

EQUITABLE ACCESS TO EDUCATION

PURPOSE

The Board of Trustees (“Board”) recognizes the importance of creating conditions for learning that ensure equitable access to the full range of learning opportunities available for all students in its stewardship. The Board believes appreciating individual human diversity, developing a capacity for the collective pursuit of cultural competence, and committing to day-to-day inclusion will enable the Lyon County School District (“District”) to fulfill its mission and purpose. The District will adopt procedures intended to achieve a diverse and equitable school community inclusive of, but not limited to, race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin.

POLICY

1. Guiding Principles

- a. The Board recognizes the growing diversity of cultures in the District and commits itself to ensuring that all aspects of policies, regulations, practices, programs, and services promote equitable opportunities, understanding and appreciation for all types of diversity.
- b. District policies, programs, and activities shall foster recognition of and respect for basic human rights, fundamental freedoms, and equitable opportunities for all.

2. Guiding Practices

- a. The District strives to identify any disparities, discrimination, disproportionality practices, and/or inequities in educational programming and access to that programming by communicating, collaborating, and building supports among all appropriate parties; and will offer appropriate solutions to such disparities amongst the District’s student population and faculty/staff.
- b. Shared and Committed Leadership: The District will provide leadership that is committed to identifying and removing barriers to learning. The District will establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all District faculty/staff, students and their families are recognized to help meet their needs.
- c. District/School-Community Relationships:
 - i. Collaboration will be based on open dialogue and partnerships with parents/guardians, staff, students, the Board, Superintendent, and other community groups and agencies. The Board will draw upon expertise of partners to explore innovative ways of sharing resources that can help meet the diverse needs of all students and provide new and relevant learning opportunities.

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

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- ii. The District will strive to seek community input to provide equitable policies, programs, and practices. Channels shall be encouraged for exchanging ideas with community members and staff. Through these efforts, the District seeks guidance and input aimed at meeting the needs of the diverse communities within Lyon County.
 - d. Inclusive Curriculum, Instruction, and Assessment Practices:
 - i. The District will ensure that curriculum with high-yield methods and practice of teaching and resources are culturally responsive, inclusive, and represent the diversity of the school community.
 - ii. The District will provide students and staff with authentic and relevant opportunities to learn about various histories, cultures, and perspectives. Students will see themselves represented in the curriculum, programs, culture, and staff of the school. The District will affirm and value students’ first languages.
 - iii. The Board is committed to advancing assessment practices that use multiple qualitative and/or quantitative measures to form a strong multi-tiered system of supports (MTSS) for the delivery of academic and behavioral success.
3. Staff Development and Professional Learning: District employees will participate in professional development addressing equitable opportunities and inclusion, cultural competency, disproportionality, and culturally responsive teaching and reflective practices. Professional learning opportunities with District school employees will be ongoing and based on changing needs within the District and community. The District will provide opportunities within its workforce and the Board of Trustees to participate in professional learning and provide information for students and parents/guardians to increase their knowledge and understanding of equitable opportunities and inclusive education.
4. Accountability and Transparency: The District will provide ongoing and open communication to keep all stakeholders informed of the District’s goals and progress as they relate to the principles of equitable opportunities and inclusive education. Within the context of the District Performance Plan and/or Strategic Plan, School Performance Plans will embed the District’s equitable opportunities and inclusive educational practices. The District’s Performance Plan and/or Strategic Plan will focus on identifying and removing any barriers to student learning in order to reduce gaps in achievement and provide a respectful and culturally responsive school climate and culture.
5. The Superintendent shall develop the administrative regulations, procedures, and/or practices necessary to implement and maintain the provisions of this policy.

