

# Your Role in Equity

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association of  
**ALASKA**  
school boards

# Session Overview

- **Defining Equity**
- **Your role in equity**
- **Next Steps**





Think about what you wrote on your card  
this morning around equity.

At table:

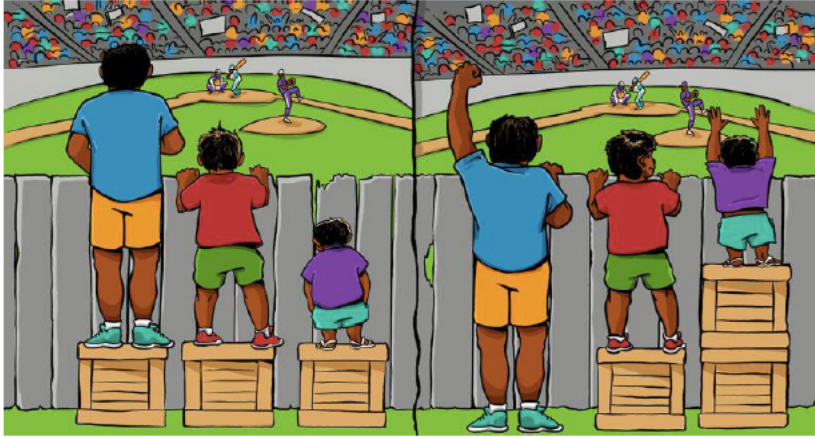
How has your equity lens changed?



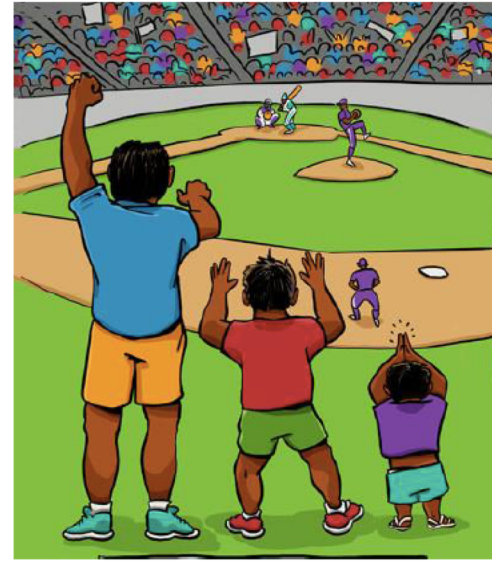
# NSBA'S Vision on Equity



<https://vimeo.com/263029277>



<http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>



What happens when we move FROM providing accommodations to overcome barriers and disparities TO eliminating the source of the barriers and disparities?

***“Educational equity means that every student has access to a quality education that prepares them for a meaningful career, postsecondary learning, and engaged citizenship in our country and in the world. This is what every child deserves regardless of his or her race, gender, ethnicity, language, disability, family income, or zip code.”***

Laura Slover, CenterPoint Education Solutions





# In Alaska:

# Statutory Responsibilities

## AS 14.14.090 Duties of School Boards

(2) Provide for during the school term of each year, an educational program for each school age child who is enrolled in or a resident of the district.

(7) Establish procedures for the review and selection of all textbooks and instructional material, including textbooks and curriculum materials for statewide correspondence programs, before they are introduced into the school curriculum.....

# Board Standards

- **Vision:** The Board creates a shared vision to enhance student achievement.
- **Structure:** The Board provides a structure that supports the vision.
- **Accountability:** The Board measures district performance toward accomplishing the vision and reports the results to the public.
- **Advocacy:** The Board champions the vision.
- **Conduct & Ethics:** The Board and its individual members conduct district business in a fair, respectful, and responsible manner.



# Key Roles of a School Board Member

1. Hire and evaluate the **superintendent** – your only employee!
2. Set and approve the **district budget**
3. Review and adopt **curriculum**
4. Develop and adopt **policies** to govern the district

# Community Cafe

1. How does your board address equity in this area?
2. What kinds of changes does your board need to make?
3. What can you do differently to address equity in this area?





# School District Examples



# Policy Review

## Cultural Safety in Education Project

~ 40 policies identified for review

~ 26 notable recommendations

1 new policy Available to districts (AASB policy online)



## CULTURALLY RESPONSIVE EDUCATION

BP 6141.3

Note: The following optional policy may be revised or deleted as needed. A.S. 14.20.020 requires multicultural training for issuance of teaching certificates. A.S. 14.20.035 gives preference in hiring persons with training or experience in cultures represented in the student population.

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe and are indigenous to these lands. Many regions of Alaska are still predominately composed of Alaska's indigenous peoples. Public schools are the most common shared experience for most Americans and Alaskans, and it is most appropriate that schools accurately reflect and respond to the needs and the contributions of all ethnic groups, which comprise the student body and staff

The School Board recognizes that a culturally responsive education that is effectively implemented through culturally proficient instruction can provide the maximum opportunity students to attain academic and social success. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, ethnicity, socio-economic status, trauma history and ability.

