



March 23, 2021

Proposed Educational Equity
Policy
Board of Education
Study Session



DCSD Strategic Plan: Growing Together

Strategic Theme Overview

Health, Safety and Social-Emotional Supports For Students

Objective 3: Establish an **inclusive culture** to ensure **all students** feel **safe** and **valued**.

Strategic Initiative 3A: Increase and embed learning opportunities and experiences involving inclusion, diversity, equity, and accessibility.

DCSD's Journey: The Historical Perspective

1990s through Early 2000s: Diversity and Equity Course Pathway by Mr. Jack Kronser

2015 - 2019: Equity in Excellence Conversations and Planning

2020-Present: Equity, Diversity, Inclusion, & Accessibility Strategic Planning Priority Initiative

Equity belongs to every single person in our system. We all need equity.

2018 Survey by Greenway: Captured the priorities of the Douglas County community and was the key source in creating the strategic plan. This was open to the entire community; input indicated alignment and addressing the needs of all students as a significant need.

Stakeholder Group Input: Stakeholders voiced a desire to foster belonging, unity, love, and care for our students, families, and staff.

The number one protective factor is a sense of connectedness and belonging. [Colorado Child Fatality Prevention System](#) (of the 40 protective factors identified). With intent, this policy speaks to the need for each of our students and staff to belong.

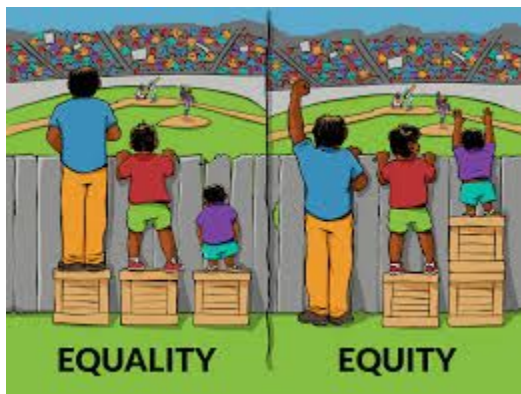
Draft Educational Equity Policy Journey

Policy Creation Process



DSCD Legal Team and Amanda Malson: Revisions
Generally Applicable Educational Equity Policy

Equity v.s. Equality



Equality gives everyone the same thing.

Equity gives people what they need.



Equality

Equity



Community and Stakeholder Group Feedback: Thematic Analysis

- What is “Myth of Meritocracy”?
- Equity vs Equality and its implications to the Constitution
- Equity turning into Equality of results
- What is or is not currently being done in schools, specifically what will change due to this policy moving forward?
- How far would this policy force changes in gender equality (bathroom, sports, locker rooms, etc.)?
- Is the policy “left-leaning” how can we change that image. How will we ensure division amongst people, students, staff, and community won’t happen due to the policy?
- What will be the reporting system?
- Why is the policy needed?
- Define Collective identity
- What happens to those that violate the policy?
- How do we foresee this impacting curriculum?
- Need a separation between the what (policy) and how (regulatory documents)
- The revision is comprehensive, policy needed revisions
- Agree with the stance, the stance is necessary, it is strong enough
- Need more commitments to employees
- Need training for all
- Need restorative practices
- Definitions are important, define inequity
- Need to plan to avoid misuse of the policy
- Focus on inclusive language
- System to support is important (e.g. staffing, focus)
- Need policy alignment with other policies
- Call out alignment with Civil Rights laws and guidance
- No Changes - policy is urgently needed in the DCSD

Revisions based on Community and Stakeholder Group Feedback

Based on community and stakeholder group feedback, revision to the first reading draft were necessary. The intent is unity, not further division, of our entire community. We propose the following revisions in the “Board shall not condone” section:

- strike “systemic” before racism (keep racism)
- strike “myth of meritocracy”

Aligned Equity Focused Work in DCSD

Implementing Now

- Strategic Plan Initiative Team: Diversity, Equity, Inclusion, & Accessibility
- The ADL's No Place for Hate in all secondary and some elementary schools. (neighborhood schools)
- Professional Development through the Language, Culture, & Equity Team: Speak up at School; Culturally Responsive Classrooms; Communicating in a Language Parents Understand; Book Studies
- Professional Development Grant Funded Opportunities
- Professional Development through the MTSS Team: Making Connections Workshop; Restorative Practices
- Advanced Academics and Gifted Programming: Proportionality of Gifted Students by Subgroup; Equitable Gifted Identification Process; Equitable Access to Rigorous Courses
- Counselor Group Focus on Equity
- Parent/Community Groups: Equity Growth Zone; Conexión
- Equity Advisory Council
- Collaboration with the Student Advisory Group
- Professional Development

Implementing Soon

- Proposed Board of Education Equity Policy (if approved)
- Leadership Training: Gemini Group: Leadership Training
- Professional Development Pathway: In progress

Equity Work is Aligned with DCSD Board Ends

Academic Excellence

- All students have equitable access to a Douglas County public school
- Every student has equitable opportunity to acquire the knowledge and skills
- A diverse set of educational options are provided which enables students to pursue different post secondary options
- Students graduate with acquired content and cultural knowledge, workforce readiness, interpersonal skills, civic responsibility, global awareness, independent living and an understanding of the essentials for health and wellness.

Outstanding Educators and Staff

- Quality educators and staff have been recruited, developed, supported, retained and celebrated.
- Communication between and among students, parents, community, educators and staff is frequent, collaborative, and helpful.
- Educators and staff are valued and given multiple opportunities for their voices to be heard.

Equity Work is Aligned with DCSD Board Ends

Safe, Positive Climate and Culture

- A purposeful focus on creating a caring, safe, fun, supportive, and positive learning and working environment for all students, district employees, parents, and community is manifest throughout the district.
- There is clear evidence and a common understanding of the shared belief that all students can succeed when given a safe and caring learning environment.
- Behavior Expectations are clearly articulated, supported, and taught.
- Multiple communication systems are available and used by students, district employees, parents, and community to ensure all voices are heard.

Collaborative Parent, Family, and Community Relations

- Parents, guardians, families, and community members partner with each other and the District to empower students to maximize their individual educational experience.
- Collaboration with community, business, government, educational, and organizational leaders is sought to provide opportunities for students to create positive change and provide service in our community.
- Schools are the center of community learning, entertainment and gathering.
- Multiple effective pathways for communication are available to all parents, guardians, families, community members, and district employees and are conducted with respect and kindness.

Equity Work is Aligned with DCSD Board Ends

Financial Well-Being

- The Board of Education and all district employees are good stewards of the financial resources belonging to the district on behalf of students and taxpayers.
- All district funds and expenditures are handled equitably, efficiently, transparently, responsibly, and purposefully to maximize the benefit for all students.
- All district fiscal transactions are legal, ethical, and appropriate in keeping with district regulations and goals.

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Equity Resources

Office for Civil Rights
[Policy Portal](#)

Dear Colleague Letter October 1, 2014
[Brown v. Board of Education that education “is a right which must be made available to all on equal terms”.](#)

US Department of Education Office for Civil Rights
[Fact Sheet: Ensuring Students Have Equal Access to Educational Resources Without Regard to Race, Color, or National Origin](#)