs, results in a placement process established to assure diversity (ethnicity dropped as preference in June, 2007, following US Supreme Court decision in Seattle Schools case)</p> <p>2005-08 Sealaska Heritage develops multi-unit social studies SE AK place-based curriculum piloted at Yaakoosge Daakahidi</p> <p>2006 Equity Committee forms under leadership of Superintendent Peggy Cowan</p> <p>"Transitions," \$1.5 million, three-year federal grant builds on two former grants funding summer science and math place-based science camps (called Camp W.A.T.E.R); supports culture-based for-credit marine science summer camps and Native culture, language, and arts at high schools; data show involved students do better</p> |
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Equity Timeline



Biennial district-community strategic planning process continues work of Strategy II committee and results in June 2006 Board adoption of a 2007 Strategic Plan that specifically includes “a decrease in the graduation and achievement gap between district averages and sub-population group, such as Native student, Special Education students, English Language Learners, and low-income students.”

Math in a Cultural Context (MCC) training of second grade teachers through UAF grant program; training ongoing

2007 Equity Committee travels to Boston for training with equity consultant Enid Lee

JSD awarded ANEP grant, “Expanding on Excellence” to continue TCLL program and expansion to Gastineau Elementary School (under leadership of Angie Lunda establishes all-school model)

Central Council of Tlingit & Haida Indian Tribes of Alaska (CCTHITA) awarded Alaska Native Student Success (ANSS) three-year grant; \$110,000 to JSD annually pays for .5 coordinator, data retrieval, training coordination, development of school-based drop out prevention plans

Board begins development of five-year non-negotiable goals, which includes removing barriers to Alaska Native student success

Drop Out Prevention Symposium sponsored in June in partnership with Alaska Staff Development Network; about 100 attend

2008 Drop Out Prevention Symposium sponsored in June in partnership with Alaska Staff Development Network; about 100 attend

Local Action Team formed as part of ANSS grant; community, tribal, school district members. Top three priorities: alternative middle school, transitions, addressing racism

Board approves 3.5 cultural para-educator positions to supplement five Indian Studies positions

Initial equity matrix drafted by Equity Committee and reviewed by principals and other administrators, put out for public comment

Enid Lee provides on-site training with cultural para-educators, elementary Instructional Support Team members and administrators

“Working Together, An Education Handbook for Alaskan Native Families,” re-published by JSD using federal funds

Mandatory activities fees dropped; district scholarship established for low-income youth who want to be involved in activities

Free intramurals offered at all three high schools to encourage youth involvement

Native Student Success Coordinator position established

2009 Enid Lee conducts on-site equity reviews at three schools (is on sabbatical during 2009-2010 school year)

Board approves \$15,000 for elders’ presence in classrooms and \$85,000 in stimulus funds to expand cultural education at two valley Title I schools

End of June, former Superintendent Peggy Cowan, in last official act, convenes Equity Committee for two-day review and revision of matrix, based on public input during the previous year; revision not fully completed

November, district-wide equity committee renews regular monthly meetings

JSD awarded Transitions II grant from federal ANEP funds; 3-years, \$1.5 million, total to support transition readiness, grades 8-9

JSD awarded one-year \$200,000 AK DEED early childhood grant to pilot two pre-school classes with Head Start, housed at Title I schools

August full-day teacher in-service focused on equity; supported by ANSS grant

Goldbelt Heritage Foundation (GHF) awarded three-year grant (Woocheen – “working together”) to support continuance of “Expanding on Excellence” programs at Harborview), Gastineau, and Dzantik’i Heeni; pays for about 4.5 positions in the district

Equity Timeline



GHF awarded grant to develop secondary math-science place-based curriculum; can support live “lab” class at each main high school; monthly Saturday place-based curricular workshops

JSD awarded CARES (Credit Attainment & Recovery & Employment Skills), five-year \$300,000 annual grant from Alaska DEED using federal 21st Century funds. Creates evening credit program and support services (transportation, mentoring) more than 100 youth enrolled.

