

I-10: Administrative Procedures Educational Equity and Advocacy



REFERENCES

[Board Policy I-10](#)

DEFINITIONS

Advocacy: Creating and providing the academic and social structure that provides the support necessary for raising student achievement and student self-advocacy.

Diverse/Diversity: Includes characteristics of persons including, but not limited to: race, culture, color, creed, religion, national origin, gender, mental and physical ability, age, citizenship status, sexual orientation or affectional preference, gender identity or expression, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.

Educational Equity: Based on the principles of fairness and justice in allocating resources, enriching opportunities, and ensuring equitable treatment and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focused on the core of the teaching and learning process.

PROCEDURES FOR IMPLEMENTATION

I. Equitable Access

Administrators will provide every student with equitable access to high quality and culturally sustaining instruction, curriculum, support, facilities, and other educational resources.

A. Methods that school administrators can utilize include, but are not limited to:

1. observe classroom instruction to ensure culturally sustaining tiered instruction is taking place;
2. discuss disaggregated data in professional learning communities (PLCs), data meetings, and other appropriate educational venues, e.g. English Language Learner data, and data broken down by ethnic/race categories, students with disabilities, etc.; and
3. review all school facilities to ensure access for any individual who articulates any gender identity/expression.

II. Pathways to Success

Administrators will create multiple pathways to success in order to meet the needs of all district students regardless of race, culture, color, creed, religion, national origin, gender, mental and physical ability, age, citizenship status, sexual orientation or affectional preference, gender identity or expression, economic status, veteran's status, and any other protected class in accordance with federal, state, and local laws. The district will actively encourage, support, and expect high academic achievement for all students regardless of their demographic groups.

III. Diverse Workforce

Administrators and the human resource services department will actively work to recruit, employ, support, and retain culturally and linguistically diverse and culturally competent administrative, instructional, and support personnel.

- A. The district should perform community outreach to diverse groups, including radio stations and religious organizations, in an effort to recruit a diverse and qualified applicant pool.
- B. Outreach must be communicated in various languages that should be determined by the community being served.
- C. The district shall also actively strive to have its teacher and administrator workforce reflect the diversity of its students and communities.

IV. Professional Development

The district will provide professional development on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from disparities.

- A. The equity department, in collaboration with other departments, will provide trainings to school staff on various topics related to language acquisition, inclusion practices, restorative practices, Multi-Tiered System of Supports (MTSS)/behavior issues, equity issues, and culturally sustaining instructional practices.

V. Overrepresentation/Underrepresentation in Programs

Administrators shall work to correct any school practices that lead to the over-representation of diverse student groups in areas such as special education and discipline, and the underrepresentation of those same groups in programs such as gifted and talented, International Baccalaureate, and advanced placement.

- A. Placement in such programs must always be based on a student's qualifications and eligibility for these programs, and not based on characteristics such as race, or ethnicity, or the student's English language proficiency.
- B. School administrators and teachers should regularly review desegregated data to ensure that students of color are not overrepresented in disciplinary referrals.
 - 1. If the data shows that students of color are overrepresented in disciplinary referrals, an intervention team should be convened to monitor data, identify trends, and implement MTSS strategies, including restorative practices, in order to decrease student referrals, build relationships and improve school climate.
 - a. An intervention team should include administrators, school counselors, a special education teacher, a classroom teacher, and if appropriate, an English Language Development (ELD) or Alternative Language Services (ALS) coordinator, a refugee outreach worker, and a student advocate.

VI. Identity Issues

Administrators will create a climate where all staff and students shall be given the opportunity to understand identity issues, and the impact of each individual's own racial, cultural, and linguistic identity on themselves and others.

- A. Teachers and administrators should create a safe environment, and support students who engage in self-expression regarding such issues as gender identity, socio-economic status, race, culture, ethnicity, and religion.

VII. Inclusion Practices

- A. The district and school administrators will welcome and empower the district's diverse students and families, including underrepresented families (including those whose first language may not be English) as essential partners in their students' educational experiences, shared governance, and appropriate decision-making processes.
- B. Schools should endeavor to include parents of color on their school community councils (SCC) and parent teacher associations (PTA), and encourage their participation in the school as volunteers.
- C. Administrators will also involve other partners who have demonstrated culturally-specific expertise such as government agencies, non-profit organizations, businesses, and community members in order to help achieve educational goals for students.

VIII. Translation/Interpreter Services

- A. A parent/guardian does not have to prove limited English proficiency in speaking, reading, writing and/or comprehending English in order to receive language assistance. A parent/guardian can request language translation/interpretation services at the school office.
- B. Schools must request interpreters for meetings or events when parents whose primary language is not English will be present.
 - 1. Such requests should be submitted to the district's translation department with as much advance notice as possible.
- C. All SCC notifications and agendas should be printed in the school's major languages in order to effectively communicate with parents and encourage their participation.
- D. Information to individual parents regarding their student, for example grades, disciplinary issues, disclosure documents, activities, and classroom events, must be communicated to parents in their home/heritage language.
 - 1. School personnel are encouraged to communicate with individual parents in their home/heritage language if appropriate.
- E. Information regarding generalized school events, upcoming opportunities for placement testing, student performances, and school newsletters should be printed in the school's major languages in order to effectively communicate with parents.
- F. District communications with the community must be translated into the major languages spoken within the district.

IX. Closing Gaps

School administrators shall identify gaps in services for students. Administrators will provide advocacy programs, supports, or other interventions for students with specific outcome goals and progress targets based on student achievement and student behavior data.

- A. Administrators should work with teachers in reviewing data in order to identify gaps (academic, behavioral, disciplinary, opportunity, socio-economic, etc.).
 - 1. If gaps are identified, administrators and teachers should work to identify and obtain resources to help close the gaps.
 - 2. The district and/or Salt Lake Education Foundation may be able to provide assistance and/or various resources which will assist administrators in closing these gaps.