School staff and students must learn to respect and work cooperatively with persons of all backgrounds. Culturally proficient and responsive instruction will promote student recognition of the value of individual differences as well as the human dignity and worth common to all people.

The Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of student are an important consideration in policies on curriculum and materials, onboarding and orientation, school climate, language instruction, and access to cultural content.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5137 - Positive School Climate)  
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)  
(cf. 6174 - Bilingual-Bicultural Education)

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**PARTICIPATION IN COMMUNITY LIFE**

BP 1311

Note: The following optional policy may be revised to reflect district philosophy and needs.

The Board believes the school and community should work as a unified whole in the process of educating students enrolled in the District. Understanding community values and priorities are important to the ongoing success of the educational program. Staff members should be respectful of community values in their contacts with the community.

*(cf. 5137 - Positive School Climate)*

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6141.3 - Culturally Responsive Education)*

The quality of a school program is related to staff understanding of local culture and traditions, parents' wishes for their children, and public understanding of the District's goals and methods for education. Strong school-community relationships require cooperative development and maintenance of efficient two-way channels of communication between the school and the community. This communication should be fostered through dialogue, input, and feedback.

District communications with the public should meet the following goals:

- (1) inform the public about the work of the schools;
- (2) improve the partnership of parents and teachers in meeting the educational needs of students;
- (3) develop awareness of the importance of culture in education;
- (4) integrate the home, school, and community in improving educational opportunities;
- (5) clarify the aims, objectives, and work of the school;
- (6) make school facilities and personnel available for community use, within limits set by the Board; and
- (7) make use of community resources in carrying out the educational program.

*(cf. 5124 -Communication with Parents/Guardians)*

The School Board encourages affiliation of school personnel with community organizations having missions consistent with that of the District, and encourages participation of school staff in appropriate community activities and projects.

*(cf. 6145.5 - Organizations/Associations)*

Added 3/2019



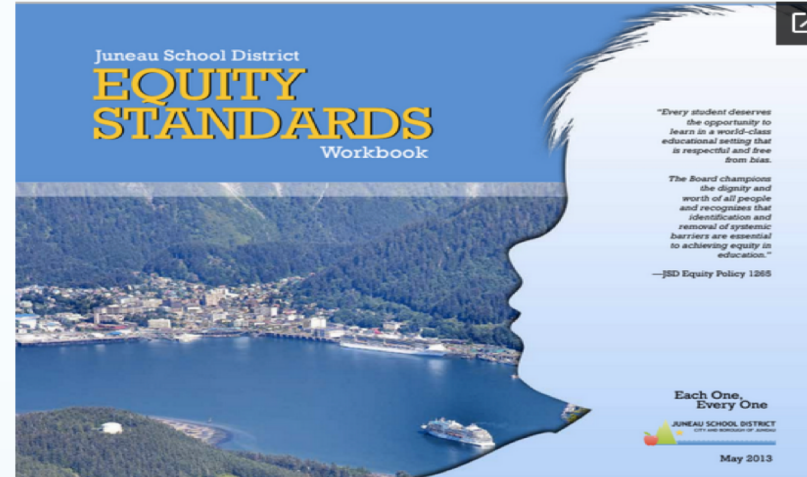


# Adopting a Framework

## Nome Public Schools Strategic Equity Framework



<https://www.nomeschools.org/site/handlers/filedownload.aspx?moduleinstanceid=718&dataid=805&FileName=17.pdf>



<https://www.juneauschools.org/teaching-and-learning-support-a44b8d2e/equity-11ef6395/equity-standards-9786167f>



# Addressing Equity at Board Level

**Look at your data** (look at sub-groups to see where gaps are)

**Seek diversity in staff**

**Policy Scan**

**Staff professional development** around equity.

Ensure **strategic plan** supports equity

**Superintendent Evaluation:** Include a measurable equity goal

**Board Self- Evaluation:** Discuss equity

# What you can do at an Individual Level

**Refuse to accept “excuses”** for NOT addressing equity (family dysfunction, income, intelligence, language ability).

Resolve to **meet the needs of EVERY student.**

**Be courageous!** Do not be fearful having the uncomfortable conversations.

**Ask questions** –families, students, community members.

**Explore your district’s strengths**

**Listen!** - to families, students, community members, staff, board members





A collection of hand-drawn fish cutouts, each with unique patterns and colors like red, black, green, blue, and purple. They are arranged on a wooden surface, with some held by small wooden clothespins. A central white speech bubble with a dashed border contains the text "WHAT WILL YOU DO?".

WHAT WILL YOU DO?