2010 60 staff participate in two-day place-based training, including Tlingit ethnographer Dr. Thomas Thornton and UO place-based scholar Dr. Greg

Kinder Camp piloted July-August, targeting 16 incoming kindergartners who never had experienced pre-school

Transitions II ANEP grant used to train 35 staff in AVID (Advancement Via Individual Determination) to support under-served eighth and ninth graders in high school transitions and post-secondary readiness (AVID is a 30-year-old national program which targets minority, low-income, and first-in-family college-bound students); total enrollment: 75; 45 (50 percent Alaska Native)

Second year of state-funded pilot pre-school program at two school sites (Gastineau and Glacier Valley) with Central Council of Tlingit & Haida Indian Tribes of Alaska Head Start; will serve up to 40 four-year-olds

District-wide Equity Committee completes first and second draft of proposed equity policy and regulations; Board adopts Equity Policy (#1265) in November; standards development continues in district-wide committee

GHF-district summer science camp for 30 Native high school students

2011 District establishes standing Native Education Advisory Committee to advise administration on related topics

District produces quarterly newsletter to Alaska Native families

District contracts with Center for Educational Leadership, University of Washington, to train all administrators on equitable instructional practices. (CEL sated mission: “The education community has many different reasons for its interest in closing the achievement gap. We have one: equity.”)

District-wide equity committee completes draft of proposed regulations to accompany Policy #1265; posted to policy in February

Data from 2010-2011 indicate more high school students involved in activities, freshmen failing fewer classes and improving attendance. Student surveys (as part of Next Generation evaluation) indicate high reporting of witnessing situations that appear to be racist.

Goldbelt-district summer science camp for 35 Native high school youth and 35 middle school youth, using traditional knowledge

Goldstream Evaluation of Fairbanks audits activities polices and makes recommendations on strengthening them for purposes of equity

2012 MOA with Sealaska Heritage (SHI) sets up cooperative relationship for participation in district hiring and for training new staff

Third summer science camp for Native high school youth sponsored by GHF-district

Ten new JSD staff and ten new UAS staff spend 1.5 days in August experiencing a cultural orientation coordinated by SHI

State achievement data indicate uptick in graduation and downward trend in drop-outs

Equity Committee completes draft of standards

Administrator/teacher-leader training with CEL continues

Newsletter to families of Native children continues

Comments on Draft of Equity Standards and Equity Work Group Responses, 2011-12



AC = Administrative Council BOE = Brd of Ed
 CP = Cultural Paras CAB = Cabinet PUB = Public

Jan. 25, 2012, Feb. 7, 2012, March 6, 2012, Nov. 14, 2011, Feb. 3, 2012

General Comments

- ♦ **Add a preamble about the impact of systemic racism. Include an “equity narrative” that explains what equity is. Include more explicit language that explains the academic definition of equity. PUB BOE** – preamble developed
- ♦ **Should show the next steps should occur if you’re a “1” or a “2”. PUB, BOE** - this part of the implementation process; we do not believe that this committee is in a position to prescribe “next steps” for each indicator
- ♦ **The plan should make it clear who should carry out the tasks. BOE** – as in the implementation of any set of standards, the persons responsible are those with leadership or supervisory authority
- ♦ **What are the consequences for not meeting the standards? BOE, PUB** – in the “unacceptable” phase, immediate action should be taken; again, district supervisors answer to the superintendent and the superintendent answers to the Board. The intent is that practices that are not “progressing” or better are improved in a time set by managers or stopped. The Board must hold the district accountable for such. We have not reviewed another standards document that says what the consequences are for not meeting the standards, other than the NCLB
- ♦ **What about a longitudinal, empirical study about the components of the standards? PUB** – That’s a good idea; the district could establish an external study of these dispositions over time; there already a number of data sources that could be used
- ♦ **Where is school climate addressed? The climate within each school is the most critical aspect. BOE** – we agree; see IV Co.=Curricular and VII Instruction

- ♦ **Should there be a metric added to the dashboard of indicators developed by the Board? BOE, CAB** – Yes; there is nothing explicit regarding equity in the Strategic Plan or the indicators
 - What is the process for applying the standards? AC
 - Should it be a standard that our district take ownership and/or leadership in the community to address the inequity of student attendance? It significantly impacts student success. AC
 - What is the professional development plan and the communications plan? CAB
- ♦ **Separate hiring and evaluation into two indicators. AC** – No, as super will evaluated against job descrip
- ♦ **Need to verify what job description says now. BOE** – done; needs to be formally changed

Comments on Specific Indicators

I. BOARD OF EDUCATION

Committees and task forces are representative of community demographics. Committees and task forces intentionally solicit members with specific skills or experiences.

- ♦ **Add the word “perspectives” at the end. AC - Done**
- ♦ **Meet at times that accommodate workers. AC - Done**

All (**new – AC**) board members participate annually in equity training within 90 calendar days of the municipal election.

- ♦ **Define equity training. BOE** – Not necessary, as this is an executive function; not the purpose of a standard
- ♦ **What will be used and provided by who? CAB** – Up to internal managers

Agendas and Board materials are disseminated at least three business days preceding Board meetings to diverse, key stakeholders.

