

## **LEARNING**

### **EQUITY POLICY**

Regional School District 13 believes that equity in opportunities and accessibility to our programs, services, and resources is critical to the achievement of all learners. The district values diversity in our schools and community and seeks to develop the capacity for cultural competence in empowering learners to thrive as global citizens. Diversity includes diversity of thought, diversity of values, and diversity of perspectives.

Regional School District 13 is committed to:

- Adopting procedures to ensure an equitable school community inclusive of diversity in race, ethnicity, language, gender, cultural values, and family belief systems.
- Ensuring that staff are demonstrating ethical behaviors and respect for diversity through daily actions and decision making.
- Ensuring equity of opportunity and equity of access to programs, services, and resources.
- Providing opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments and improving its cultural competencies in serving our racially, culturally and ethnically diverse students, families, and communities.

## **DEFINITIONS**

### **Equity**

- Equity is seen as an ideal group state where every group member is supported in attaining all relevant outcomes. (*Education Reimagined*)
- The provision of personalized resources needed for all individuals to reach a common goal. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.
- Working toward equity is not about treating everyone exactly the same but, rather, is about treating each individual with the same level of respect and commitment to their success. (*Education Reimagined*)

### **Accessibility**

Accessible education is the process of designing courses and developing a teaching style to meet the needs of people from a variety of backgrounds, abilities and learning styles. Just as there is no single way to teach, people learn in a variety of ways; using different instructional methods will help meet the needs of all learners.

### **Diversity**

The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

**Cultural Competence**

The ability to interact effectively with people of different cultures. Cultural competence is comprised of four components: (a) Awareness of one’s own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills

**Culture**

The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is learned and shared within social groups and is transmitted by non-genetic means.

**School Culture**

Can be used to encompass all the attitudes, expected behaviors, and values that impact how the school operates.

**Positive School Culture**

A school culture that specializes in a safe, nurturing environment not only for the students but for the staff.

**Inclusion**

- Inclusion means providing quality learning experiences for groups that have typically been excluded.
- We define inclusion as the shared responsibility of every member of a learning community. Inclusion is achieved when everyone sees their own role in the inclusion of oneself and of others; takes decisive action to elevate, honor, and amplify the voices of those who have been historically and are presently marginalized or excluded; and attends to all dimensions of inclusion: mental, emotional, physical, social, and spiritual. In particular, for authentic inclusion to occur, concerns of equity and justice must be recognized and shared as the concerns of all. (*Education Reimagined*)

**Culturally Responsive Instructional Practices**

Culturally-responsive practices involve recognizing and incorporating the assets and strengths all students bring into the classroom, and ensuring that learning experiences, from curriculum through assessment, are relevant to all students. Additionally, awareness of different backgrounds includes understanding and being trained to mitigate the effects of trauma they may face day-to-day.

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