DEFINITIONS

1. Achievement Gap - refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students.
2. Educational Equitable Opportunities – practices that provide all students with the individual support they need to reach and exceed a common standard.
3. Cultural Proficiency – making the commitment to lifelong learning for the purpose of being increasingly effective in serving the educational needs of all cultural groups.
4. Cultural Competence – the alignment of personal values and behaviors and the school policies and procedures in a manner that is inclusive of all cultures and that enables healthy and productive interactions among individuals. Viewing one’s personal and organizational work through a lens of responsibility for fostering an environment that is inclusive of cultures that are different from that of the individual.
 - a. For the student/family – the ability to equitably and sensitively respond to the unique needs that arise from the student/family’s culture and to use cultural strengths as tools to assist with the educational process.
 - b. For the District – the ability to provide equal and meaningful access to individuals from each cultural population served, and to do so in a manner that is based on an understanding of each population’s distinct needs.
 - c. For staff – Culturally responsive teaching is the ability to use the student/family’s accumulated and culturally developed bodies of knowledge and skills as an asset to the classroom and school experience through rigor, relevancy, relationships, expectations and the ability to communicate effectively.
5. Culture – the totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, morals, and customs.
6. Disproportionality - the over/under-representation of a group of interest in comparison to their representation in the overall community.
7. Diversity and Inclusion – diversity embodies acceptance and respect for a range of differences among people, cultures, and perspectives. Inclusion means that the diverse groups are represented and included in all sectors of the organization and organizational life. Diversity and diverse populations may include, but are not limited to: Race and ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws.

DESIRED OUTCOMES

1. As a result of adhering to this policy, strategies will be developed to significantly improve achievement outcomes and reduce achievement gaps for all students.
2. The District will serve as an equal opportunity employer and strive to employ, and retain a diverse and culturally competent workforce.
3. The District will welcome all families as essential partners in their student's education, school planning and District decision-making. The District will include other partners who have demonstrated specific expertise in meeting our equitable educational opportunities.
4. The District will sustain ongoing culturally responsive practices, education, and professional learning to strengthen employee's knowledge and skills.
5. The District will utilize qualitative and quantitative data, including assessments, to develop ongoing processes to work toward addressing practices that demonstrate an over and under representation of various student populations in areas such as special education, discipline, gifted and talented, and advanced placement.
6. The District will model a culture of respect that actively cultivates and promotes a safe, orderly, and respectful environment to ensure equitable opportunities for all students and employees to learn and work. Structures, systems, policies, and procedures will be based on culturally responsive practices that ensure a safe, orderly and respectful learning and working environment focused on student achievement.
7. The District recognizes the need for student input and contribution to the continual development of policy and procedures towards equitable access to education.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This policy reflects the goals of LCSD's Performance Plan and/or Strategic Plan and aligns/complies with the governing documents of the District including, but not limited to:
 - a. Board Policy JFCC: Safe and Respectful Learning Environment-Anti-Bullying
 - b. Board Policy AA: Equal Educational Opportunity; Non-discrimination
 - c. Board Policy AB: Non-discrimination Title IX
 - d. Board Policy AC: Non-discrimination 504
2. This policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
 - a. Chapter 388, System of Public Instruction
 - i. NRS 388.121 – 388.139, Provision of Safe and Respectful Learning Environment

- b. Chapter 613, Employment Practices
 - i. NRS 613.310 – 613.435, Equal Opportunities in Employment
- 3. This document complies with the following federal laws and regulations:
 - a. Title II, American with Disabilities Act Amendments Act of 2008
 - b. Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000c
 - c. Title VI of the Civil Rights Act of 1964, Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons
 - d. Title VII of the Civil Rights Act of 1964
 - e. Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and the implementing regulations, 34 C.F.R. Part 106;
 - f. Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C. § 6101,
 - g. Section 504 of Rehabilitation Act of 1973
 - h. Individuals with Disabilities in Education Act (IDEA), 20 U.S.C. § 1400 et seq.;

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EQUITABLE ACCESS TO EDUCATION -Administrative Regulations

**Lyon County School District
Student Bill of Rights**

All Lyon County School District students have the right to:

- A positive, safe and respectful learning environment.
- Highly qualified staff who offer their best every day.
- Our patience and nonjudgmental guidance as they learn to navigate this confusing world.
- Make mistakes, understand why it was a mistake and the opportunity to learn from those mistakes.
- Motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.
- Caring adults who support and respect them for who they are individually.
- An equitable and diverse education with the appropriate resources to be successful.
- Engage as inclusive members of their school and community.
- Be heard and have a voice in all aspects of their education.
- Understand existing rules, the purpose of those rules and the opportunity to express concerns with perceived inequities.
- Be open, honest and express themselves in a respectful manner.
- Authentic, real world learning opportunities that will prepare them for their future.