- ♦ **What does “diverse, key stakeholders” mean? AC** – listed specific examples
- ♦ **Does this mean electronic notification? AC** – eliminated reference to method of communication – not necessary

Action items before the Board include an equity analysis based on district equity standards.

- ♦ **Does this mean more staff work? Not everything needs an equity analysis. – CAB** – we agreed; revised

Comments on Draft of Equity Standards and Equity Work Group Responses, 2011-12



The Board solicits information from staff and stakeholders associated with specific items.

- ♦ **How would this happen? We already public notice the Board packets? BOE – we agree; revised**
- ♦ **This should happen at the staff level. AC – we agree; revised**

Significant initiatives, plans, and proposals are reviewed by the Board in informal work sessions prior to formal consideration or adoption.

- ♦ **This is not always practicable and could duplicate the first and second readings process already required of the Board. BOE – we believe that SIGNIFICANT items should be reviewed in an open work session first**

Budget deliberations involve demographically representative community contributors who, through district efforts, become knowledgeable about budget allocations, processes, projections, and associated data. Equity standards guide (use “inform,” instead – AC, CAB) the process, and allocations are made based (Better language: “in consideration of” on students’ academic and social-emotional needs, as evidenced by data

- ♦ **How is “demographically-representative” defined? Should it be tied to student body? BOE – we agree; it’s too specific; changed**
- ♦ **Some resource allocation decisions may not fit these criteria. BOE – we agree**

II EMPLOYEES

The district assesses the level of cultural sensitivity and understanding of equitable practices possessed by all incoming teachers, administrators, and staff. The assessment is well defined and clearly delineates and leads to a level of further training which could strengthen each person’s practice.

- ♦ **How? Using what tool to assess? PUB, BOE, CAB – it’s an executive function to choose the assessment; start with the State’s newly-adopted Cultural Standards for Educators**

Hiring and mentoring of new staff directly provides training in use of equitable instructional practices and provides clear pathways for further development as needed.

- ♦ **What does the last part of this sentence mean? Perhaps make it into two sentences. BOE – it’s confusing; the last part was removed**
- ♦ **Is this part of new teacher orientation? What would this look like? CAB – See DEED module – required every two years**
- ♦ **Emphasize supporting new teachers on professional behaviors and classroom management. PUB – we expect that new teachers arrive with training in both of these areas which will be strengthened through experience and supervisor guidance**

2. Ongoing professional development

- ♦ **What is the PD plan that will be implemented? PUB, BOE – that is up to the administration**
- ♦ **Does DEED have such training modules? CAB (yes, and it is required every two years)**

Ongoing, easily accessible training results in all staff practicing the concepts, knowledge, dispositions, and actions associated with equity . . .

- ♦ **. . . as defined by? CAB – by the policies, regulations and standards adopted by the Board, as well as by frameworks used by the district, such CEL**

District monitors and evaluates the impact of professional development on equitable practices in instruction

- ♦ **How will we know that staff are practicing these expectations? BOE – we hope in the same way that we expect to now now: effective supervisors who answer to the superintendent who answers to the Board**

The district has a vigorous, effective recruitment program that results in the hiring and retention of minority staff; employee demographics reflect the student population

- ♦ **How can this reflect the proportionality of the pool of candidates? AC – We understand that the current pool of diversity candidates cannot equate to all districts across our state having an employee pool that reflects student diversity; however, it should remain a goal over time**

All hiring committees represent the student demographics of the district

- ♦ **This is not always possible, particularly in an expedited hiring. Do we set ourselves up for for EEOC charges if we cannot produce such a group? CAB – we don’t know (although standards are not a law); we changed the language**
- ♦ **What is the career ladder for AK Natives to get into certified teacher positions? CP – these standards do not address that question, which more appropriately can be addressed through the District’s hiring and recruitment plan**
- ♦ **It should be a goal that the proportion of employees who are Native in administration, JESS, and JEA reflect the Native population. CP (this is embedded in the 2011 recruitment plan)**

How do unsuccessful candidates know why they didn’t get an interview? AC (again, this should be in an HR plan)

Parent and guardian feedback on teachers’ practices sometimes is inconsistently gathered and is unused in teacher feedback

- ♦ **Use the term “evaluation,” not feedback. BOE – OK, done**

Comments on Draft of Equity Standards and Equity Work Group Responses, 2011-12



III RESOURCES

Funds and resources are allocated based on data associated with students' instructional and social-emotional needs

- ♦ **Social-emotional needs are not part of the Strategic Plan. Does this require social workers, counselors, etc.?** CAB – Research (AIR, Anchorage) demonstrates a relationship between students' social-emotional health and academic success. How the district implements "effective instruction and intervention" (part of Strategic Plan #3) is up to its leaders

Budget allocations result in all students developing academic and social-emotional skills to be successful, as indicated by a variety of data

- ♦ **How does the human factor figure in here?** CP – that is intended through an inclusive process
- ♦ **Does the district really have the variety of data to support all allocation decisions?** BOE – no, but it should use what it has when it can
- ♦ **Could this, instead, say: Resource decisions are informed by data linked to equity standards?** AC – Yes, we changed the language to reflect this suggestion

The deployment of staff is based on learning needs of students as demonstrated by a variety of data

B. Facilities and Technology

- ♦ **Should these be separated to add tech to professional development?** AC – we see technology as infrastructure

Allocation of resources related to maintenance and technology infrastructure are fair; frequency and degree of allocation is regularized and responsive to need as demonstrated by data

- ♦ **How is "fair" defined?** AC – "Based on need"

All staff and students take an active stewardship role in maintaining school district's physical environment.

- ♦ **How can we include language that speaks to how welcoming an environment is, such as "Configured in a way that is immediately welcoming"?** AC – see VIII Practices, related to families

IV CO-CURRICULAR

Behavior of adults and students participating in activities or other school-related experiences model appropriate behaviors that are explicitly taught to students, staff, coaches and advisors

- ♦ **What does "appropriate" mean here, in relation to equity?** AC – language has been changed

Some school programs are accessible to some students and families; transportation or finances present barriers to some students and families and they have not been informed about such support

What are the rubrics, cutoffs and standards to select EL students? PUB

Demographics are not a barrier to students, families, and community members knowing about and choosing to participate in volunteer roles, academic programs, and co-curricular experiences appropriate to the individual (?).

- ♦ **What about barriers to getting to school for those in poverty?** AC – these standards are items over which the district would have control; we are not sure how to answer this

V. PROGRAMS

Definition (of "program")

A framework of service or methodology often established and regulated by external entities, or an internal creation unique to the district that provides an academic setting or experience or service that is distinct from the mainstream public school classroom

A. Access

- ♦ **This definition does not work.** BOE – we agree; it has been re-written
- ♦ **Does this include EL, ELL, Sped, Homeless, ISP, TCELL? Will they be using cultural curriculum?** CP – see curriculum section; it is a goal that all curriculum will include cultural components

Creation, implementation, and modification of programs are prioritized based on degree of need and support of students and families who have historically been underserved, especially those of local indigenous heritage

- ♦ **Not sure what this means.** BOE – underserved students are those not benefiting from the way they are experiencing instruction, as evidence by the percentage of special education, poor, ESL, and Alaska Native youth who are not succeeding on par with their peers

Demographically representative students, families, and community members are consulted and involved in program planning and development.

To what degree is "demographically representative"? CP

Comments on Draft of Equity Standards and Equity Work Group Responses, 2011-12



Analyses of existing and proposed programs “map” the impacts on student learning and co-curricular opportunities

- ♦ **This is vague. BOE – we agree; it’s rewritten**

VI CURRICULUM

Curriculum review, development, and adoption are regular, ongoing cyclic, predictable, transparent processes that occur via inclusive committees which reflect district demographics

- ♦ **What does “regular, cyclic” mean? How long should that period be? CP** (the cycle is 6 yrs)
- ♦ **If the district’s contract language about teachers being required to use adopted curriculum, how will that effect use of curriculum created by SHI and GHF? CP** (will check contract to determine if/how language changed . . . good question . . . we adjust the standard to recognize that no curriculum should exclude integration of culture or place)

Curriculum development and adoption embed local, culturally-relevant Components

- ♦ **Tlingit language should be offered in all schools. CP** (we agree – add it)
- ♦ **Cultural elements are not referenced in our current core curricular standards. AC** (we agree; add reference to Alaska Cultural Standards for Educators)

Content represents a noticeable variety of diverse images and unbiased language

- ♦ **Who reviews this? CP** Good question: insert language that calls for establishes standing curric review comm

Content supports opportunities for each student to learn ways that his or her culture interacts with a global base

- ♦ **What does this mean? BOE** (language revised for greater clarity)
- ♦ **How will we know this? CP** – through principal supervision

VIII INSTRUCTION

- ♦ **How does student grouping occur? Are parents still allowed to request teachers? That’s not equitable. PUB** – we agree; see VIII Practices

There are few variances in access points for students to learn high-level standards. Infrequent higher order thinking skills expected or elicited

- ♦ **What does this mean? BOE** – yes, this is not clear; we have edited this language

Occasional incorporation of higher order thinking strategies . . . occasional incorporation of culturally relevant and/or place-based learning

- ♦ **Elders are present on occasion in the classroom. CP** – we have been more specific about including elders

Teachers use an extensive repertoire of strategies to meet students’ diverse academic and linguistic needs and ensures fullest participation and learning for all students*

- ♦ **Should staff development be addressed here? AC** – we think it’s addressed adequately elsewhere
- ♦ **Add adults who interact with students outside the classroom, such as on the playground. AC** – we agree

All teachers demonstrate high leverage instruction that advances the learning of all students all the time.

The climate fosters a safe and inclusive learning community. Students participate in maintaining a climate of equity, caring and respect. The environment reflects cultural knowledge.*

- ♦ **Lessons incorporate place-based curriculum, Alaska Cultural Standards, Tlingit language, and is supported by elders who are fluent. Curriculum from Sealaska and Goldbelt Heritage is incorporated at all grade levels. CP** – we have tried to be more specific about the inclusion of cultural curricula, but this language comes directly from the new teacher evaluation tool, so we will not change it in this document.

Assessments are “one-size-fits-all.” No modifications or accommodations are made for learning abilities or language or cultural variances.

- ♦ **Do we know if there is a bias in MAP assessment because there are some students who don’t have a computer at home? PUB** There is very little skill necessary for the computer usage and adults are supervisor who are assisting. All children in the district, including kinders get weekly time to learn about using computers. While not having a computer at home may create other inequities, there are a number of external factors for which schools cannot control. Elementary teachers were very concerned about this in the beginning of MAP, but it has not proved to be a barrier.

There is minimal use of authentic assessment. Cultural and learning variances are acknowledged but not considered in creating or administering the assessments.

- ♦ **What is the definition of “authentic”? AC** - Will be included in glossary

Results are provided to students/families in a balanced format. Equal emphasis is placed on raw score/comparative analysis and focus on skills acquisition.

- ♦ **What do you mean by “balanced format”? BOE** – we agree that’s confusing - removed

Comments on Draft of Equity Standards and Equity Work Group Responses, 2011-12



Assessment is integrated with instruction and focuses on what students understand and can do. Performance-based assessments are used to assess student progress in developing proficiencies based on content standards over time.

- ♦ **Define “performance-based.” AC** – Yes, that’s confusing . . . “formative” and “interim” will be used instead (and included in the glossary)

Parent training does not exist

- ♦ **Does this mean in the community? BOE** – No, provided by schools or the district; we will make that clear

There is some outreach to volunteers and advocates of diverse backgrounds; volunteer corps does not reflect school demographics

- ♦ **This will be hard to measure. BOE** – We agree – took it out

Special skills or talents of families are not evident in classrooms or schools

- ♦ **Clarify that this means using local people in the classroom. BOE** - revised

Staff respond to e-mails, message or phone calls within the same work day in which they are received*

- ♦ **Change this to 24 hours, not “same work day.” AC** – changed to end of next business day

The district and schools host frequent, relevant parent information and training opportunities, at or off school sites, focused on supporting families' understanding of and access to academic and co-curricular opportunities and related services.

- ♦ **What is the definition of “frequent”?** BOE – added specifics: quarterly

Extended families or other appropriate advocates are formally recognized (such as on Power School) and regularly utilized as advocates and resources for students

- ♦ **What does “formally recognized” mean?** AC – we agree; this is not clear; edited out

Physical space in schools is provided for family meetings or visits and promotes inclusive, equal participation

- ♦ **Does “physical space” mean beyond the classroom?** BOE – could be; we revised the language
- ♦ **How does this affect Community Schools or programs that work in the schools, such as BASE?** AC – it does not affect these agencies which have separate MOAs

A. Communications and partnerships

- ♦ **Strengthen this section. PUB** – we agree and have tried to do so

A broad variety of demographically diverse community members and entities are regularly connected to school-related opportunities

- ♦ **What does this mean? What’s a school-related opportunity?** CP - revised

- ♦ **Add specifics so people know that this means them (language such as: “opportunities at all levels of the organization, including classroom and student activities, school events and organizations, and district groups such as committees, councils, and advisory bodies.”** – CAB – added “at all levels”

Broad stakeholder input is solicited and considered in advance of implementation of any initiative; feedback is demographically representative of the school community

- ♦ **The word “any” is too vague. What about “major”?** AC – we agree – change to “systemic”

